

OHIO UNIVERSITY
ATHENS, OHIO 45701

BOARD OF TRUSTEES

February 22, 1978

To: Those listed below*

From: Robert E. Mahn, Secretary, Board of Trustees

Subject: Minutes of October 1 and December 16, 1977

The minutes were approved without change on February 11, 1978. You may wish to substitute the attached signature sheets for the unsigned sheets in the copies of the minutes sent to you on October 5 and December 28, respectively.

REM:csb

* Dr. Ping	Dr. Harter
Dr. Bucklew	Mr. Kennard
Mr. Peebles	Archivist (2)
Mr. Kurlinski	Resident Auditor
Mr. Burns	

OHIO UNIVERSITY
ATHENS, OHIO 45701

BOARD OF TRUSTEES

October 5, 1977

TO: Those Listed Below*

FROM: Robert E. Mahn, Secretary, Board of Trustees



SUBJECT: Minutes of October 1, 1977, Meeting of the Board

Enclosed for your file is a copy of the October 1 minutes.
This draft will be presented for approval at the next regular
meeting of the Board.

REM:csb

* Chairman and Members of the Board

Mr. Johnson
Mr. Aspengren
Dr. Ping
Mr. Mahn (2)
Dr. Bucklew
Mr. Peebles
Mr. Kurlinski
Dr. Harter
Mr. Kennard
Archivist (2)
Resident Auditor
Mr. Burns

MINUTES OF THE MEETING OF
THE BOARD OF TRUSTEES OF OHIO UNIVERSITY

Saturday, October 1, 1977, 9:00 a.m.
Room 319, Vernon R. Alden Library
Athens, Ohio

I. ROLL CALL

Members present were Mrs. Dorothy S. Johns, Chairman, G. Kenner Bush, Charles E. Holzer, Jr., Dean W. Jeffers, William A. Lavelle, Mrs. J. Wallace Phillips, Donald A. Spencer, and Milton J. Taylor. This constituted a quorum. J. Grant Keys, Vice Chairman, was unable to attend.

President Charles J. Ping and Secretary Robert E. Mahn also were present. Arthur E. Aspengren, who sits with the Board by invitation as President of the Ohio University Alumni Board of Directors, did not attend. Provost Neil Bucklew was present to give a report.

II. APPROVAL OF MINUTES OF THE MEETINGS OF JUNE 25
AND JULY 15, 1977 (previously distributed)

Mrs. Johns, determining that there were no corrections or additions for the minutes, declared them approved as distributed.

III. COMMUNICATIONS, PETITIONS AND MEMORIALS

The Secretary stated that none had been received.

IV. ANNOUNCEMENTS

President Ping announced the presence of Wayne Kurlinski, newly appointed Vice President for University Relations. He welcomed him to Ohio University and stated that he would have a significant role in advancing the support of the University.

V. REPORT BY PROVOST BUCKLEW

Dr. Bucklew reported first on the English Composition Program which is to be effective at the beginning of the 1978-79 academic year. The outline of the Program appears as Attachment 1, page **376**.

Chairman Johns stated that, although the Program did not require action by the Board, it had the full support of the Board.

Dr. Bucklew next reported on the program planning process. A copy of Program Planning Process is filed with the official minutes. Included with the Report is the roster of members of the University Planning Advisory Council, which Dr. Bucklew distributed. Dr. Bucklew said that he looked forward to sharing with the Board progress in program planning.

Dr. Bucklew ended with comments on preliminary fall head count enrollment, stating that the 18,700 total headcount exceeded the 1976 figure by 650. The table he presented appears as Attachment 2, page **377**. He and President Ping expressed pleasure with the incoming freshmen figure, significant for its increase when the high school graduating pool is stable or declining. Admissions personnel and others who assisted with recruitment were congratulated for their efforts.

VI. UNFINISHED BUSINESS

The Secretary reported no unfinished business.

VII. NEW BUSINESS

Mrs. Johns stated that agenda items had been discussed by the respective Board committees. She asked the respective chairmen to read or summarize the resolutions and report the recommendations of their committees for discussion and action.

A. BOARD-ADMINISTRATION COMMITTEE MATTERS

The Committee had no matters to present.

B. BUDGET, FINANCE AND PHYSICAL PLANT COMMITTEE MATTERS

Mrs. Johns asked Committee Chairman Bush to present matters considered by the Committee and recommendations relative to them.

1. DEPARTMENT OF TRANSPORTATION COMPENSATION PROPOSAL

Mr. Bush reported that a verbal offer of \$119,000 compensation and \$5,000 for landscaping had been received from the Department. He stated that the Committee was concerned that landscaping be adequate and that it proposed that an additional undesignated amount for this purpose be taken from the compensation amount. He offered the following resolution and moved its approval. Mrs. Phillips seconded the motion. Approval was unanimous.

RESOLUTION 1977--367

WHEREAS, by Resolution 1975-185, approved on March 10, 1975, the Board of Trustees authorized the President, or his designated representative, to grant right-of-entry to the State of Ohio, Department of Transportation, to parcels of land affected by construction of the State Route 682 by-pass, and

WHEREAS, this right-of-entry was granted pending completion of negotiations with regard to compensation and damages for University property affected directly or indirectly by highway construction over subject parcels of land, and

WHEREAS, the State of Ohio, Department of Transportation, has now offered compensation and damages for the affected parcels of land,

NOW, THEREFORE, BE IT RESOLVED that the Board authorizes the President, or his designated representative, to conclude negotiations with the Department of Transportation for compensation and damages and to designate a portion of the funds received for landscaping.

2. APPROVAL OF PLANS AND SPECIFICATIONS AND RECOMMENDATION
OF CONTRACT AWARD FOR THE COLLEGE OF OSTEOPATHIC MEDICINE
IRVINE HALL LECTURE HALLS ADDITION PROJECT

Mr. Taylor moved approval of the following resolution, stating that the Committee had examined all alternatives as to site. Mr. Spencer seconded the motion. Approval was unanimous.

RESOLUTION 1977--368

WHEREAS, Ohio University anticipates the funding of a Lecture Halls Addition to the Irvine Hall Renovation Project, and

WHEREAS, the Board of Trustees did approve in their January 15, 1977, meeting, the firm of Dan A. Carmichael, Architect, Columbus, Ohio, to prepare plans and specifications for the Irvine Renovation and Lecture Halls Addition, and

WHEREAS, the Board of Trustees did approve final plans and specifications for the Irvine Hall Renovation Project at their July 15, 1977, meeting, and

WHEREAS, after consideration by administrative officials, final plans and specifications have been prepared for the Irvine Hall Lecture Halls Addition.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees does hereby approve the final plans and specifications, pursuant to the availability of funds, for the Ohio University College of Osteopathic Medicine, Irvine Hall Lecture Halls Addition Project.

BE IT FURTHER RESOLVED that the Board of Trustees does hereby empower the President or his designee, in consultation with the Board of Trustees Budget, Finance and Physical Plant Committee, to accept and recommend to the Deputy Director, Division of Public Works, construction bids received for the College of Osteopathic Medicine, Irvine Hall Lecture Halls Addition, providing that funding is available and that total bids do not exceed available funds.

SEP 15 1977

OHIO UNIVERSITY
INTER-OFFICE COMMUNICATIONDATE September 15, 1977TO Charles J. Ping, PresidentFROM Gene Peebles, Vice President for Operations *GP*SUBJECT Approval of Plans and Specifications and Recommendation of Contract Award
for the College of Osteopathic Medicine, Irvine Halls Lecture Halls
Addition Project

The Board of Trustees at their July 15, 1977 meeting approved plans and specifications for the renovation of Irvine Hall for the College of Osteopathic Medicine. The Board also permitted Alan Geiger, University Facilities Planner and Director of Construction, to proceed with the preparation of plans and specifications for the Irvine Hall Lecture Halls Addition, with the understanding that this item would be developed as an alternative to the Irvine Hall Renovation Project. This has been done, and administrative officials of the University have received approval from Ohio Board of Regents and Office of Budget and Management staffs to advertise for construction bids for the entire Irvine Project once the House Finance Committee has approved the capital improvement appropriations bill.

Alan Geiger and I will be present at the Board of Trustees meeting with the Lecture Hall plans and specifications, as well as with other information to assist the Board with their discussion of this item. I recommend the Lecture Halls Addition to you, and ask that the Board of Trustees consider this portion of the Irvine Project at their October 1, 1977 meeting.

GP:eb

xc: Dr. Gerald Faverman
Mr. Alan Geiger(7)
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3. SATELLITE TERMINAL RECEIVER

Mr. Jeffers moved approval of the following resolution. Mr. Taylor seconded the motion. Approval was unanimous.

RESOLUTION 1977--369

WHEREAS, the Board of Trustees of Ohio University is the duly authorized governing body of the Ohio University, and

WHEREAS, Ohio University, as a non-commercial broadcast licensee, desires to make an application to the Corporation for Public Broadcasting for assistance in establishing a Receive-Only Ground Terminal and related facilities to enhance the educational facilities of the Ohio University Telecommunications Center, and

WHEREAS, the Corporation for Public Broadcasting requires that the applicant's governing board authorize filing of such an application,

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees hereby authorizes the President or his designee to file the application, and that it further directs the Director of the Telecommunications Center to be the authorized representative of Ohio University to act as liaison with the Corporation for Public Broadcasting.

OHIO UNIVERSITY
INTER-OFFICE COMMUNICATION

DATE September 14, 1977

TO The President and Board of Trustees

FROM John F. Burns, Director, Legal Affairs *JB*

SUBJECT Approval of Satellite Receiver Agreement with the Corporation
for Public Broadcasting

During the past year the University has applied for financial assistance from the Corporation for Public Broadcasting for a Receiver - Only Ground Terminal, which will act as a satellite receiver for public broadcasting, and be incorporated into the facilities of the Ohio University Telecommunications Center.

Attached is a copy of the Application and Agreement Assistance for Receiver - Only Ground Terminal, Related Facilities and Services, which requires the Board of Trustees to approve filing of this application under Part II, K, 2,; and which action should be taken pursuant to the attached resolution.

All of the required clearances, permissions and legal opinions have been obtained at this time in order to start construction of this facility. It will be located on top of the Telecommunications building and it has been determined by the appropriate University and local officials that this location would not cause any aesthetic problems. The appendices referred to in the Application dealing with the programmatic and technical aspects of this project have not been included due to their extensive nature, but they are available for your review if requested.

xc: Dr. James Bryant, Vice Provost, Regional Higher Education
Mr. Gene Peebles, Vice President, Operations
Mr. Joseph Welling, Director, Telecommunications Center
Mr. Alan Geiger, University Planner

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The application form appears as Attachment 3, page **379**.

4. REPORT OF EXAMINATION OF AUDITOR OF STATE FOR PERIOD
JULY 1, 1975 to JUNE 30, 1976

Mr. Bush moved approval of the resolution. Mr. Lavelle seconded the motion.

President Ping stated that the Auditor's statement and his response had been published. Approval of the motion was unanimous.

RESOLUTION 1977--370

WHEREAS, the Auditor of State in his Report of Examination of Ohio University for the period of July 1, 1975, to June 30, 1976, commented on a number of actions of the University, and

WHEREAS, a response to the comments was provided the Auditor by President Ping under date of April 25, 1977, which response is included in the Report of Examination,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees determines the Report to be quite helpful and deposits it with the Secretary of the Board without further comment.

STATE OF OHIO
AUDITOR OF STATE

BUREAU OF INSPECTION AND SUPERVISION OF PUBLIC OFFICES

REPORT OF EXAMINATION

OF

Ohio University
70705-77-3000-00

OF

Athens, Ohio ~~XXXXXX~~

(Date) July 1, 1975 TO (Date) June 30, 1976

H. A. Graham
James F. Richards
STATE EXAMINER

Submitted 4/25/77

A. DISTRICT OFFICE

Report Received _____

Report Approved _____

Reviewed by _____

State Examiner - in charge of District

B. BUREAU

Report Received APR 29 1977

Report Approved James F. Richards

Approved by James F. Richards

Deputy Inspector

President

This copy for _____

File Date _____

IR	
PR	

APPROVED:	Date: <u>4/25/77</u>
<u>James F. Richards</u>	
ASSISTANT DEPUTY INSPECTOR	
UNIVERSITY AUDITS	

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OHIO UNIVERSITY
ATHENS, OHIO

H. I. GRAHAM
STATE EXAMINER

SUMMARIZATION OF AUDIT

JULY 1, 1975

TO

JUNE 30, 1976

A summary of the annual report of examination of the records and accounts of the Ohio University for the fiscal year ended June 30, 1976 is herewith submitted for review:

The accounts, records, files and reports for the fiscal year from July 1, 1975 through June 30, 1976 were examined and found to have been maintained in accordance with the Uniform Manual of Accounting, Higher Education, prescribed by the Auditor of State of Ohio.

Accounts were maintained in balanced fund groups as required and demonstrated on the balance sheet and supporting schedules and exhibits in the detailed report of examination.

Funds received and expended by the University were found to have been accounted for and reported as required. Amounts set forth in line items on the balance sheet were reconcilable with the schedules and exhibits and were supported by the general ledger.

Audit of the financial records was conducted by using generally accepted audit procedures and such tests of the records and accounts as were deemed necessary in the circumstances.

All fund cash balances were reconciled with the balances certified by the various depositories.

Funds hypothecated by the respective depositories to secure the accounts of the University as required by Section 135.16, Revised Code of Ohio, were found to be adequate.

Vouchers involving the expenditure of University funds were audited prior to payment.

Examination of the Student Financial Aids Program revealed some irregularities in the handling of the Ohio Instructional Grants awards in that unauthorized payments were made to ineligible students through the negligence of an employee. The loss amounting to \$2,420.00 was recouped from the unrestricted scholarship fund in the Ohio University Fund, Inc. For further information concerning this matter refer to the Commentary section of the audit report.

Comment on a long term lease-purchase agreement for a computer system will also be found in the Commentary section of the audit report.

Cancellation of a lease with the Sunpower Inc. at the June 30, 1977 expiration date has been arranged.

Irregularities found in payment of employer's retirement contributions were brought to the attention of University officials and restitution proposals were submitted to the Ohio Attorney General for authorization.

For a full explanation of the above please refer to the Commentary section of the report of examination.

Respectfully submitted,

/s/H. I. Graham
H. I. Graham
State Examiner

Summarization of Audit
Ohio University
Athens, Ohio

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COMMENTARY

Ohio University's accounts are classified into five balanced fund groups as prescribed by the Uniform Manual of Accounting for Higher Education.

The University's accounts are maintained, generally, on an accrual basis and in the following balanced fund groups.

STUDENT FINANCIAL AIDS

OHIO INSTRUCTIONAL GRANT PROGRAM

During the 1975/76 school year payments ranging from \$20.00 to \$600.00 each for a total of \$2,420.00 were made to ineligible students, and charged to the Ohio Instructional Grant Program. These payments were not issued from a list of approved awards to Ohio Instructional Grant applicants. Therefore, the payments were not authorized. In order to recoup the loss of funds the director requested \$2,420.00 from the Ohio University Fund, Inc.,. Restitution was made from an unrestricted student assistance account supported by unrestricted contributions to the fund for student aid. Criticism is due university officials for not having taken action affirmatively, in this instance, sooner than they did. Funds used to recoup the loss of Ohio Instructional Grant funds, could no doubt have been used to aid 15 eligible students who were otherwise deprived of assistance. Contributors to the Ohio University Fund, Inc. might very well construe such action not proper use of their contributions for the benefit of students. The University should pursue collective procedures for recovery from the ineligible recipients.

Ohio University
Athens County

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LEASE-PURCHASE OF COMPUTER

Ohio University entered into a long term lease-purchase agreement for the purchase of an IBM 370/158 computer at a purchase cost of \$1,200,000.00 net.

The lease-purchase agreement was negotiated with the Capital Funding Corporation of Winchester, Massachusetts, which in turn assigned the lease and all payments under the same to the All-state Insurance Company, Northbrook, Illinois.

The agreement calls for 96 monthly payments (8 years) of \$16,313.00 each for a total of \$1,614,528.00 which includes a total on interest charges of \$414,528.00.

A long term lease-purchase agreement of this kind actually constitutes installment buying, which requires the University to make commitments against uncollected and unappropriated income of future years. Even though there is statutory authority for lease-purchasing data processing equipment, it is generally construed to mean that such lease-purchase agreements shall be for a relatively short period of years.

By entering into an agreement extending for 8 years Ohio University has committed itself beyond its capability to project or ensure foreseeable future income to guarantee payment of the obligation. The University has committed itself to long term interest payments from its general operating funds which are not provided for by statutory authority.

The Ohio University Computer Center is not an established auxiliary enterprise, nor does it operate as such. Thus, long term financing allowable for auxiliary enterprises would not be authorized, nor in this case applicable.

Long term installment purchase agreements, generally, are not in accordance with state purchasing statutory requirements.

Ohio University has in effect entered into an agreement to borrow funds with which to make current purchases of equipment from general operating funds contrary to statutory authority.

SUNPOWER LEASE

In the prior report of examination the leasing of university facilities and equipment to Sunpower, Inc., which is owned by William Beale, a faculty member at Ohio University was cited as improper and contrary to law.

It was found during the present examination that the leasing had been continued.

The original lease expired June 30, 1976 but was extended to June 30, 1977.

The University has informed Sunpower, Inc. that the lease will be terminated June 30, 1977.

IRREGULAR RETIREMENT PAYMENTS

The examination of payroll records for the 1975/76 fiscal year revealed that faculty members who had been granted leaves of absence without pay had returned to their positions at Ohio University.

During the period of the unpaid leaves of absence the faculty members accepted employment and were compensated for their services by outside employers.

Upon returning to Ohio University, ten (10) of those faculty members tendered the employee's contribution to the State Teachers Retirement System and requested the University to pay the employer's State Teachers Retirement System contribution. This was done according to University policy 41.105 and 41.128. The total of the amounts paid by the University covering the employer's State Teachers Retirement System contribution and insurance was \$27,695.92.

IRREGULAR RETIREMENT PAYMENTS (Cont'd)

It was found that those payments made in support of leaves of absence were contrary to Article II, Section 29 of the Ohio Constitution, the provisions of Amended Substitute House Bill No. 475, Amended Substitute House Bill No. 86, and Amended Substitute House Bill No. 155, (the biennial appropriation acts for the bienniums from July 1, 1971 through June 30, 1977), and Ohio Attorney General Opinion No. 74-074, the periods during which the leaves were taken.

Since the above cited superseded University policy and the regulations of the State Teachers Retirement System, the University found itself in error and agreed to make restitution to the general operating fund in the amount of \$27,695.92. However, unrestricted funds were not available from sources outside the general operating fund within the 1976/77 fiscal year, therefore, the University requested authorization from the Ohio Attorney General to make restitution in the 1977/78 fiscal year.

By so doing the University has committed itself to securing from outside sources sufficient funds to make restitution to the general operating fund.

Exit Interview

At the exit interview the opportunity was extended to University officials to respond to the report of examination. This response is included on Pages 6, 7 and 8, following.

OHIO UNIVERSITY
ATHENS, OHIO 43701

OFFICE OF THE PRESIDENT
CUTLER HALL

April 25, 1977

Mr. Harold I. Graham
Resident Examiner
State Auditor's Office
Ohio University
Athens, Ohio

Dear Mr. Graham:

In your transmittal of the preliminary draft of the Audit Report for 1975-76, on April 6, 1977, you requested University comment prior to submittal to the Auditor of the State of Ohio.

Sunpower Lease

The commentary is appropriate.

Ohio Instructional Grant Program

The audit report issued for fiscal year 1975-76 cites certain weaknesses in record keeping systems involving educational grant programs in the Office of Student Financial Aids. In recognition of this fact, and to improve the overall operating efficiency of the Office, significant organizational and systems changes were begun in 1975-76 and have been implemented during the current, 1976-77, fiscal year.

In regard to the \$2,420 of unrestricted funds transferred from the Ohio University Fund, Inc., that were disbursed to cover grant payments, the University is currently evaluating each instance and will give careful consideration as to the propriety and feasibility of billing the students who received grants in error. Funds recovered by the billing process would be returned to the Ohio University Fund.

Irregular Retirement Payments

During the years from 1971 to 1975 the University granted unpaid leaves of absence to a number of faculty members. Upon returning from their leaves in accordance with the State Teachers Retirement System (STRS) regulations and University policies, the University, as well as the faculty members, continued to pay their respective shares of the group insurance costs and retirement contributions.

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Mr. Harold I. Graham
April 25, 1977
Page: 2

In the biennial appropriation acts from July 1, 1971, to November 1, 1977, the legislature prohibited state universities from granting paid sabbatical leaves for faculty members; and, in 1974, the Attorney General ruled this prohibition covered all University funds except donated funds. The University held the view during this period that its contributions to the insurance and retirement programs of the faculty members on unpaid leaves did not constitute a violation of the legislative prohibition, and the State Auditor approved these payments through June of 1976. However, the State Auditor's report questions the propriety of these payments which totaled \$27,695.92 during this period.

It is the University's position in this matter that in order to avoid findings for recovery initiated by the State Auditor and the resultant expenses in time and legal costs of protracted litigation that would involve the University, the STRS and the affected faculty members, the University will reimburse the general fund \$27,695.92 from unrestricted donated funds during the coming budget years.

Computer Acquisitions

As a result of the University's increasing reliance and need for adequate computer equipment and consolidation of the Computer Services Department, the University acquired an IBM 370/158 Computer in the spring of 1976. The acquisition of the equipment included the transfer of accumulated equity in the IBM 370/158 by another state agency.

The Computer was purchased from IBM Corporation and financed through a lease-purchase agreement with Capital Funding Corporation. The financing arrangements call for financing the \$1,200,000 discounted purchase price over an eight year period. The University solicited a number of proposals to obtain the most advantageous financing available to purchase the Computer as IBM Corporation no longer offers a lease-purchase arrangement for its customers and the purchase price was too great an amount to be paid directly. Further, the University arranged for an early termination provision that allows the University to terminate the lease-purchase agreement starting July 1, 1978, if financial conditions warrant. If such termination was exercised, the University would retain the proceeds of the current market value if the computer is in excess of the termination value; and as of this date it is anticipated that the fair market value of the Computer will remain substantially greater than the termination value.

It is the University's opinion that the purchase and financing of the Computer were properly carried out. The arrangements were discussed with your office at the time of purchase and met no objections. As you point out, there is statutory

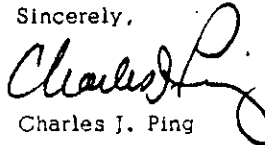
Mr. Harold I. Graham
April 25, 1977
Page 3

authority for the lease-purchase of data processing equipment by the State, which is Section 125.02 of the Revised Code and further the Attorney General of the State in Opinion 69-097 authorized such arrangements to be entered into by the State. Also, in our opinion there is no statutory or other legal prohibition preventing the University from taking this course of action. The acquisition of the Computer was a sound legal and management decision based upon the best financial terms available to the University; specifically, by purchasing the equipment under this arrangement the University is saving approximately \$250,000 per year from the rental cost from IBM Corporation, and it would not be reasonable to expect the University to finance the Computer in a much shorter period of time, such as a biennium.

The University is in agreement with you that proper management dictates that we be very careful in contracting ourselves to long-term financing arrangements. We are vitally concerned with prudent financial planning. Central to this task is care in committing the University to long-term financial responsibilities. However, with respect to the purchase of the IBM 370/158 Computer, it is the University's view that this was a proper and wise acquisition.

If any future purchases and financial arrangements of this nature are contemplated, their propriety will be fully discussed with your office.

Sincerely,



Charles J. Ping

CJP mw

5. PURCHASE OF CHILLICOTHE LAND

Mr. Jeffers moved approval of the resolution. He stated that the adjusted price would be approximately \$33,000. Mr. Bush seconded the motion.

In response to Mr. Spencer's question of whether there was a prospective buyer, President Ping stated that the Advisory Board believed that the land could be sold. Mr. Bryant explained that the matter had not been pursued to the point of inviting bids. Two unofficial evaluations, he said, placed the value of the land far in excess of the purchase price.

Approval of the motion was unanimous.

RESOLUTION 1977-- 371

WHEREAS, it is the intent of the Board of Trustees of Ohio University to acquire for resale the property herein described, and to arrange for this resale under the conditions described,

THEREFORE, BE IT RESOLVED that the Board authorizes the President, or his designee, to request consent from the federal government and proceed with negotiations to accomplish the resale, recognizing all facts and conditions herein set forth:

Ohio University was granted, on the 28th day of June, 1967, 53.3 acres more or less by deed recorded in Volume 348, Page 456 of the Ross County Deed Records.

This deed contains restrictions summarized as follows:

(1) The property must be used for a period of 30 years for educational purposes according to a plan submitted at the time Ohio University received the above deed. The plan submitted to the Federal government proposed using the 53.3 acres for educational or recreational facilities.

(2) During the 30 year period property could not be sold.

(3) Annual reports are required reference the above referred to use and original plan compliance.

The deed allows the University to not comply with the above restriction against sale, (Vol. 348, Page 463 of the recorded deed, a copy of which is attached):

(quotation from the deed - property may be sold)
"for acquiring substitute or better facilities or
for relocating elsewhere".

Ohio University-Chillicothe could be better served by selling the above referred 53.3 acres and relocating the recreational facilities thereon to the main campus in the City of Chillicothe.

Ohio University does hereby resolve to exercise its right to purchase the above 53.3 acre tract pursuant to its right to purchase the property for \$49,300.00, less 3-1/3% of said amount, "for each 12 months during which the property has been utilized".

XVIII

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Documents relating to the Chillicothe land purchase proposal appear as Attachment 4, page 390 .

C. EDUCATIONAL POLICIES COMMITTEE MATTERS

Mrs. Johns asked Committee Chairman Lavelle to present matters considered by the Committee.

1. FACULTY IMPROVEMENT LEAVES PROGRAM

Mr. Lavelle read the resolution and moved its approval. He explained that Group I faculty were tenured faculty. Dr. Holzer seconded the motion.

Mr. Spencer stated that the resolution responded to the concerns of the Board expressed at its April 16 meeting.

Approval of the motion was unanimous.

RESOLUTION 1977--372

WHEREAS, the Ohio University Board of Trustees at its April 16, 1977, meeting directed the Administration to prepare new guidelines limiting in some appropriate way the number of leaves in force at any given time, and

WHEREAS, acceptable guidelines have been proposed,

NOW, THEREFORE, BE IT RESOLVED that Section 5 of the Faculty Improvement Leave Policy be amended to include the following sentence:

"As a general guideline the University annually will award leaves to 5-6% of Group I faculty."

2. APPOINTMENT TO REGIONAL COORDINATING COUNCIL FOR
OHIO UNIVERSITY-ZANESVILLE

Mr. Lavelle read the resolution and moved its approval. Mr. Spencer seconded the motion. Approval was unanimous.

RESOLUTION 1977--373

BE IT RESOLVED by the Board of Trustees of Ohio University that the following person recommended for appointment by the President for a replacement term on the Regional Coordinating Council for Ohio University-Zanesville is hereby approved for membership on the Council.

Fred H. Johnson Four Year Appointment

3. THE EDUCATIONAL PLAN

Mr. Lavelle stated that no item with longer range impact could be considered by the Board. He read the resolution and enthusiastically moved its approval. Mrs. Johns stated that it was the high point in a process.

Mr. Jeffers seconded the motion. Approval was unanimous.

RESOLUTION 1977--374

WHEREAS, Ohio University has for over a year been engaged in the development of an educational plan, and

WHEREAS, the Ohio University Mission Statement, a central element in that plan, was approved by the Board of Trustees by Resolution 1977--316 on January 15, 1977, and

WHEREAS, the Board of Trustees has had the opportunity to study the document, Environmental Statements, which presents major trends affecting higher education during

the next decade and provides a context for planning at Ohio University, and

WHEREAS, a description of general goals and directions for Ohio University over the next decade has been prepared after extensive discussion in the University community and published as a Statement on Goals and Directions for Ohio University, which the Board of Trustees has had the opportunity to study and evaluate, and

WHEREAS, the President of Ohio University has delivered a President's Convocation Address describing major themes to be addressed by Ohio University in the decade ahead, and

WHEREAS, the Mission Statement, the President's Convocation Address and the Statement on Goals and Directions for Ohio University are incorporated into a University Educational Plan for 1977-1987,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the University Educational Plan for 1977-1987 as a guide for the planning and program development activities of Ohio University.

A copy of University Educational Plan for 1977-1987 is filed with the official minutes.

* D. INVITATION TO GUESTS TO OFFER COMMENTS OR
PRESENT PETITIONS

Chairman Johns asked whether guests had comments or petitions.

1. STUDENT SENATE REPRESENTATIVES

John Elliott, Student Senate Minority/Women's Affairs Commission chairman announced the Senate's concerns with investments by corporations in which the University held stock in South Africa and distributed copies of the "Preliminary Report of the Ad Hoc Committee on South African Investments" (Attachment 5, page 396). He stated that a formal motion based on the points contained in the Report had not yet been prepared.

In response to Mr. Spencer's request that President Ping comment on the accuracy of the report, President Ping stated that an attempt was being made to determine the facts relative to corporations involved. He said that this was a nationwide issue and that ultimately boards of trustees would have to make decisions and that, since thoughtful decisions would be required, he had discussed the matter with the Budget, Finance and Physical Plant Committee. The Committee, he said, had informally approved his appointment of a committee of two faculty members, one trustee, and two students to study the issue and prepare a statement for presentation at the next stated meeting of the Board on January 28, 1978. Informal agreement also was obtained to contact Andecrom Advisors, Inc. to refrain from increasing the University's investments in companies listed as having South African interests.

Bill Sell, President of Student Senate, arrived at this point and asked whether the Committee could investigate corporations. President Ping stated that he doubted that it could, but that corporations would be asked for reports. He stated that the committee's responsibility would be to develop investment policy. Mr. Spencer observed the fact that our investments in corporations functioning in South Africa were small did not mean that we shouldn't take a position. Chairman Johns concluded the discussion by stating that the issue was being addressed in an appropriate and serious manner.

2. TRI-COUNTY COMMUNITY ACTION REPRESENTATIVE

Robert Gellatly of the Tri-County Community Action Agency asked for a statement of concern by the Board in opposition to planned strip mining in Bern Township to be presented to the Environmental Protection

Agency. In the discussion, President Ping observed that issues such as this prompted reactions from many University people. Mr. Bush expressed the view that the general issue of strip mining was not one on which the Board should take a stand; that each case had to be dealt with individually, as had the recent Long Run road case.

E. OTHER BUSINESS

It was determined that there was no additional business to be presented by the committee chairmen or the President.

VIII. ANNOUNCEMENT OF NEXT MEETING DATE AND SITE

Mrs. Johns confirmed January 28, 1978, as the next regular meeting date, and the site as Athens.

Mrs. Phillips suggested that a future meeting be held on a regional campus.

IX. GENERAL DISCUSSION--ROLL CALL OF MEMBERS

Mrs. Johns asked the Secretary to call the roll of members for comments. She welcomed Mr. Jeffers to the Board.

Each member joined in welcoming Mr. Jeffers.

Mr. Lavelle suggested a study be made of the feasibility of establishing a law school at the university. He asked that a report be prepared for presentation at a future meeting of the Board.

Mr. Spencer expressed pleasure with the President's convocation address. He said that his broad and progressive message boded well for the University; that the President's type of leadership would trickle down through the University community.

Mr. Jeffers expressed appreciation for the way he had been welcomed to the Board. To the faculty and students he addressed his expectation of having a meaningful part in University affairs. He expressed encouragement in the progress he had observed, his belief that the University would play a great role in all of education in Ohio; and his vision of a very worthwhile future for the University.

Mr. Bush expressed pleasure with the preliminary enrollment figures. Experience with the process of stabilization, he said, although painful, would prove useful in meeting the problems of the 1980's.

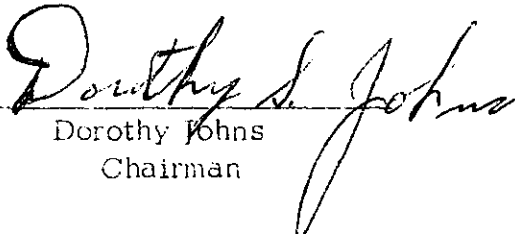
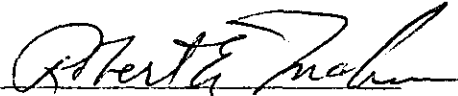
Other members and the President had no additional comments.

X. ADJOURNMENT

Mrs. Johns, determining that there was no further business to come before the Board, declared the meeting adjourned at 10:40 a.m.

XI. CERTIFICATION OF SECRETARY

Notice of this meeting and its conduct was in accordance with Resolution 1975--240 of the Board, which resolution was adopted in accordance with Section 121.22 (F) of the Ohio Revised Code and of the State Administrative Procedures Act.

	
Dorothy Johns Chairman	Robert E. Mahn Secretary

OHIO UNIVERSITY
ENGLISH COMPOSITION PROGRAM

Ohio University believes the ability to communicate effectively through the written word has been and continues to be one of the hallmarks of a well educated person. In an attempt to help our students achieve this goal, the university has instituted an English Composition Program after careful study and planning. This program becomes effective at the beginning of the 1978-79 academic year for the graduating class of 1982.

The main features of this program are a required freshman composition course and advanced composition course; competency tests are administered at both levels to exempt well prepared students.

Specifically, the Program provides for:

1. Competency testing at the beginning of the freshman year.
2. Exemption from the freshman composition requirement if the performance level indicates no need for such a course, or
3. Placement in the appropriate level freshman course.
4. Once again, competency tests are administered at the junior or senior level to determine which students should be exempted from the advanced composition requirement.
5. Students not passing the competency test at this level are required to take an advanced composition course in the junior or senior years.

Office of the Provost
September, 1977

PRELIMINARY FALL HEADCOUNT

	FALL 1976*ACTUAL			PRELIMINARY	DIFFERENCE	
	RES	NON-RES	TOTAL	TOTAL	NUMBER	%
<u>MAIN CAMPUS REGULAR</u>						
Freshmen	3,492	766	4,258			
Sophomore	1,728	397	2,125			
Junior	1,888	360	2,248			
Senior	1,856	289	2,145			
Special	270	40	310			
Sub-Total Undergraduate	9,234	1,852	11,086	11,390	304	2.7
Masters	748	571	1,319			
Doctors	177	195	372			
Sub-Total Graduate	925	766	1,691	1,641	(50)	(3.0)
Medical	20	4	24	60	36	50.0
Total Main Campus	10,179	2,622	12,801	13,091	290	2.3
<u>CONTINUING EDUCATION</u>						
Undergraduates	445	23	468			
Graduate	241	11	252			
Sub-Total Continuing Education	686	34	720	790	70	9.7
Total Main & Continuing Education	10,865	2,656	13,521	13,881	360	2.7
<u>BRANCH</u>						
Undergraduate	4,188	66	4,254	4,533	279	6.6
Graduate	262	11	273	282	9	3.3
Sub-Total Branch	4,450	77	4,527	4,815	288	6.4
GRAND TOTAL ALL CAMPUSES	15,315	2,733	18,048	18,696	648	3.6

*Joint enrollments by students in both main campus and Continuing Education courses included only in Main Campus counts.
Main Campus counts include all students assessed under the comprehensive fee plan.

(9/30/77)

ESTIMATE OF FALL FRESHMEN THROUGH 1990

<u>YEAR</u>	<u>HIGH SCHOOL GRADUATES^a</u>	<u>RESIDENT FRESHMEN</u>	<u>NON-RESIDENT^c FRESHMEN</u>	<u>TOTAL FRESHMEN</u>
1973	171,472	2,516	471	2,987
1974	172,414	1,911	403	2,314
1975	176,401	2,023	420	2,443
1976	185,950	2,395	441	2,836
1977	186,579	2,500 (2578) ^b	450 (422) ^b	2,953 (3000) ^b
1978	186,123	2,490	460	2,950
1979	187,257	2,510	470	2,980
1980	183,937	2,465	465	2,930
1981	169,057	2,265	465	2,730
1982	164,906	2,210	460	2,670
1983	154,307	2,070	460	2,530
1984	143,453	1,920	460	2,380
1985	138,811	1,860	460	2,320
1986	134,521	1,800	460	2,260
1987	138,326	1,850	460	2,310
1988	146,140	1,960	460	2,420
1989	138,926	1,860	460	2,320
1990	123,732	1,660	460	2,120

a. Revised estimates based on 1975 graduation rates.

b. Fall 1977 preliminary

c. It is assumed that our non-resident new freshman enrollment will remain roughly constant at 460. Reciprocal non-resident tuition waiver with neighboring states would increase this pool of new non-residents.

THE CORPORATION FOR PUBLIC BROADCASTING

Application and Agreement

Assistance for Receive-Only Ground Terminal,

Related Facilities and Services

PART I:

Summary of Application

A.1. Name of Applicant(Licensee): A.2. Address:

— OHIO UNIVERSITY
— OHIO UNIV., COLLEGE ST.
— ATHENS OH 45701

B.1. Name of Licensee Official
Authorized to Execute this
Agreement:

Neil S. Bucklew

B.2. Project Contact (person
to whom subsequent
communications should be
addressed):

Joseph Welling
Director
Telecommunications Center
Title

C.1. Provost of Ohio University
Title

C.2. Telephone Number of
Project Contact:

(614) 594-5134

D. Project Description and Justification. Appendix I, "Project Description and Justification," is hereby made a part of this Application and Agreement. Appendix I provides a general description (Part I) of the satellite interconnection project approved by the Board of Directors of the Corporation for Public Broadcasting (CPB), and a justification (Part II) of the project on policy and public interest considerations. It is the intention of CPB and Applicant that Appendix I provide the context in which this Application and Agreement be read and interpreted.

E. Description of Facilities. Appendix II, "Description of Facilities and Services", is hereby made a part of this Application and Agreement. Appendix II provides a general description of the facilities and services which are the subject of this Application (Part I), pro forma costs, and a schedule of such facilities and services (Part II).

F. Location of facilities.

1. Receive-Only Ground Terminal

Athens Athens Athens Ohio 45701
(City, Township) (County) (State) (Postal Zip)

10 379

2. Microwave antennas, if any,

3. Cable links, if any

4. Transmitter Site

5. Studio Site

G. Local Interconnection Requirements.

1. Full description of local interconnection requirements, proposed microwave apparatus, cable, etc.:

SEE PRINT OUT

(APPENDIX II, PART II)

2. Summary: (Check One) Receive-Only Ground Terminal

- (a) ☒ To be collocated with
- i. ☒ studio
 - ii. ☐ transmitter
- (b) ☐ To be located at another site
- iii. ☒ presently owned by applicant
 - iv. ☐ to be leased by applicant
 - v. ☐ to be acquired by applicant

H. Is (are) FCC application[s] pending for the construction of these facilities?

1. If yes, ☒ date filed and status: _____
2. If no, ☐ date of expected filing: _____

I. Pro forma Costs* (derived from Appendix II, Description of Facilities, Part II, Pro Forma Costs and Schedule of Facilities and Services):

1. Estimated costs: purchase and installation of Receive-only ground terminal and related on-site equipment: \$ 70,164
2. Estimated costs: purchase and installation or total of lease payments or other arrangement for microwave or cable interconnection of non-collocated receive-only terminal with studio. Do not include any land purchase or land lease costs here: \$
3. Project planning and developmental costs apportioned to this Applicant: \$ 56,215
4. Total pro forma costs
(Lines 1 through 3, above): \$ 126,379

J. Financial Contributions:

1. Applicant's contributions:

- (a) required minimum, either paid or payable to the Public Broadcasting Service (PBS). \$ 20,000
 - i. from Applicant's general revenues or assets: \$
 - ii. from non-Federal sources other than CPB, (specify sources and amounts):

Local private	\$ 10,000
Foundation	
Kresge Grant	\$ 10,000
	\$ <u> </u>
	\$ <u> </u>

2. Total \$ 20,000
3. Funds to be supplied by Federal sources (HEW facilities grants, etc.): \$

K. TOTAL CPB ASSISTANCE REQUESTED
(Line I4 less Lines J2 and J3): \$ 106,379

- L. Applicant requests that CPB provide this assistance through payment of project planning and developmental costs, and payments to suppliers of facilities and services as described in Appendix I and II hereof.

*Pro forma costs, for the purposes of this Application and Agreement, are preliminary cost estimates, not actual costs. Upon completion of the Project, actual costs will be provided and substituted for the pro forma costs listed above so as to amend this Application and Agreement.

PART II:

Terms and Conditions

- A. Upon its acceptance of this Application and Agreement, CPB will:
1. proceed to arrange with the Collins Commercial Telecommunications Division of Rockwell International Corporation ("Collins") and/or others for the construction, delivery, installation, inspection, and final acceptance of the facilities described in Appendix II, Part I (hereinafter "Facilities") to and for the Applicant, and with Collins and/or others for the furnishing of any Related Facilities and Services described in that Appendix (hereinafter "Related Facilities and Services"); and
 2. undertake to expend, on behalf of Applicant, those project planning and developmental costs apportioned to this Applicant (see line 13 above).
- B. When CPB has received from PBS the Applicant's required contribution and all terms and conditions of this Application and Agreement and all arrangements with suppliers of goods and services have been met, CPB will:
1. pay costs of construction, delivery, installation, inspection, and final acceptance of the Facilities and of the Related Facilities and Services in accord with its arrangements with Collins and/or others, and the project planning and developmental costs apportioned to this Applicant; and
 2. arrange that full and unencumbered title to all such Facilities vest, upon their acceptance from supplier, in the Applicant; and that the benefits of any such Related Facilities and Services, upon their being furnished, accrue to the Applicant, as may be appropriate.
 3. pay or remit any and all revenues over which CPB may have control and which are derived from uses of the Facilities or Related Facilities, in accord with Appendix III, "Revenues Derived from Uses of Facilities."
- C. Paragraphs II B(1) and (2) above notwithstanding, CPB will not pay Collins or others any costs determined by CPB to be directly attributable to:
1. a failure by Applicant to meet any duty or obligation of Applicant arising out of this Application and Agreement, or to meet such duty or obligation in a materially timely manner; or
 2. a change in the CPB-approved location of any Facilities or Related Facilities and Services unless such change in location was not reasonably foreseeable by Applicant on or before the date of such approval by CPB; or
 3. communications or transactions between Applicant and Collins or others not authorized in writing by CPB (including but not limited to changes from CPB approved equipment orders); or

4. the addition of esthetic or cosmetic features to the Facilities or Related Facilities and Services described herein, or the site on which they are located.

D. Applicant:

1. hereby requests that CPB arrange for the construction, delivery, installation, testing, and final acceptance of the Facilities and the furnishing of the Related Facilities and Services, and hereby promises full and timely cooperation in the implementation of the satellite interconnection project described in Appendix I, Project Description and Justification, and in Appendix II, Description of Facilities; and
2. will promptly apply for and obtain at its expense, all licenses, authorities, and permits for the construction and operation of the Facilities and Related Facilities and Services required by applicable law and regulation, or cause them to be applied for; will pay all fees therefor; and will extend its best efforts to facilitate the construction, installation, testing, and acceptance of the Facilities and the furnishing of the Related Facilities and Services, in accord with Appendix I, Project Description and Justification, and Appendix II, Description of Facilities; and
3. will deposit to, or otherwise arrange for payment into, an account specified by the Public Broadcasting Service (PBS) the sum of \$20,000 (which shall be Applicant's contribution) and will authorize PBS to pay such sum to CPB in accord with agreements between CPB and PBS respecting the application of the total of such sums, or parts thereof, to pay costs of implementing the satellite interconnection project described in Appendix I, Project Description and Justification; and
4. will acquire all land or interests in land necessary for construction and operation of the Facilities and Related Facilities; and
5. will provide all funds not furnished by CPB hereunder to construct and install all facilities, structures, and equipment, not described in Appendix II, Part II, Pro Forma Costs and Schedule of Facilities and Services, and amendments thereto, necessary to place the proposed ground terminal in operation (such amendments shall be made by the parties, from time to time, to reflect new or additional items determined by them to be necessary to place the proposed Facilities and Related Facilities and Services in operation); and
6. holds or will acquire title or other appropriate interest in the site or sites on which the Facilities will be operated, including at least the rights to construct, maintain, operate, and remove such Facilities continuously for a period of 10 years following completion and acceptance of the Facilities.

- E. During planning and construction of the Facilities and thereafter, Applicant will provide for and facilitate, whenever permissible under applicable law or governmental regulation, the reasonable use of the Facilities for satellite distribution of programs by other licensees of noncommercial educational television stations and licensees of noncommercial educational radio stations eligible for CPB assistance under criteria established pursuant to the Public Broadcasting Act, 47 U.S.C.396(k)(6)(A), on an equitable, cost-sharing basis.
- F. Upon completion and acceptance of the Facilities, and thereafter for ten years, Applicant will:
1. provide sufficient funds for the operation and maintenance (except as otherwise provided by PBS) of the Facilities and their use in accord with Appendix I, "Project Description and Justification" and the terms herein;
 2. maintain exclusive control of the Facilities and operate and maintain the Facilities in accordance with all applicable laws and standards as may be required or prescribed by Federal, state, and local agencies for the maintenance and operation of such facilities;
 3. not dispose of or in any way encumber its title to the Facilities or its interests in the site or sites upon which the Facilities are located without prior CPB approval;
 4. operate the Facilities in conformity with such policies relating to the use of interconnection services provided with CPB assistance which: (a) are authorized by the Board of the Public Broadcasting Service or of any duly constituted association of noncommercial educational television licensees providing program distribution services to noncommercial educational television stations with CPB assistance, and (b) are not inconsistent with the Terms and Conditions herein;
 5. will insure, or in cases where law prohibits such insurance, will self-insure the Facilities, at its own expense, against common hazards in an amount not less than \$200,000 and public liability in an amount not less than \$500,000;
 6. operate and use the Facilities primarily for non-commercial educational broadcasting purposes;
 7. permit the use of the Facilities or Related Facilities by no other person or entity (except a noncommercial educational broadcasting licensee, as provided above, or a person or entity entitled by law to such use) unless the governing body of the Applicant has determined otherwise by specific resolution;
 8. pay or remit any revenue derived from uses, other than noncommercial educational broadcasting uses, of the Facilities or Related Facilities in accord with Appendix III, "Revenues Derived From Uses of Facilities";

9. in accordance with Section 396(1)(3) of the Public Broadcasting Act of 1967, as amended, 47 U.S.C. 396, et seq., during any year in which CPB assistance hereunder is available, keep such records as may be reasonably necessary to fully disclose the amount and the disposition of the proceeds of this Agreement, the total cost of this project or any undertaking connected with it, and the amount and nature of that portion of the cost or revenues of the project or related undertakings supplied by other sources, any revenue derived from uses, other than noncommercial educational broadcasting uses, and such other records as will facilitate an effective audit; and
 10. provide CPB and/or the Comptroller General or their respective duly authorized representatives, access, for the purpose of audit and examination, to any books, documents, papers, and records of the Applicant that are pertinent to assistance received under this Agreement.
- G. If, within ten years after the completion and final acceptance of the Facilities and Related Facilities,
1. the Applicant ceases to be a licensee of a noncommercial educational television station;
 2. the Facilities cease to be used primarily for noncommercial educational broadcasting purposes, or
 3. the Applicant otherwise violates the terms of this Agreement, and after written notice of such violation does not, within a reasonable time, correct such violation,
 4. then, in addition to any other remedy available to CPB at law or equity, upon demand by CPB after consultation with PBS, Applicant shall, at CPB's option,
 - (a) deliver to CPB, or to a noncommercial educational television licensee designated by CPB, the Facilities provided as a result of this Agreement; or
 - (b) pay to CPB an amount bearing the same ratio to the then fair market value of the Facilities, as the amount of the CPB funds made available hereunder (line K of Page 3) bears to the amount shown on line I4 of Page 3 of this Application and Agreement. (For this purpose, fair market value shall be determined by agreement, or in case of inability to agree, by independent appraisal, with CPB and the Applicant each having the right to retain an independent appraiser. Should the appraisers retained by CPB and the Applicant disagree, they shall jointly select a third independent appraiser, who will then make an appraisal which shall be binding upon CPB and the Applicant).

H. Redemption of CPB Assistance:

1. Applicant may, at its option, pay to CPB the Redemption Price calculated hereunder. The Redemption Price shall be calculated by CPB in an equitable fashion that adjusts the amount shown on line K of Page 3 hereof to reflect: a 10% credit to applicant for each full calendar year of its performance hereunder, beginning with the date on which Facilities and Related Facilities are finally accepted by or for the Applicant.
2. Upon receipt of the full Redemption Price, CPB will release Applicant from all duties or obligations arising hereunder, except those relating to audits and inspection of books and records (paragraphs 9 and 10 of Page 7).

I. Nondiscrimination:

During the performance of this contract, Applicant agrees that it will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, or national origin. Applicant will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, age, sex, or national origin.

J. Equal Opportunity and CPB Assistance:

The CPB policy on "Equal Opportunity and CPB Assistance" is attached to this Agreement as Appendix IV and is specifically made a part of this Agreement. In accepting this Agreement, Applicant agrees to implementation of this policy as a term and condition of the Agreement.

K. Applicant warrants:

1. that its organic or corporate powers include the authority to construct and operate noncommercial educational broadcast facilities, and to receive funds or gifts in kind to construct or operate the same;
2. that a resolution, motion, or similar action has been duly adopted or passed as an official act of the Applicant's governing body, authorizing the filing of this application, including all understandings and assurances contained herein, and directing and authorizing the person identified as the authorized representative of the Applicant to act in connection with the application and to provide such additional information as may be required;
3. that this Application and Agreement ~~does~~ does not (strike one): contemplate a cooperative arrangement under which one or more other noncommercial educational broadcasting licensees will share access to the Facilities and related Facilities described herein. To the extent that it does, then Applicant agrees to comply with the terms of such arrangement, until or unless such arrangement is rescinded or modified between or among the Applicant and such other licensees, or until this paragraph is waived in writing by CPB.

Appendix V is a copy of any agreement reflecting such arrangement, and is included as part hereof. (Appendix V shall be the same as any such agreement filed with the FCC, where such agreement has been so filed.

- L. CPB approval of this Application and CPB obligations herein are entirely voidable at CPB option without liability of CPB if:
1. the FCC has not approved Lead Applications on the terms requested or on such conditions as are acceptable to CPB;
 2. the FCC has undermined the viability of a Satellite Interconnection System by its (a) disapprovals, if any, of certain of subsequent applications for construction permits and licenses or such other applications as may be filed, or (b) approvals, if any, of such applications on terms and conditions other than those requested by or acceptable to CPB;
 3. it appears likely to CPB that the requisite FCC approvals will not be obtained within the time frame specified in the construction and phase-in implementation agreement entered into between CPB and Collins;
 4. Congress has indicated, by statute, resolution, or other means, that CPB should not proceed with the implementation of a Satellite Interconnection System;
 5. Congress has not appropriated an aggregate sum of at least \$220,000,000 on a three-year forward funding basis under Public Law No. 94-192, the Public Broadcasting Financing Act of 1975, on such terms as shall permit the timely implementation of a Satellite Interconnection System;
 6. one or more of the contingencies specified in CPB's agreement(s) with the supplier(s) of permanent financing occurs which would have the effect of diminishing or cancelling the availability of cash or credit to CPB to implement the the Satellite Interconnection System;
 7. the Board of Governors of PBS has resolved, or otherwise indicated, that CPB should not proceed with a Satellite Interconnection System;
 8. the Board of Directors of CPB has resolved, or otherwise indicated, that CPB should not proceed with a Satellite Interconnection System;
 9. the member stations of PBS have resolved, or otherwise indicated, that CPB should not proceed with a Satellite Interconnection System;
 10. CPB has exercised termination options in the Western Union and/or Collins contracts; or
 11. for any other reason required by law or regulation.

- M. The Applicant certifies that to the best of its knowledge and belief the data in this application are true and correct, and that it will comply with the attached assurances if it receives the assistance.

<u>Neil S. Bucklew</u>		<u>Provost of Ohio University</u>	
Name		Title	
		<u>Telephone Number</u>	
		Area	Number Ext.
		Code 614	594-5202

Signature of Authorized Representative:

19
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LIST OF APPENDICES

I. Project Description and Justification.

Part I. General Description of the Satellite Interconnection Project.

Part II. Policy and Public Interest Considerations.

II. Description of Facilities and Services.

Part I. General Description of Facilities and Services.

Part II. Pro Forma Costs, and a Schedule of Facilities and Services

III. Revenues Derived from Uses of the Facilities.

IV. Equal Opportunity and CPB Assistance.

V. "Sharing" Agreement (if applicable).

OHIO UNIVERSITY
INTER-OFFICE COMMUNICATION

DATE September 29, 1977

TO The President and Members of the Budget, Finance and
Physical Plant Committee
FROM John F. Burns, Director, Legal Affairs
SUBJECT Former Federal land belonging to Ohio University at
Chillicothe, Ohio

In 1967 the Federal government deeded a tract of land of approximately 53.3 acres to the President and Board of Trustees of Ohio University under the surplus property laws at that time. The deed contained certain requirements for the use and development of the land. Generally, that for 30 years that land must be continuously utilized for educational purposes, and for no other purpose; and if this condition was not met the land would revert to the Federal government at its option.

In recent years the land has not been used by Ohio University; and we received the attached letter of August 8, 1977, from a representative of HEW. I have talked to their office and we have written them requesting an extension of time till October, to determine what action we should take in response to their letter.

At this time the members of the Ohio University Chillicothe Advisory Council have suggested that the University basically exercise the purchase option referred to in the August 8, 1977, letter and then sell the land, presumably at a substantial profit, to benefit the OU-C program. Enclosed is a letter from Mr. John Blair setting forth this proposal. This proposal entails a number of important policy, as well as technical implementation questions that Dr. Bryant wishes to discuss with you. We have to take some action with respect to the land in the near future and since action by the Board of Trustees will be required if certain of our options are exercised, you should be apprised of this now for your review and suggestions.

xc: Dr. James Bryant, Vice Provost, Regional Higher Education
Mr. Gene Peebles, Vice President, Operations



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGION V

300 SOUTH WACKER DRIVE
CHICAGO, ILLINOIS 60606

August 8, 1977

OFFICE OF
THE REGIONAL DIRECTOR

XC: 13-10-11
Geigen

Office of the Dean
Ohio University
Off-Campus Academic Programs
Athens, Ohio 45701

Portion Federal Reservation Federal
Reformatory
Chillicothe, Ohio
J-OHIO-595G

Dear Sir:

Reference is made to the above-referenced property which was transferred to Ohio University (Chillicothe Campus), by Quitclaim Deed, dated June 28, 1967.

Based on an On-Site Utilization Survey conducted by a representative from this office on July 13, 1977, it appears that subject real property has not been utilized (or nominally utilized) since 1975.

In accordance with the aforementioned Quitclaim Deed and "Conditions Subsequent" contained therein whereby property conveyed shall be utilized continuously for educational purposes in accordance with the proposed Program of Use as set forth in the application of record, it further appears that there are several approaches to the resolution of this problem, relevant to the disposition of said property. They are as follows:

1. Place the property in full utilization pursuant to the application of record on or before November 30, 1977.
2. Pay the Government the unamortized portion of the Public Benefit Allowance, or the current Fair Value of the property, less earned credit.
3. Return title to the United States of America by execution of an appropriate reconveying instrument.

In the event you elect to return title to subject property to the Government, you should request that title to the property be revested unto the United States of America (there are no statutory provisions providing for any reimbursement whatsoever to the Transferee for monies expended for the operation or maintenance of real property). For your information, please be advised that after revestment proceedings have been completed, the property is reported back to the General Services Administration for sale or other disposal action.

2--Office of the Dean
Athens, Ohio 45701

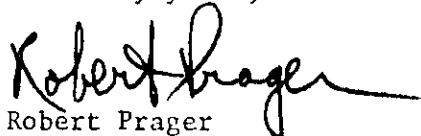
4. Agree to retransfer the property to another eligible health or educational Institution as directed by the Department of Health, Education, and Welfare.

The current nonuse (or nominal use) of said property now constitutes a breach of the transfer instrument. If we do not hear from you relative to your determination as to what alternative you choose to take, on or before September 9, 1977, we have no recourse but to take appropriate steps to initiate "Involuntary Revestment" proceedings as provided for in the aforecited Quitclaim Deed.

We trust that you understand our position and regret that your agency appears to have no further use for this property. Upon receipt of your letter of determination as to which alternative action you have elected to pursue (utilization of reversionment), we will advise you of the required action to complete this matter in accordance with current regulations governing the disposition of surplus real property.

Please do not hesitate to call or write if there are any questions regarding this matter.

Sincerely yours,



Robert Prager
Director, FPA



OHIO UNIVERSITY - CHILLICOTHE CAMPUS

BOX 629

CHILLICOTHE, OHIO 45601

OFFICE OF THE DIRECTOR

September 14, 1977

Robert Prager
Director, EPA
Department of Health, Education and Welfare
Region V
300 South Wacker Drive
Chicago, IL 60606

Ref: Portion Federal Reservation
Reformatory
Chillicothe, Ohio
J-OH10-595G
August 8, 1977

Dear Mr. Prager:

Thank you for your letter of August 8, 1977 regarding the above referenced property. Ohio University is now investigating alternatives for fuller utilization of the property consistent with the terms of the deed. The Ohio University Board of Trustees is meeting October 1, 1977 to discuss this matter and I would like to request the delay of action on this project until the various alternatives can be properly evaluated by the Board.

The University will be in contact with you next month to discuss a final disposition of the property.

Sincerely,

Edwin Hunt Badger
Dean

:dlk
xc: John G. Blair

RESOLUTION

Now comes the Ohio University Regional Council of Chillicothe, Ohio, who did meet on the 28th day of September, 1977 and, by vote of the Regional Council, do request that the Ohio University Board of Trustees pass a resolution, the same or similar to the below sample resolution.

Dated this 28th day of September, 1977.

OHIO UNIVERSITY REGIONAL
COUNCIL

BY: John G. Blair
John G. Blair, President

BY: [Signature]

SAMPLE RESOLUTION

Ohio University was granted, on the 28th day of June, 1967, 53.3 acres more or less by deed recorded in Volume 348, Page 456 of the Ross County Deed Records.

This deed contains restrictions summarized as follows:

(1) The property must be used for a period of 30 years for educational purposes according to a plan submitted at the time Ohio University received the above deed. The plan submitted to the Federal government proposed using the 53.3 acres for educational or recreational facilities.

(2) During the 30 year period the property could not be sold.

(3) Annual reports are required reference the above referred to use and original plan compliance.

The deed allows the University to not comply with the above restriction against sale, (Vol. 348, Page 463 of the recorded deed, a copy of which is attached):

(quotation from the deed - property may be sold)
"for acquiring substitute or better facilities or for

relocating elsewhere".

Ohio University-Chillicothe could be better served by selling the above referred 53.3 acres and relocating the recreational facilities thereon to the main campus in the City of Chillicothe.

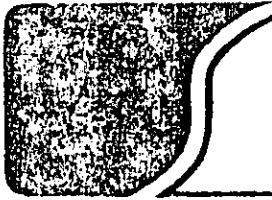
Ohio University does hereby resolve to exercise its right to purchase the above 53.3 acre tract pursuant to its right to purchase the property for \$49,300.00, less 3-1/3% of said amount, "for each 12 months during which the property has been utilized".

Dated this _____ day of _____, 1977.

THE OHIO UNIVERSITY
BOARD OF TRUSTEES

BY: _____

BY: _____



THE OHIO UNIVERSITY STUDENT SENATE

Bill Sell, President
Alvin Ewing, Vice President
Betty Nagorney, Communications Dir.

304 Baker Center, Athens, Ohio 45701

Preliminary Report of the Ad Hoc Committee on South African Involvement

Author: John D. Elliott, Chairperson; Minorities and Womens Affairs

i.

An informal and serious meeting was scheduled with Ohio University President Chas. Ping for 21 September, by Student Senate Chairperson John Elliott and International Affairs Commission Chairperson Judith Jones. The meeting convened at the scheduled appointment time and was exactly 75 minutes in duration.

ii.

Both Commissioners found Ping's moral commitments and philosophical understanding toward the situation of the oppressed within the current territorial limitations of the nation of South Africa to closely parallel those of the Commissioners. Schism was evident, however, concerning the implications of the University's holdings in common or preferred stocks of corporations which have a physical presence, through branch offices, plants, or subsidiaries, in South Africa.

iii.

Ping's contention was that these corporations, of which he reports a total of seven, and subsidiaries, of which he reports a total of thirty-five, are following to some degree a "six-point policy"; this policy supports such actions as minority-recruiting, equal pay regardless of origin, and others which are similar to the Affirmative Action in the United States. Elliott's view was that these corporations were working under the laws and limitations of the apartheid, and indeed providing an economic stimulus for the continuation of apartheid.

iv.

Ping informed the Commissioners of his desire to ameliorate the situation in South Africa, but supported the premise that the presence of these corporations or subsidiaries with such liberal stances within the nation would provide enough of an example to instigate the changes. Elliott's attitude was that these industries and corporations

Preliminary Report of the Ad Hoc Committee on South African Involvement

Page 2, of 3.

were providing both financial and sociopolitical support by their presence in South Africa, regardless of the dubious actions taken on the so-called six point policy, and that the involvement of the name of the Ohio University in said activity could not be supported by him from the standpoints of a personal level as well as an official level.

v.

It was felt by both Elliott and Jones that until the adherence of the corporations, in which the University holds investments, could be determined conclusively, that the Board of Trustees of the Ohio University, of which Ping is an ex-officio member, should contact the investment firm under contract, Andrecom Advisers, Inc., and place a temporary withdrawal of these stocks, or effective hold; said stocks total, as of June, 1977, \$65,000. This hold would be either lifted or made permanent, depending upon the findings of Ping, which would be verified and accepted by a co-sponsor.

vi.

Ping did not indicate a belief that such action was necessary, that of a hold on the actions and was prepared to wait until the investigation into the corporations' policies could be made; no time limit was given when Ping was asked on this point, and the date for the promulgation of said information and research remained nebulous.

vii.

THUS: The joint Sponsorship, both Commission. Chairpersons of the Student Senate, as well as the co-sponsors in signature promote the following action, taken as a PRELIMINARY RECOMMENDATION:

1. That the Board of Trustees of the Ohio University solicit the response of the contracted firm of investment, Andrecom Advisers, Inc, toward a temporary withdrawal of actions in the form of common stocks and preferred stocks.
2. That said withdrawal be immediate upon this date.
3. That the Ohio University shall in no way accrue any monetary dividend or profit from any process which is supportive or indirectly responsible for inequitable or unjust practices.
4. That the final status of withdrawn stocks be determined by the corporate interest's adherence to point 3.

Preliminary Report of the Ad Hoc Committee on South African Involvement

Page 3; of 3.

Signed,

Ad Elliott

John D. Elliott, Sponsor

J. Jones

Judith Jones, Sponsor

Co-Sponsors,

James D. ...

Timothy D. ...

Michael Holmer

James D. ...

James D. ...

James D. ...

James D. ...

On This Date, 22 September of 1977.

GOAL 9. Development of student life programs that, through viable extra-class activities and educational programs, can help students learn skills necessary to design and manage their own environments and help students recognize and create environments which encourage unique, creative ideas and experiences conducive to individual growth.

Student life programs are responsible for the coordination of support services and policy relative to most out-of-class activities and programs, including support for, and liaison with, all campus organizations.

Responsibilities also include support for cultural and entertainment programs, orientation for and communication with students, support for student participation in University governance and leadership development, human relations services, Commencement, and Galbreath Chapel.

The organization of the office is based on the premise that extra-curricular activities and programs can aid students in their intellectual, cultural, physical, psychological, social, and moral development.

They offer students a chance to meet faculty and staff outside the classroom, provide students with a chance to develop leadership and managerial skills, supplement academic course work, provide outlets for both vocational and avocational interests, opportunities for service to others, and for interaction with culturally or physically diverse people.

Specific units within the student life area are the Student Life Office, Public Occasions, Galbreath Chapel, the Lind-

ley Hall Student Center, Handicapped Student Services, Baker Center, Judiciaries, and Student Senate, Student Activities Commission of the Student Senate, and the Cultural Activities Committee.

GOAL 10. Provide and encourage professional development and high standards consistent with the educational goals of the University among the student services staff in their responses to students, faculty, and other staff.

For many years, due to limited training opportunities, a high percentage of the professional staff engaged in administrative work undertook their tasks without formal professional preparation for duties and responsibilities placed upon them. Many of these employees had a general cultural education or were trained for other fields. Much of the knowledge of administrative activities, organization, facilities, etc., which the employees acquired was gained after employment and through on-the-job experiences.

The need for comprehensive in-service training programs should not only be continuous or ongoing but include all employees in the programs and activities. In no sense should this be considered as a substitute for professional educational training, but as a means of encouraging growth in knowledge and effectiveness.

Commonly used methods to accomplish in-service training are institutes, conferences, staff meetings, supervised reading, active participation in professional organizations, and additional course work.

mon means of identifying students, staff, faculty, and alumni; and, duplication of data elements in the system, such as name, address, etc., is discouraged.

In particular, the use of an information system has positively impacted the University's ability to supply far more detailed information to state and federal agencies which require enormous amounts of information and data.

Also, the information system has allowed (through the use of video terminals), as well as encouraged, programs and activities to be more responsive, humanistically and mechanically, to the University's numerous and varied publics.

GOAL 5. Support a high quality admission process through extensive programs of visitation and articulation with high schools, community, technical, junior, and 4-year colleges. Enhanced by hosting visiting groups of prospective students and their parents, and establishing close working relationships with alumni, high school teachers and guidance personnel, and friends of the University.

The Office of Admissions is the front door of the University for undergraduate students, full time and part-time. As such, the office has major responsibility for directing the University's recruitment effort and processing the applications and credentials which make it possible for many other offices to carry out their responsibilities with new students. The Office of Admissions' responsibilities are accomplished mainly through extensive programs of visitation and articulation with high schools, community, technical, and junior colleges; through the production of various informative publications of a general nature; through direct mail and phone programs; through sophisticated Prospective Student Data Base and Student Data Base systems of information processing and reporting; and an ongoing program of office appointments and visitations by prospective students and their parents. Additionally, the office makes determinations on transfer credit, Ohio residence for fee purposes, and athletic eligibility for new students.

GOAL 6. Provide the broadest scope of need and achievement-based financial assistance possible for all student ranks through an efficient and effective financial aids program.

A college financial aid program exists to help students who need assistance in financing their college education and to recognize students for academic achievement and special talent.

Financial assistance is not intended to replace the financial responsibility of the parent and student; it is intended to supplement that which the home can and should provide.

Insofar as funds are available, the University attempts to meet the demonstrated financial need of all eligible applicants by providing the broadest scope of financial assistance, consisting of: scholarships, grants, loans, and part-time employment for incoming freshmen, undergraduate, and graduate students.

A new trend has been established in recent years due to the increased financial assistance students are receiving from federal, state, and private agencies.

This type of increased aid has allowed, and sometimes motivated, the student to determine which college or university best meets his or her educational goals.

Because in many cases this allotted aid is substantially

more than what is offered through the University aid program, the University must adjust its institutional behavior in line with the goals and mission of the University.

GOAL 7. To maintain and promote comprehensive health programs that provide students and staff medical, dental, health education, counseling and psychological, and environmental health and safety services.

A responsibility for the physical and mental health of its students and staff is an integral part of the University's basic function of providing the best possible educational and work environment.

Recognizing the limitations of total community health care resources, the University must provide those preventive medicine, primary health care, and health education services necessary to augment properly the utilization of community programs.

Our society recognizes and demands health care and a health and safe living and work environment as a right — not a privilege — of each individual and community within the society. Students and staff expect that same right within the University community. In addition, governmental statutes require compliance with a wide variety of personal and community health and safety regulations.

Students and staff must have access to effective and efficient health care delivery which is directed towards their needs (recognizing the peculiarities of their activities, diffuse and varying backgrounds, and special interests) and within their means. Delivery systems must be as cost effective/efficient and comprehensive as possible.

Health services provided by the University should support students and staff in the attainment of their academic and employment goals, assist them as individuals in realizing their fullest potential for healthy lives, and serve appropriately the various activities of the University.

These same services also can then be utilized in the institution's academic programs, particularly but not exclusively those in the health sciences.

GOAL 8. Provide a placement and internship program that assists all students seeking career information.

There are many reasons why students enroll in higher education. Currently, one primary reason is that the college experience is perceived as enhancing an individual's opportunities for varied experiences and upward mobility in society.

The Placement Service exists to assist the student and alumnus in achieving this goal. The Placement Service provides direct assistance to the student in the ongoing investigation and ultimate location of a career which will afford him an opportunity to express his education and personal values, and meet societal needs. The Placement Service's primary goal is to enable students to become cognizant of, and to utilize fully, their education and resources.

The importance of these efforts is evident. The Placement Service represents to all prospective students potential ways to expand their horizons and so, encourages them to begin a college program. Currently enrolled students are more apt to remain in attendance when they see that their university has a commitment to their future careers. In this sense, then, a placement service is vital to both the admissions and retention objectives of a university.

ing responsibilities:

1. Recruiting and admitting students.
2. Providing a comprehensive student financial aids program and a system for accountability for all public and private funds used for financial assistance.
3. Scheduling academic courses into classrooms, registering students, and maintaining an academic records system.
4. Informing students about the Code of Student Conduct and maintaining a responsive judicial system.
5. Offering a unified health services program including counseling and psychological services, primary medical care, dental service, preventive medicine, health education services, and an environmental health and safety program.
6. Helping students plan for careers and jobs and enabling students to interview for employment positions.
7. Providing support for cultural and entertainment programs for the campus community.
8. Offering and encouraging diverse programs in student activities, including support for student organizations and student participation in University governance.
9. Assisting students in acquiring housing on the campus.
10. Preparing and distributing student bills and collecting student fees.
11. Providing services and opportunities to a broad and diverse population associated with the University.
12. Implementing an integrated approach to continuing orientation programs for students.
13. Assisting in coordinating orientation for and communication with new students.
14. Providing opportunities for students to enhance personal development in out-of-the classroom settings.
15. Coordinating commencement activities each year.
16. Maintaining facilities in which area and University functions may take place.

GOAL 1. Provide a comprehensive and integrated system of student services programs and activities that are responsive to the educational needs and interests of students, faculty, and staff and are supportive of the academic mission of the University community.

A major mission of the University is to unify the efforts of all staff towards the total development of students related to their intellectual, cultural, physical, psychological, and social welfare as responsible citizens.

In support of this mission, Student Services Programs and Activities are responsible for insuring that services and opportunities are provided which enhance the total development of the individual.

The University is very dependent on programs and activities within Student Services. Students must be recruited and admitted, counseled and oriented to University services and academic programs, registered into courses and provided with financial aid to assist them in paying their fees and living expenses.

They must be provided medical services, counseling assistance, cultural and student life activities, career planning information and advice and information on jobs.

These services are essential if students are to develop their full potential as contributing and functional members of both the University community, and ultimately, of a society.

Most important, Student Services Programs and Activities attempts to create a balanced learning environment that assists students in developing as individuals.

GOAL 2. Adopt organizational structures that emphasize and encourage careful planning and efficient effective use of resources within student services programs and activities.

Organization is a basic management process that provides a tool of major importance to the successful execution of functions. It is the vehicle through which action is taken and determines in large measure the effectiveness with which decisions are implemented and policies and practices are followed.

Organization also plays an important part in the allocation of resources. It provides the base upon which known resources can be distributed to the various programs and activities so as to achieve optimum utilization.

Good performance measures and control occur when there is a clear identification of responsibilities, authority, and accountability.

Clustering programs and activities that are related functionally should enhance effective and efficient use of resources and facilities and a humanistic responsiveness to the educational needs of a varied public.

GOAL 3. Actively promote communication between student services programs and activities and other offices and persons within, as well as outside, the University community.

Every aspect of the University environment influences the developmental process of students. It is of the utmost importance that the development of all individuals in the academic community be considered and the breadth of programmatic parameters needed to involve students, faculty, and staff in these processes of learning must be broadened and structured to enhance this process.

Because the University community is dependent upon Student Services Programs and Activities, the staff within the offices and programs should assume responsibilities for educating the students, faculty, and staff about the functions and activities performed within the area. Though sometimes misunderstood, these functions must occur systematically before a student can become a part of the formal classroom learning process at the University.

As an integral part of the educational process, persons in Student Services Programs and Activities must assume responsibilities which include motivating students to assume initiative for setting goals, assessing their progress, making rational decisions, and finally, informing them what institutional and community resources are available.

GOAL 4. Utilization of more advanced data processing techniques and equipment in an effort to develop an orderly, responsive, and systematic information system.

The advent of computers and associated technology has had a major impact upon the University. However, the development of an information system is more than the presence of a computer on the campus. The information system becomes a reality when the data from the computer can be structured in such a manner so that useful data can be provided to persons responding to individuals and agencies.

The information system is designed not only to fulfill specific program needs, but is organized with the intention of linking all data in a coherent unit.

For example, social security number becomes the com-

GOAL 6. To exercise efficient, enlightened, professional personnel management which emphasizes staff/human development and satisfaction and is consistent with the University mission, goals, and priorities.

Professional personnel management initially requires supervision and review of affirmative action policy and equal opportunity employment. But general administration must also ensure appropriate activities relative to fringe benefit review and implementation, contract negotiation and administration, effective job placement, continuing staff development and personnel training and education (with emphasis on development of effective interpersonal communication and management relationship skills), and personnel performance efficiency and evaluation. All personnel management practices must ultimately be consistent with the University mission, goals, and priorities. The University's accomplishments will be the merged result of the efforts of all who work in its various parts. An indispensable determinant of the quality of the contribution of individuals will be their respect for and satisfaction in their work responsibilities — greatly influenced by sound personnel management.

GOAL 7. To provide energetic, progressive, cost-effective management of plant and all other physical resources.

Physical resources — plant, space, grounds, equipment, utilities — are necessary to support the activities of the total University and each of its various components. The general administration is responsible for supervision of these resources to assure the proper planning, construction, renovation, maintenance, allocation, and conservation of these resources for their efficient utilization by personnel engaged in implementing institutional programs and activities.

Proper supervision of physical resources demands cost effective management which relates to the priorities, objectives, and activities of the institution through means which support and complement instruction, research, and public service without unacceptable waste or deterioration of the resources themselves. Examples of the responsibilities inherent in physical plant management include: (a) providing esthetically attractive and usable space to serve University programs in the most economical manner possible (b) consolidating and reducing space wherever possible within the limits of adequacy and (c) effectively utilizing and conserv-

ing energy resources consistent with institutional governmental policies.

GOAL 8. To assure the availability of essential services to support the administration and activities of the institution as a total entity as well as each of its component parts.

To meet effectively the objectives of each of the University's components and accomplish the mission of the institution, all activities and programs must receive essential support services. These services can be provided more efficiently on a University-wide basis than for each component or unit to include them individually. Redundant, superfluous, and/or inadequate services waste resources, time, and effort.

Such services as purchasing, mail processing and delivery, accounting, public information, security, and activities of informational systems provide essential contributions to instructional, research, and public service programs. General administration has the responsibility for establishing, reviewing, and guiding these support services through determination of the need(s) for support and the effectiveness of the services delivered for the ongoing activities and mission accomplishment of the University. While these types of administrative services tend to be considered the most dispensable, particularly during periods of fiscal constraint, they are nevertheless essential to the effective functioning of any successful complex institution.

GOAL 9. To seek increased institutional support by relating the University to the general public; local, state, and federal governmental agencies; alumni and friends of the University; and those private individuals, agencies, corporations, and institutions willing to provide assistance through their financial support.

Demonstration of fiscal responsibility should enable the general administration to maintain effective liaison with the general public through state and federal governmental agencies in its efforts to maintain and increase financial support. Sincere efforts to develop a true sense of community must be exerted by the general administration to realize local support and confidence. And the administration is responsible to further its ties and relations with alumni and friends of the University by exhibiting, through sound management, that their gifts and trust are justified. Finally, a private support base to further institutional advancement can be sought and reasonably expected if the general administration demonstrates its accountability of the Public Trust.

STUDENT SERVICES

The mission of the Student Services Programs and Activities is to provide educational opportunities, resources, and services that enhance the intellectual, cultural, physical, psychological, and social development of the student as a member of society while engaged in the formal pursuit of higher education.

Offices included in the Student Services Programs and Activities are: Admissions; Student Financial Aids and Scholarships; Registration, Records, and Scheduling; Judiciary; Student Life Programs; Housing; Bursar; Placement and Internship; and Unified Health Services.

Student Services Programs and Activities has the follow-

institution. Through these means, leadership provides, by example, role models for emulation by students, faculty, and staff of the institution. Yet ultimately leadership must be measured not only by the results of these efforts, but by the effectiveness and impact of decisions for which the general administration leadership has final responsibility, authority, and accountability.

GOAL 2. To coordinate the total activities of the University in order to: (1) facilitate the mission of the university relative to instruction, research, and public service, (2) ensure ongoing innovative but realistic planning which avoids *ad hoc* decision making, (3) convert planning into action which insures a balance between the interests of the several parts and the University as a whole through resource allocations reflecting University priorities.

While a university encompasses many functions, the ultimate realization of its mission must be more than simply the sum of its functions/programs/activities. To realize its full potential as an institution of higher learning, a university must first understand the interests of each of its several parts. General administration must then integrate these interests in balanced proportion and create decisions which reflect the University as a total entity. Analysis and synthesis therefore become vital aspects of general administrative activity. Ideally these activities facilitate the direction and mission of the institution.

Coordination by the general administration of innovative but realistic planning and development of all institutional constituencies must be ongoing and continually transformed into priority-directed objectives which anticipate and create consequences furthering the basic mission of the institution. It must also provide the flexibility necessary to address, in an orderly manner, those crisis situations which arise. Such coordination recognizes the need for dialogue, input, and interaction by all constituencies affected and the utilization of priority-directed objectives to direct resource allocations. The constant state of flux of our society — funding, technology, job opportunities, social problems, and educational objectives — requires a continuity of purpose, without rigidity of form, which can only be accomplished through coordinated planning and action in both traditional and non-traditional efforts.

GOAL 3. To ensure accountability of the public trust while: (1) maintaining the essential independence and integrity of the institution and academia, (2) effectively advocating University interests, (3) necessarily anticipating, influencing, interpreting, and implementing legislative and judicial interpretation of the public interest in higher education.

Since public higher education is a dependent system, the University must actively court the Public Trust in order to prosper and effectively fulfill its mission. The public reasonably expects efficient management, superior instruction, progressive research, public service, and direct as well as indirect societal benefits from the multiple activities of the institution. The general administration must recognize these expectations, ever changing though they may be, and provide the accountability which allows the institution to enjoy the confidence of its several publics.

Ever increasing legislative and judicial intervention in higher education must be recognized as the public's interest not only in the educational processes but in the outcome of all University activities for the benefit of both the individual and society as a whole. The general administration must protect the freedom and integrity of instruction and research while defining the nature of the University and promoting a general awareness of its mission, goals, and activities through its public relations and information functions. These efforts should improve the public concept of higher education and demonstrate the results of the institution's efforts to enhance the quality of life and our citizenry.

GOAL 4. To maximize the efficiency/effectiveness of University operations through ongoing review of all programs, including the administrative organization and structure of the institution and all its components, concordant with established criteria of accountability.

If the mission of the University is to be accomplished and if the publics of the institution are to provide support and confidence, then planning and development must be translated into action demonstrating the validity of both liberal arts and career-oriented higher education, research, and public service which directly benefit our society as well as the individual. Action requires movement through goal-directed objectives with established priorities and measurable consequences.

Society, however, expects responsible stewardship of its financial resources in addition to realization of programs which improve the quality of life. Funds are no longer available for the luxury of organizational structures or programs which do not justify themselves in terms of efficiency. Strengths of the University need to be clearly and concisely articulated. The application of these strengths to the accomplishment of the institutional mission through efficient, effective administration and programs is essential.

Having initiated, guided, and coordinated planning and goal-directed action, the general administration must exercise its responsibility by continually reviewing all administrative organizational structures, programs, and activities to assure maximum efficiency/effectiveness in accord with accepted criteria of accountability.

GOAL 5. To maintain sound fiscal management, including: (1) ongoing income projections, (2) debt service supervision, (3) responsible allocation and expenditure controls through appropriate budget development processes, (4) building of an adequate university reserve, and (5) accounting of all revenues.

Our society expects fiscal responsibility of its institutions, particularly those supported in large measure by public funds. The Public Trust cannot be maintained, nor continued support expected unless sound fiscal management is exhibited and fiscal accountability demonstrated. General administration must disclose all aspects of financial transactions, concisely indicating that all fiscal projections, allocations, and expenditures of the University are directed toward mission accomplishment in the best interests of students and society. Likewise, demonstration of prudent, efficient management of all institutional monies and financial reserves is the responsibility of general administration.

references, bibliographies, acquisitions, serials, and circulation. Participation in the Ohio College Library Center is one example of the use of computer applications to facilitate information flow and efforts in this area need to be expanded. The available technology to accomplish computerization is presently available and has been utilized by other college and university library systems around the country. Computer applications are likely to be commonplace in the library of tomorrow, especially as the cost of such applications continues to diminish with the improvement and expansion of computer technologies.

GOAL 14. To expand the level of faculty and student awareness with regard to library holdings, services, and methods of access and utilization.

The role of the library in the educational mission of the university cannot be adequately fulfilled if the faculty and students are unaware of the library resources at their disposal, and the methods to employ to access those resources. The library staff is encouraged to explore with academic departments and appropriate non-academic units, ways to expand faculty, staff, and student awareness of library resources and methods of utilizing the resources. More extensive involvement of faculty and students in the utilization of library resources in ongoing classroom instruction can conceivably result in increased student interest in the subject matter under study and possibly lead to more frequent and

informed interactions between the faculty and students. If increased interest and interaction are not achieved as a result of increased knowledge of library procedures, the student will have gained useful skills in library usage which will benefit him for the rest of his life. Skills which enable the individual to explore subject areas of interest would seem to be a highly desirable outcome of the educational experience which will serve the individual long after his departure from this institution.

GOAL 15. To provide continuing encouragement to those programs which lend distinction to Ohio University, provide opportunities for students to practice their skills and provide a public service.

The University achieves distinction in many ways including the teaching, research and publication efforts of its faculty and staff. Student and alumni achievements also contribute to the distinctness of the University. Part of the honor accorded Ohio University derives from its special programs such as the Center for Human Development, the Avionics Center, the Telecommunications Center, the Ohio Program of Intensive English, Intercollegiate Athletics, etc. These programs enable the students to utilize the skills which they are learning while providing a valuable service to the external community. Ohio University's special programs contribute to its distinctive character and should be encouraged.

GENERAL ADMINISTRATION

The Goals Statements for General Administration necessarily reflect the goals of the University as a whole and address the broad mission of the Institution. All components of the University must be considered; simultaneously processes and procedures must be developed which create the mechanisms for decision making. The decisions of the General Administration, which result from well-developed processes, will and should effect the entire University community.

These goals must be broad and flexible enough to accommodate the future changes of the University and those of our society, yet structured enough to establish priorities and directions which will impact adequately on resource allocation so as to reflect the primacy of instruction, research, and public service. General administrative goals thereby reflect the responsibilities of the President of the University and his appointed staff officers. These goals must transform the mission of the whole institution into action, indicate clear consequences, and be measurable through the attainment of established objectives.

GOAL 1. To exert decisive, professional leadership, appropriately utilizing consultation and interaction with all university constituencies while improving and implementing the effective utilization of communication processes and channels.

To be effective, a university must plan wisely, manifest its plans in action, and ensure its actions have consequences which indicate a university-wide commitment to influence positively both higher education and society as a whole. While the institution exists as a dependent — rather than an independent — system, essential to its effectiveness is strong leadership — not simply mechanical administration. Such leadership requires an organizational process which expedites interaction, program coordination, and communication between and among all administrative, academic, and service/support components of the university. Leadership should stimulate motivation and commitment throughout the

creation of several instructional areas where extensive multi-media capability can be utilized. Present and future equipment and facilities should be maintained at an optimum operational level to minimize the amount of inconvenience or disruption for faculty or students.

GOAL 8. To develop an awareness of the special advising needs of women, minorities, older students, international students and other non-traditional participants in higher education.

Each individual brings to higher education a unique set of characteristics, attitudes and behaviors which have been conditioned by the environment in which the individual developed. Cultural differences, ethnic origins and societal pressures all serve to shape and influence the role and perceptions of the individual. All entering students, especially those identified in the goal statement, need to develop skills which enable them to cope effectively with the convoluted and often inflexible aspects of the university environment. Some of the non-traditional participants will be first generation college students and unfamiliar with higher education, others will be re-entering higher education with a wide variety of work experience, some will enter with stereotyped roles for themselves, some will have to adjust to a different culture and language, and others will have low self-concepts and a strong fear of failure. The list of special needs is not exhaustive, but suggestive of the differing needs which advisers need to consider in working with non-traditional participants in higher education.

GOAL 9. To encourage the development of a learning center, suitably equipped with course materials, educational media, and supportive apparatus.

The learning center concept will permit students to learn course materials at a different rate, in a different fashion and at a different time. Different educational backgrounds, work and family obligations are among the variables which influence the extent to which learning can or does occur. The learning center concept seems to fit well with the notion of lifelong learning by virtue of the availability and flexibility implicit in the concept. Individuals with an interest in pursuing specific content areas would no longer be hampered by full-time family or work obligations which might preclude access to education. The use of a variety of educational media and technologies would enable the interested student to gain access to course materials which appropriately reflect his interests, motivations and needs at a time more suited to the convenience of the individual.

GOAL 10. To encourage the adoption and use of teaching formats which speak to the diverse ability levels present in the student body.

Because of the broad range of ability levels which students bring with them to the University, it is often inappropriate to expect that class content be absorbed by all students in the same fashion and at the same rate. As part of its commitment to teaching, the University should support efforts designed to teach the student at his present level of readiness rather than some assumed level of readiness. Faculty development seminars might be implemented as one means of encouraging greater familiarity with learning theory principles, teaching

techniques, and teaching technologies. In no other instance does the disregard for learning theory and principles stand out so dramatically as in an institution of learning.

GOAL 11. To create attractive, comfortable, secure and functional learning environments.

The type of learning environment in which teaching occurs potentially influences the extent to which learning takes place. The degree of comfort, attractiveness and security of the learning environment probably have less of an impact on the quantity and quality of the learning than teaching style and methodology, but the impact is there nonetheless. The impact of an unpleasant learning environment is as likely to affect the teacher as it does the learner, possibly resulting in reduced motivation and lessened affinity for the learning task. Particular attention should be focused on classroom decor, seats, seating arrangements, lighting schemes, room air flow and/or ventilation, noise exclusion capability, and the visibility of screens, boards, and displays to name a few. Physical facilities used for performance, experimentation and practical experience should also be developed and maintained at an adequate level. Such facilities include theaters, dance studios, laboratories, broadcast studios, and so forth. The list of considerations is by no means exhaustive, but suggestive of some of the environmental factors which might influence the learning outcome.

GOAL 12. To encourage the use of computer applications in areas which directly support the on-going instructional mission of the University.

Computer services is used sparingly in support of the instructional mission of the University except in the administrative areas involving grading, registration, and scheduling. Some of the classroom management functions performed by instructors can be performed more efficiently and much faster by computers, thus providing more time for the instructor to spend on direct instructional activity. The computer has the capability of generating information which can be useful in both learning and advising for faculty, staff, and students. The computer can also be used to develop simulation activities, demonstrations and games relevant to the learning process. In addition, computer based instruction has the following advantages: (1) material is presented appropriate to the level of each student; (2) the student is involved directly with the material being presented; (3) the individual progress of each student can be monitored; and (4) each student is reinforced appropriately. Computers will have a significant impact on the way we live and work in future years and it seems appropriate for faculty, staff, and students to develop a working knowledge of their capabilities.

GOAL 13. To provide effective and efficient library service.

The high speed response rate of computers should enable the library to better serve the needs of instruction and research. Users will be able for example to gain access to information relative to holdings at a much faster rate and also determine the immediate availability of the materials. Computerization should result in improved efficiency, greater satisfaction with library services, increased service to users, and more effective utilization of library resources. Areas of the library which are adaptable to computerization include

Such assistance in the past has typically included counseling, tutoring, advising, and the remediation of skill deficiencies through formal instruction. The open enrollment policy was implemented to ensure access to higher education for groups previously excluded from participation. The goals of the University for educationally or culturally disadvantaged students should not reflect an attitude of "benign neglect," but rather one of positive acceptance exemplified by its strong and resolute support of programs designed to assist the educationally or culturally disadvantaged student toward a successful university experience.

GOAL 3. To assist faculty in the utilization of instructional media and technology through the establishment of the center for instructional development.

As we look to the future of higher education, the quality of teaching will appreciably influence the decision to attend one institution of higher learning rather than another. The reputation of an academic department is intricately linked to the quality of teaching and research activity. Good instruction should involve an ongoing effort for further improvement through the evaluation and incorporation of new ideas. While the value of the one-to-one relationship between teacher and learner is important, it can be either improved or supplemented through the use of a variety of media and educational technologies. Individuals can and do learn through a variety of formats and styles. The use of instructional media and technology to accommodate the differences in learning styles suggests one way in which instruction might be improved.

The Center for Instructional Development would exist to consult and assist faculty in the development and utilization of appropriate instruction and media technology in course related activity. The Center will utilize existing faculty and staff expertise to assist faculty in the design and creation of instructional materials.

A Media Council composed of representatives from each of the instructional media and technology areas should be established as an advisory body to the Provost. The Media Council will help establish the Center for Instructional Development and will have advisory power in all matters pertaining to the planning, development and utilization of instructional media and instructional technology.

GOAL 4. To encourage the use of instructional media and technology in meeting the academic needs of students.

Research suggests that students acquire information through a variety of formats and that students learn as effectively when taught with various technologies as when taught in the conventional lecture format. The use of educational media and technology enhances the material presented and also provides the flexibility and capability to transmit information in a variety of contexts and styles. Repetition and quick retrievability are two of the features which permit the new technologies to serve a broadly based constituency. The use of non-book media and educational technologies has increased over the past decade and future years should evidence a continued interest in their use to supplement and complement the instructional process. Computer assisted instruction, programmed learning materials, films, filmstrips, audio tutorials, instructional television, video-tapes, video-discs and microform materials include some of the instructional media and technology which offer alternative ways of meeting the instructional needs of students.

GOAL 5. To encourage the development of a centralized academic advising system.

A centralized system of advising should eliminate much of the apathy toward advising at present, but does not eliminate the need for faculty involvement in the advising process. The centralized system of advising would free up some faculty to spend more time with other types of activities and involve those faculty who are sincerely interested in working with students in an advising capacity. A centralized system of advising should result in a more informed flow of information and provide ready access to advisers. At the same time, satisfaction with advising as a process should be enhanced because of the involvement of interested faculty and staff. Ideally, the student should be able to go to a centralized service and obtain information about a variety of subjects including, but not exhaustively so, career related information, health services, financial aid information and procedures, admissions information and procedures, residence life information and services, Student Life programs, and counseling services. As an adjunct activity, satellite advising centers might be established in uniformly accessible residence halls, the Student Center, etc.

GOAL 6. To encourage effective faculty advising.

The type of advising and advising contacts the student experiences has the potential to influence and shape his response to the institution. The present system of advising offers no tangible incentives to faculty to work toward improved advising. The fact that advising is not considered in decisions regarding salary, promotion, and tenure indicates the lack of importance attributed to the activity by the University. Sound academic advising should deal with the different facets of the individual. Advisers need to be able to: (1) relate to students from varying educational, socio-economic, and racial backgrounds; (2) listen actively; (3) articulate the student's concerns and needs; (4) correlate objective and subjective background information to assist the student in developing a program of study appropriate to his level of skills, abilities, and interests; (5) display objectivity and familiarity with institutional programs; and (6) be concerned and interested in the student. Quality advising requires a vast expenditure of time and energy and should be appropriately reflected in the system of priorities and rewards within the University.

GOAL 7. To upgrade existing facilities and equipment and design new facilities to accommodate multi-media presentations.

As we encourage expanded use of educational media and technology, it seems appropriate to properly equip existing and new classrooms to accommodate such usage. Present usage of educational media and technology at the University is of sufficient magnitude to justify ongoing improvement and maintenance of supportive apparatus. Faculty should not be dissuaded from ongoing use of media or technology because of inadequate or inoperable equipment or facilities. In those areas of the University which employ technical apparatus or equipment to provide or support instruction, every effort should be made to secure the operational capability of that equipment. Perhaps in classrooms where instructional technology is typically employed, adequate alterations can be made to assure their suitability for use with limited technologies, while further efforts could focus on the

GOAL 9. To accommodate outside groups desiring temporary residence with the University for educational, developmental, and recruitment programs.

There is much confusion about the present status of housing for workshops, conferences, and guests. This area needs immediate attention in terms of developing a philosophy and policy; specific attention should be given to facilitating long-range scheduling, pricing differential for various groups, subsidy for certain groups, improved cost accounting and management techniques, space priorities and improved communication between the auxiliary, the workshops office and those who plan conferences.

Priorities must be established regarding who comes when

and a concomitant sense of who bears financial responsibility for such groups. A more sophisticated system for assessment of costs and benefits is needed. For example, certain activities such as recruitment weekends are designed to benefit the entire University, while more specialized workshops may benefit only the promoting group.

Since the University is committed to recruiting outside groups to campus, then appropriate arrangements must be made to fund and plan for these kinds of activities. In the future, the ability of the University to educate, inform, and accommodate outside groups will be an important factor in its development and growth.

The University has the resources to meet the educational needs of many citizens. It is incumbent upon the staff and faculty to develop a means for accommodating such groups who are interested in short-term continuing education.

ACADEMIC SUPPORT

Academic support includes areas of the university which provide assistance to the ongoing instructional mission of the university. Areas included under academic support should be supportive and enabling agents for the educational mission and standards of the university. No organizational entity can expect to be greater than the sum of its component parts. In the same fashion, one cannot reasonably expect to achieve excellence in instruction if the supporting components are of inferior quality. Areas which provide support for instructional activity include the following: Library, Student Development Center, Black Resource Center, Learning Resources Center, Language Laboratory, Instructional Television, Computer Services, Media Centers, physical facilities and academic advising units. Each of these areas in its own way provides support for and has an impact on the instructional activity of the university. The following goals reflect perceived needs within the academic support areas and perceived directions in which the university should move in an effort to improve the quality of instruction. The academic support goals have been prioritized by perceived need and the prioritization attempts to reflect the present and future state of Ohio University.

GOAL 1. To support the library at a level which assures that it meets both the qualitative and quantitative standards necessary to provide quality academic programs.

While the mission of the Library is ultimately dependent on the goals established for the academic areas, presumably, teaching and research will remain as areas of primary significance. If the university seeks to achieve excellence in teaching and research, then the university must be willing to assume whatever burden is necessary to provide adequate support materials to achieve excellence in the transmission and generation of knowledge. A quality library is an essential

component in the development of academic excellence. The availability of good library resources and services in an era of rapidly expanding knowledge is especially crucial. The Director of Libraries should also be a permanent member of any university academic planning bodies to assure that ongoing consultation takes place during the planning and implementation stages of academic programs. Inadequate support of the library system must inevitably be reflected not only in the quality of instruction and research, but also in the quality of our graduates. The university needs to examine on an ongoing basis the level of library resources and services relative to other state university libraries and take appropriate steps to assure that the quality and level of services and resources will improve relative to other state supported university libraries. Ohio University presently ranks fifth among state supported schools in the number of Doctoral and Master's programs offered, but it ranks ninth in the amount of library dollar support.

GOAL 2. To provide funding support to those units of the University whose special mission is to obviate educational and cultural deficiencies.

If the projected decline in traditional college applicants occurs, it will become increasingly necessary for institutions of higher education to reduce the rate of attrition among matriculants. An ongoing commitment to skill improvement and development is mandated to provide enhanced educational experiences and to reduce the attrition among matriculants. Future enrollment trends suggest the number of matriculants from two socio-economic backgrounds, minority groups and older students is likely to increase in the 1980's. Past demographic information suggests that some students, especially those from low socio-economic or minority backgrounds require special assistance to make a successful academic and social transition to the university environment.

GOAL 5. To provide opportunity through the residence halls for individual learning and development of attitudes, capabilities, etc. Such opportunities are developed through information, personal advising and counseling, educational programs, social activities, etc.

It is critical that students recognize and understand their learning and development in cognitive and affective terms. Such an understanding promotes an ability to cope more effectively with rapid social change, complex moral, personal and human considerations, and conflict situations.

This understanding challenges educators to take more seriously the integrating of the cognitive mastery of knowledge and the development of students along such dimensions as cultural awareness shaping of a value system, self-awareness, interpersonal skills, and community responsibility. College residence halls, therefore, must provide living environments which assist students in their learning and personal development.

More specifically, residence life staff and faculty should promote human learning and development through the following:

1. an environment that promotes responsible social development;
2. an atmosphere supporting academic involvement and learning;
3. assurance of rights privacy;
4. opportunities for social, cultural, recreational, leadership and cross-cultural development; and
5. a safe and healthful environment.

The residence halls program has a clear responsibility to help students get assistance in assessing their readiness for learning and in developing a means for personal development. In the future, educational technology may enable halls to be readily transformed into learning centers.

GOAL 6. To develop residence life programs based on identification and assessment of the needs and interests of students and to evaluate the effectiveness of programs and services in the residence life and residence service area.

Working cooperatively with appropriate student affairs offices and the academic colleges, the staff in residence life must plan and implement a comprehensive information system and research program.

It is critical that professional staff have access to relevant data about resident students (within rights of privacy regulations) and that the information be used in planning student development activities.

There is a continuing need to conduct a survey of student interests and needs relative to campus programming and student services. At the same time, continuing attention must be given to collecting informal feedback and more formal evaluations of programs and services.

Working with the residence hall governments, the residence life staff should establish a polling mechanism so that student opinion on critical University issues can be solicited and quickly summarized.

GOAL 7. To promote greater input, communication, and expanded responsibility to representative students, faculty, and staff in the planning and program development for residence halls.

One effective way to improve the quality of life in the residence halls is to create formal and informal advisory groups of students, faculty and staff whose goal is to recommend and evaluate services and programs.

A direct and significant involvement in planning and program development can have an important impact on the attitudes of participants and can provide improved decision-making.

Given the importance of the residence services area and the changing needs of students, there is a vital need for clear communication and consultation channels between the auxiliary and the University and the community.

GOAL 8. To achieve fiscal and planning accountability and solvency of auxiliary operations, thereby serving students well and efficiently, and fulfilling the commitment to the state legislature, bond holders, and the university that the residence halls be self-supporting.

The present policy of the Ohio Board of Regents is clear and poses a special problem for Ohio University. "Auxiliary services are to be provided from direct student user charges, from generated income, and from the general fee charged to all students."

Since the University has experienced an enrollment decline and resultant budget decreases, this policy has been waived in the past and the University has received special subsidies to support the auxiliary area. Increasing financial problems make such special subsidies less feasible.

The Ohio University auxiliary system has made significant progress toward cost containment and income generation. Steps taken have included: 1) improving cost accounting systems; 2) continuing to reduce operating costs associated with the housekeeping and food service areas; and 3) implementing a new room rate structure based on designed capacity.

In addition to the efforts to contain costs and generate additional operations revenue, there is a need to develop and implement a long-range financial plan which will reduce the total debt as well as the annual debt service payment. A request has been submitted to the State of Ohio for the purchase of 10 dormitory facilities.

The University would use the capital to purchase outstanding bonds, thereby reducing both the total outstanding debt and the annual debt service payment. Tied to this plan is a request for additional assistance in the form of descending state subsidy.

Acceptance and implementation of the long-range financial plan will not reduce the responsibility and burden on internal management to contain costs. The plan, however, does make it conceivable to offer competitive room and board rates to students and to achieve a state of solvency in the auxiliary.

This goal has received much attention and will remain a critical focus in the future. As enrollment stabilizes, it becomes imperative to reassess the implications of revenue for auxiliary operations.

The staff must evaluate current management and accounting systems governing auxiliary operations, study operating policies as they effect utilization of present facilities, and provide income generating programs and facilities which attract students and others. Every effort must be made to cover costs from services to pay off debts and not burden the general fund budget of the University.

The future will dictate early establishment of rates, calendar, and policies for residence halls. Continuing attention must be given to meeting the housing needs of special groups of students, e.g., international, married, graduate, and minority students. As the commuter population increases, consideration should be given to providing short-term housing on a need basis for this group.

Speculation about the future should also include reference to: (1) on-campus living alternatives; (2) on-campus cooperatives; (3) community concepts in existing units; (4) increased differential fees according to services requested; (5) conversion of existing building to on-campus apartments; (6) halls with specialized "new student" programming and (7) improved programs and services for married students.

GOAL 2. To provide for the basic food needs of resident students and other outside guests residing in the halls.

A quality food service is essential to an effective residence services program. The present food service program provides different meal plans and nutritional menus for students. The challenge for food service management is to provide quality meals at reasonable costs.

This has been accomplished through increased employee productivity, cost control, and an emphasis upon food specification and recipe refinement.

The food services staff must continually collect feedback from students, explore new services and develop innovative promotions in the cafeterias. Consideration should be given to the use of the food services area in the development of related academic programs, such as the curricula in home economics.

A residential food program is most effective when employee relationships are positive. Managers should be trained in all areas of planning, productivity, and cost control. Attractive and comfortable dining facilities must be provided, and food service programs changed according to consumer needs and desires.

The food services area should continue to assess the development of new self-supporting student service areas, such as establishing pubs, delicatessens, and snack bars on the residential greens.

Social interrelationships in residential areas can be improved if the University can provide areas which not only serve nutritional needs, but also foster communication and creative use of leisure time.

GOAL 3. To provide adequate care, maintenance, and improvements in the residence hall facilities, thereby providing a satisfactory physical environment.

The physical environment in the hall is an extremely important factor. The residence auxiliary area must continue to give attention to the physical condition of the halls and must have the resources to provide critical capital improvements such as exterior and interior painting, replacement of residence and dining hall furnishings, preventive maintenance programs, and attention to the overall aesthetics of student rooms and public areas.

At a time when every effort is being made to contain costs, the implications of cost savings efforts must be carefully anticipated and understood.

Ohio University must provide a satisfactory physical environment in order to attract students to the campus and to compete with other residential campuses.

This will continue to be a difficult challenge given spiraling utility, maintenance, groundskeeping, housekeeping, and construction costs. To retain students in the halls, the University must be committed to the support of the physical plant and the facilities for storage.

Students must be educated about the facilities and must recognize the direct relationship between their basic needs, behavior, the physical environment, and costs. Students must understand health and safety aspects of residence hall living; one of the best ways to educate students about the facilities is to provide them a role in shaping the environment.

Strong leadership is needed in this area to provide information and assessment to do careful planning, to recommend architectural changes that are feasible, to maintain a high level of job satisfaction and morale among employees, and to communicate needs to the entire University community.

GOAL 4. To encourage the development of an environment within the residence halls that reflects a vital commitment to learning and provides a "community" life for students.

The quality of life in the residence halls is, to a great extent, a function of the interpersonal environment. The environment must therefore create an atmosphere for responsible citizenship to flourish and a respect for other members of the residential community to develop.

Creating and maintaining such an environment is no easy task; it requires careful planning, cooperation, responsibility, and mutual support among management and educational personnel as well as student residents.

An environment which facilitates learning and interpersonal development requires:

1. involvement of students, faculty, and staff in residence hall programs for the purpose of integrating and enriching the living experience;
2. an effective, continuing orientation program which creates an awareness of campus and community resources;
3. available academic support and library services and a hall environment conducive to study;
4. availability of intramural, intra and inter-hall recreation programs;
5. formal (organized) and informal social events;
6. access to involvement in hall governments and campus organizations;
7. a discipline system with reasonable rules and regulations which fosters responsibility through peer control and self governance;
8. use of counseling resources which foster the identification of personal values, decision-making skills, academic skills, constructive interpersonal behavior, resolution of personal problems, career education, and life planning;
9. a staff trained and able to assess the needs and interests of students and to develop objectives, programs, and policies which meet validated student needs; and
10. a mutual respect between students and the staff and faculty who serve them.

Strong administrative leadership (including a trained and competent undergraduate staff) is needed to support a residence hall environment which promotes interpersonal learning. Such leadership must be recruited, cultivated and maintained through evaluation and professional development.

RESIDENCE LIFE PROGRAMS AND SERVICES

Role of the Residence Halls:

In recent years, a number of authors have focused attention upon the total learning process for students and have emphasized the critical need for post-secondary institutions to respond to the non-intellective dimension of human development.

This recognition of learning as a total process is not particularly new. In 1916, John Dewey emphasized that education, in its broadest sense, is the transmission of social life, and that society continues to exist only when knowledge is transmitted through community life.

Since the time of Dewey, educators have continually emphasized the responsibility to respond to affective or emotional as well as cognitive or perceived needs of learners. In a rapid changing society, students are increasingly aware that they need to develop adaptability, flexibility and a broad range of skills.

Through the classrooms and residence hall setting, residential universities play a significant role in students' learning to adapt and develop a sense of independence, commitment, and social sensitivity.

Ohio University is committed to a residence halls program that supplements the academic program and that helps to facilitate significant positive opportunities for the student in the areas of educational progress, plans and aspirations, personal behavior, attitudes and values, and satisfaction with the university experience.

The residence halls exist to serve the University and to support the formal instructional and student life goals of the institution. The residence halls also provide an educational opportunity outside the classroom which enables students to learn more about themselves and their relationship to others.

The role of the halls is a critical one because the environment influences the perceptions and responses of the student to the educational programs of the University.

Since many students evaluate their educational experiences in "living" as well as "learning" terms, the residence halls services and programs play an important role in retaining students. There can be no question about the need to create and maintain an environment which fosters learning.

As a residential campus, Ohio University provides a special opportunity for students to get away from home. This setting is one in which students can concentrate on their academic programs, develop individual independence, community discipline, and leadership skills.

The setting also dictates that the residence halls provide a variety of services and programs that are not readily available in a small town.

Statement on Goals:

An effective university residence halls program is a combination of broad goals which comprise business and management functions as well as educational concerns.

To respond to the total needs of varying types of students, the management and educational components must be organized so as to promote opportunities for learning as well as provide a comfortable and safe physical environment.

In developing goals, the physical and the interpersonal environment as well as the management and the educational functions were considered.

Finally, there must be a recognition that the environment does have a profound impact upon the development of students, that the University has the resources and commitment to structure the environment in ways that enhance a student's development, and that residential education is a significant and very positive aspect of the total learning experience and educational environment.

GOAL 1. To provide living accommodations to various groups of students and to promote housing arrangements designed to complement the academic programs of the University and to respond to students as consumers.

On-campus housing information for all segments of the University community must be provided in a timely manner and must continue to reflect accurately what accommodations are available.

The Housing Office presently handles all aspects of student housing through a computerized system which allows for the maintenance and retrieval of all phases of the contract, assignment, and billing process.

The staff in the Housing Office must be sensitive to consumer needs; they must continue to consider variable housing programs (e.g., assignment of buildings or floor sections in accordance with a student's academic major career objective, life style, etc.)

Continuous review must be given to the exemption categories, the parietal policy, price differentials, alternate use of halls, and the availability of telephone and laundry services.

A higher priority needs to be given to establishing conditions conducive to study. There needs to be a coordinated effort with the colleges to expand the education programs in residence halls and to study and implement living-learning housing clusters designed to complement the student's academic program.

- tax rules and regulations, for businessmen and for individual taxpayers;
- being effective parents;
- understanding the public educational system;
- coping with retirement problems;
- international education and its implications; etc.

Many such topics are already covered in adult or continuing education at one level or another. Careful investigation would be needed along lines such as the following before any instructional efforts were to be considered:

- work already being offered;
- characteristics of successful efforts;
- number of adults likely to be interested, etc.

And, as noted for earlier goal statements, special attention would need to be directed to Ohio University faculty members' interest in producing instructional materials in the selected areas.

GOAL 16. Explore the possibility of setting up an external degree program.

Certain of the goals expressed above might, if adopted, be considered as relatively easy to accomplish. Others, however, are longer-term and, if adopted, could be expected to entail a great deal of effort.

Establishing an external degree program is one such goal, since it is of major academic magnitude. In addition, such a program could not be successfully established without unprecedented cooperation among state institutions.

As experience with the aborted Extended University program at Ohio University suggests, these considerations should make an advocate of an external degree program very cautious. At the same time, the academic and financial success of the Open University in England should make one optimistic and excited about such a program.

Perhaps both experiences can be helpful in suggesting guidelines to consider if another attempt is made to develop an external degree program at Ohio University. Some suggestions of this sort are given below.

- Cooperation among state institutions in supporting an external degree program (or any similar program) is not likely to come easily. As John Millett, the former Chancellor of the Board of Regents, responded when asked if cooperation could be expected on joint programs — "No."

But his subsequently modified response suggested that cooperation could be expected under certain conditions.

Perhaps the urgency of the approaching crisis in higher education in Ohio, plus equal sharing of the rewards that might grow from the program, would help to develop and support cooperative arrangements.

- Encouraging cooperation might be possible, for example, through the use of faculty from the different universities in making up the course team for developing the courses (this is itself a major undertaking, but has been managed elsewhere).

- Avoiding threats to existing campus programs might also help to elicit cooperation (accepting students only over typical college-going age would be one such step).

- Substantial funding would be needed to start the program, with the pay-off coming only after several years at the earliest. The hand-to-mouth funding provided for the Extended University will simply not work without its becoming over-extended.

- Course offerings must first be limited to general program needs for a large number of students. Attempting to tailor-make courses to individual students is far too costly, especially at the beginning of such a program.

There is no doubt that the obstacles to successful establishment of such a program are formidable. But the potential rewards are more than sufficient to try to overcome them. Among such rewards are the following.

- External degree programs appear especially suited to meeting the needs of older, more highly motivated students — and that is the kind of student envisioned in increasing numbers in the 1976 Master Plan for the coming decades.

- The strong faculties of the state universities could provide strong course teams; if course development were part of the assigned instructional load of certain interested faculty members, the work could be accomplished in this way.

- Ohio as a state has a public radio and television network for course presentation, and Ohio as a university has a correspondence program for course delivery.

- Graduate students could serve as tutors, thus providing support for them as well as meeting the tutorial need that is considered essential to programs such as that of the Open University.

- University facilities could be used in the summer for laboratory, studio, and other such work considered essential in successful programs such as that of the Open University. As correspondence and televised courses are developed, external degree needs should be kept in mind so they can be useful for that purpose as well.

labor, industry, and business gather for a recent meeting in Houston, Texas.

According to the official definition, career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. This definition suggests why career education:

- is broader than traditional vocational education;
- interests the varied groups mentioned above, and
- attracts students who are much more career conscious than they have been in the recent past.

Certain career needs, of course, can be and are met on the Athens campus in connection with various training programs. Other needs, however, cannot be so easily met on the Athens campus, particularly as they involve wide experience with the groups mentioned above.

The regional campuses, however, can offer greater proximity to one or another of these groups. Similarly, radio and television programs can provide contact with members of these groups.

Whatever the arrangement made, the interest in career counseling and guidance services is clear. For example, Ohio State University's course covering this area enrolls approximately 800 students on the Columbus campus. Off-campus needs (e.g., for conferences) should also be considered.

GOAL 13. Offer opportunities for both career change and related multiple career training.

Evidence from a number of sources suggests that increasing numbers of adults should expect to change not only jobs but also careers during their working lifetimes.

A prime example is the increasing number of women who work full time or part time; they offer examples of the need for training both for career change and for multiple careers. In the former situation are many who had not considered a career outside the home until the emphasis on equal employment opportunities made challenging careers seem possible. In the latter situation are many who wish to combine careers in and outside the home.

Another group wishing to change — or at least modify — careers are persons with technical training who wish to move into management positions but who lack management training.

Citing evidence for a general need does not, of course, provide specific paths to satisfying the need. Perhaps the first step, therefore, would be an examination of the career areas most frequently chosen by women in the above situations.

The office described in the first goal statement might well collect the existing information on this question, and also consider a survey (see the fourth goal) to help determine how many women might wish to undertake training (and under what conditions) on the Athens or regional campuses by television, or by correspondence.

The most promising areas, then, for which interested faculty members might develop instructional materials could be further investigated.

GOAL 14. Offer instructional opportunities to professionals and paraprofessionals who wish to upgrade or update their training.

Two forces seem likely to contribute to a growing need for up-grading and up-dating the skills of professionals and paraprofessionals. The first is the observation that when a field becomes crowded, one of the steps eventually taken by its

members is the raising of standards for entrance to, and advancement within, the field.

An example can be seen in public school teaching in Ohio. For a period after World War II when there was a shortage of teachers, a four-year college degree was not necessary for a teaching certificate. Now a four-year college degree is needed, and it seems very possible that Ohio will follow the lead of California and New York in requiring a master's degree.

The second reason to feel that there is a growing need for up-grading and up-dating is that knowledge is growing so rapidly. During his recent visit to the Athens campus, former Chancellor John Millett mentioned the growing feeling in the professions themselves that lifetime certification/licensing should not be given to individuals.

Such awards, it is felt, should be made for a shorter period of time, with added training necessary for renewal of the certificate/license.

The question of providing instructional materials for professionals has been complicated by the desire of many national societies and associations to maintain control. Can local arrangements therefore hope to succeed?

Discussion suggests that it is possible, especially since new "credit" requirements (e.g., those for physicians in Ohio) appear quite heavy, and since many professionals are likely to find local arrangements more convenient and attractive than those in cities some distance away.

Another question concerns instruction for paraprofessionals. Instructional materials are far less likely to be available for them than for professionals, so investigation of this broad area may well prove fruitful.

An example might be the industrial technologist working in a power plant who may want to move into a higher level position but be unable to get the credentials to do so. Or a person with a bachelor's degree working in a correctional institution who may wish to increase his or her skills but have little chance to do so.

And still another and larger group wishing to up-date training consists of women whose children have grown and left home (or are otherwise cared for) and who would like to enter a career field some years after having completed college training and/or left an earlier position.

Attention should, of course, be given first to the questions of where and how great the needs for such training are.

As mentioned in the earlier goal statement, the proposed office should look into both questions before funds are committed or instructional materials prepared by interested instructors — and when a clear need has been demonstrated, should argue strongly for needed funds. Important first sources of information for professionals appear to be the appropriate state associations.

GOAL 15. Offer additional instruction to adults who wish to cope more effectively with a changing society.

Many suggestions made for lifelong learning efforts usually not designed to carry credit come under a general category which might be called "coping with a changing society."

This is a recognition that changes, whether technological or societal, are occurring at an accelerating rate, and that "ordinary living" is becoming much more complex. Among the topics suggested for interested adults are:

- changing to a metric system;
- energy — use, conservation, sources (e.g., solar);

GOAL 9. Develop further the system for providing cooperation between the regional campuses, the Athens campus, and other institutions of higher education in the region.

As the above statement implies, a system for providing cooperation between the regional campuses and the Athens campus already exists. Furthermore, certain arrangements such as the 2+2 programs and exchange of faculty provide the kind of close, mutually beneficial cooperation which is envisioned in the statement and should be emphasized further.

This does not mean, however, that the system is complete or perfect. Additional effort might well be expended specifically in the lifelong learning area.

Certain specific suggestions can be made building upon earlier goal statements and relating to statements that follow. These will be described briefly below.

- Consider further ways of providing first contacts for students who will take additional regional campus and later Athens campus work. Specifically, arrangements might be made to work with students taking correspondence and/or televised instruction.
- Make more extensive use of regional campus facilities (and high schools in the areas) for lifelong learning instruction in appropriate courses.
- Consider a method (e.g., sub-carrier) for extending selected lectures to the regional campuses.
- Consider using supervised students from the Athens campus as tutors, particularly in courses offered by correspondence and television. This could provide experience for the students at the same time it holds down the costs of the individualized attention, and is now being used successfully in campus courses (with "project" credit as the attraction in many cases).
- Consider offering courses that might prepare students otherwise poorly prepared for entrance to college at both undergraduate and graduate levels. (This suggestion will be given concrete meaning in the goal statement to follow.)
- Consider a peer-counselor training program to prepare persons to help transfer and relocate students from the regional campuses and other institutions.

GOAL 10. Develop courses in regional higher education and lifelong learning to meet two needs: Skills for taking undergraduate and graduate college courses, and prerequisite knowledge required for enrollment in undergraduate and graduate college courses.

A chapter in the 1976 Master Plan is devoted to the topic, "Eliminating Barriers to Access." Among the recommendations given special emphasis are developmental education and its counterpart, remedial education.

Developmental education refers to work with students disadvantaged by their environmental or cultural backgrounds, and includes counseling and special tutoring to assure success at the college level, with special attention to skills.

Remedial education is aimed at overcoming deficiencies in math and/or English preparation.

Perhaps the above goal statement appears to stretch the term "lifelong learning" beyond its usual implications, which seem to apply rather directly to post-college instruction.

Yet for many who have not attended college at the usual college-going age, such learning might never be possible

without developmental and/or remedial education. Granted this interpretation, the following suggestions might be made.

- Increase developmental offerings on the Athens campus, where the Student Development Center and the Black Resource Center already offer such instruction and counseling. Increase such offerings on the regional campuses as well.
- Increase remedial offerings on both the regional and Athens campuses. Work is already offered, but one consequence of the budget squeeze has been plans to cut the number of such courses.
- Consider offering developmental and remedial instruction, to the extent possible, through correspondence and/or televised instruction (keeping in mind the one-on-one need which is also often present). The Board of Regents favors "increasing the current state commitment to developmental education where the need for new types of services can be documented . . ."

GOAL 11. Explore existing and new systems of crediting for prior learning outside the college setting.

The crediting of prior learning for non-traditional students has received a great deal of emphasis recently. Some indication of the breadth of interest is shown by a reference list of over 40 items in an outline covering this area.

There have been some notable successes as well, such as the CLEP (College Level Examination Program), but even these must be modified to fit needs or they may be dropped (as at Ohio University).

The problem of crediting of prior learning is, however, one of the thorniest facing college administrators and faculty.

An anecdote illustrating this concerns the successful CPA, now retiring, who never earned a college degree but now would like to have one. How much credit, if any, should he get for his experience? How current is his knowledge? Could he pass a CPA examination today?

College faculty and administrators are understandably very concerned about the extremes to which some institutions have gone in crediting prior learning and experience (e.g., Nova University). On the other hand, the problem is unlikely to go away. Perhaps the following suggestions provide a useful approach.

- Ask the University Office referred to in the first goal statement to collect, keep current, and digest the information in this area.
- Ask the advisory committee proposed in the first goal statement to have a preliminary look at the matter. The concerns expressed in the introductory statement in this document would, of course, have to be borne in mind in any recommendations.
- Encourage the kind of consortial efforts being made in this area by the Extension Division through a grant of funds from the Board of Regents.

GOAL 12. Offer opportunities for career education of the sort that cannot easily be provided on the Athens campus.

"Career education" is one of the newest and most rapidly growing educational areas. It began only about six years ago through the urging of Sidney P. Marland, then Commissioner of Education.

It has grown at a rate that has seen more than 8,000 educators, informed citizens, and representatives of government,

will almost certainly be of special importance in the above areas, yet they do not easily fit the FTE model, particularly when coordinated with departmental participation.

This problem raises concerns among many faculty members, as noted in the memorandum on extended learning prepared by the Policies and Regulations Subcommittee of the Graduate Council. Though many concerns might be identified, two seem of primary importance: who controls the courses (i.e., preparation, grading standards, etc.) and who profits from them (i.e., gets the FTE, instructional fees, or other credit for them).

The situation as it exists at present results too often in an uncomfortable standoff: departments and/or colleges demanding control and/or profits and sometimes blocking course presentation when they do not get them. And, even when courses are offered, the present arrangement too often provides very little incentive for excellence in course preparation.

The two- or three-figure dollar amounts for correspondence preparation contrast sharply with the five-figure amount at the Open University in England, for example. Fees for paper-grading become the enticement to many faculty members, rather than fees for course preparation. Under such financial conditions, correspondence work is an "add-on" to a faculty member's salary, which can be unfortunate for quality.

Just what modifications or alternative suggestions to offer is not immediately clear, but these might range all the way from giving special funding consideration (at least for a brief period) to the most promising new courses or programs, to a new basis for funding.

GOAL 7. Help to provide broad University involvement and cooperation in planning, funding, preparing, and offering correspondence coursework.

Ohio University is the only state-assisted institution which may offer correspondence instruction (officially called Independent Study Through Correspondence, or ISTC).

The Board of Regents recommends that this situation continue, thereby affording the University unique opportunities for offering coursework related to lifelong learning. This advantage is of course further emphasized for a university, such as this one, which is located some distance away from major population centers.

Census figures presented show clearly Ohio University's disadvantage compared to the other state universities in hoping to draw non-residential students to the campus in Athens.

The above situation argues strongly for increased emphasis upon correspondence instruction. Yet, as noted above, many faculty members have strong reservations about this approach, ranging from the mentioned control and funding to competition with campus offerings. Resolving these issues must necessarily be complex, but some suggestions might be offered.

- Require that the advisory committee proposed in the first goals statement be able to present a clear rationale for approving a planned new lifelong learning course or (particularly) new program.
- Where a course has the potential of attracting a large number of students, provide a mechanism for funding that will permit a high-quality product. The Master Plan speaks of state subsidy for the Ohio University program, for example.
- Make the preparation of courses a part of (i.e., replacement

for) interested faculty members' instructional commitments, rather than salary.

- Develop enrollment policies (e.g., for age limits) which encourage later campus enrollment rather than compete for current campus FTE. Also emphasize courses, such as some currently offered by ISTC, designed to reach students overseas and intact groups (e.g., prison populations).
- Encourage the interlacing of instructional media (i.e., correspondence material with audio tapes and/or televised instruction).

GOAL 8. Help to provide broad University involvement and cooperation in planning, preparing, and offering instruction via radio and television.

Use of radio and television comes to mind first when most persons discuss non-traditional instruction. Yet the foremost example of such instruction, the British Open University, uses radio and television in only about 10 percent of its teaching.

A major reason for this low figure is the cost of producing and broadcasting high quality programs. In addition to cost, a number of other reasons have been mentioned as possible hindrances at Ohio University.

The question, therefore, is whether instructional television — and more specifically instructional television at Ohio University — can fulfill the promise held out for it. The question is complicated by several factors, at least.

First, Ohio University does not have an "exclusive" on instruction by television as it does by correspondence; this raises questions of both potential enrollment and competition by others.

Second, studies seem to show that televised instruction is seldom preferred or very effective unless high quality programs are developed (i.e., something more than a "talking head").

Certain steps might be considered to help overcome the hindrances to greater use of instructional radio and television. Some suggestions are the following:

- Encourage a broadcast policy for radio and television which provides for increased educational programming, yet at the same time preserves the opportunity for hands-on experience by students which is a major strength of the successful College of Communication at Ohio University.
- Develop enrollment policies for such courses (e.g., on age limits) which encourage later campus enrollment and avoid competition for current campus FTE.
- Develop cooperative arrangements for the exchange of instructional programs between the state's public radio and television stations. Though admittedly difficult, such an arrangement plus the state support recommended in the Master Plan could help to meet the high cost of high quality programs.
- Identify faculty interest and talent in the development of instructional television.
- Provide support facilities and services, as well as training in techniques appropriate to instructional television, to help faculty members who, though willing and skilled instructors, are still amateurs as far as television is concerned.
- Develop an appropriate reward system for faculty members, e.g., by making the preparation of course materials part of a faculty member's instructional commitment (with benefits offered to the member's department as an incentive to cooperation).
- Once again, encourage the interlacing of instructional media in course and program offerings.

and negotiability of external degrees to the Bureau of Social Sciences Research.

Such degrees, though in a sense not entirely new, have received widespread publicity attendant on the success of the Open University in England (which, in response to heavy demand, recently increased its "entering" class by 10,000 students). Still another example is the Adult Education Research Conference held recently in Minneapolis.

Information about lifelong learning should be collected by the office described above. It should include literature, programs, conferences and research opportunities for example, and it should be evaluated with reference to Ohio University, both Athens and regional campuses.

GOAL 3. Review existing university offerings in the light of the needs of lifelong learning students.

As noted, the Athens campus and most of the regional campuses are far from ideally situated physically for offering lifelong learning courses and programs. The number of persons likely to enroll for work on these campuses is relatively small compared to the number which urban universities and colleges might attract.

However, Ohio University (particularly the Athens campus) appears to have done less than could be done to attract those who are interested (e.g., public school teachers who want graduate work, but who now go elsewhere for courses even though Ohio University is closer).

Reviewing steps that could be taken is clearly in order, since certain changes might be made with relatively little cost or disruption of current University programs. Among the suggestions which might be considered are the following:

- Increase the offering of appropriate classes during evening or weekend hours in addition to (or in some cases instead of) during daytime, weekday hours (using the procedures described in the following goals statement where special evaluation is needed).
- Consider greater use of short, intensive courses (e.g., for international programs) in place of quarter-long courses.
- Check the possibility of using the new time period of the December break for instruction, as well as further use of times when the regular student body is away.
- Encourage wider use of galleries, museums, theaters, etc., in the area.

GOAL 4. Develop and use a set of systematic procedures for surveying the need for new courses and programs that may be proposed.

Procedures already exist through which the New Course Subcommittee of the University Curriculum Council evaluates the need for a new course that has been proposed.

These procedures are relatively informal, however; furthermore, they make relatively little provision for assessing probable interest among prospective enrollees not currently attending Ohio University.

Something more systematic is needed for new courses (and particularly for new programs) which might be proposed during this period of tight financial planning, especially since Ohio University's location suggests that correspondence and televised instruction will need to be emphasized (see goal statements 7 and 8).

Some suggestions for developing a set of systematic procedures for surveying the need for new courses and programs are the following:

- Evaluate the procedures that have been used by the New

Course Subcommittee for strengths and weaknesses and build upon this knowledge.

- Develop a scientific survey system, perhaps building upon the work done by the Broadcast Research Center of the College of Communication.
- Look to existing non-credit programs as a test-bed for developing possible credit offerings.
- Investigate the possibility for outside funding of surveys, particularly where off-campus work is needed.
- Request that survey information be gathered before a new course or program is instituted; include a financial projection based upon these data.

GOAL 5. Attempt to determine, for each new course or program being proposed, the medium or media which are likely to fit best the instructional needs involved.

A question has recently been added to the proposal sheet for new courses asking developers to consider which instructional medium or media might be used in effective presentation.

Though such a determination is necessarily subjective at best, a more formal procedure could be developed and should be used, at least for proposals as large scale as new programs. The Open University of Britain has shown that early and formal consideration of this question can play a very useful part in new course and program development.

Some suggestions for procedures which could help to determine which medium or media to use for new courses and programs follow.

- The Instructional Media Committee, in its charge, offers to provide consultation regarding media selection upon request. Perhaps this arrangement might be formalized for new courses and programs.
- Certain of the course evaluation forms used each quarter by University departments include one or more items on use of instructional media by course instructors. This arrangement might be formalized for new courses, and further attempts made to assess course effectiveness in the light of the media used.
- Special consideration should be given to the cost-effectiveness of particular instructional methods in particular situations (a statement perhaps deserving the emphasis of a separate goal).

GOAL 6. Consider new and flexible methods of offering and financing instruction which rely less upon departmentally based FTE.

As noted in the Environmental Statements and elsewhere, growing emphasis is likely to be placed upon interdisciplinary studies in the coming decade. Faculty members should be allowed to use special course numbers and structures and move between departments or even colleges (as, for example, in the General College at the University of Minnesota).

But funding such arrangements is difficult under a system which assigns instructional funds largely on the basis of individual departments' enrollments. There is reason to believe that this system has discouraged interdisciplinary efforts, at least in certain cases.

This situation is especially unfortunate for areas such as lifelong learning and regional higher education, where instructional divisions may need to vary from those typically followed in order to meet student needs. As noted earlier, correspondence and televised instructional presentations

offerings; subsidy for occupationally oriented non-credit course offerings; and funding of college offices concerned with non-credit educational services.

However, the answer to the question must consider the Ohio University community as well as the changing needs of prospective students. Consequently, the goals most likely to be fully supported will be those in which the proposed actions or programs:

- incorporate most fully the special abilities, experiences, values, and interests of members of the community;
- reward in appropriate ways the special and extra efforts of these members;
- consider and are consistent with the University's status as an old and respected institution of higher learning; and
- utilize to the extent possible the University's location and other special attractions.

Can Ohio University, as opposed to urban institutions, reasonably expect to offer lifelong learning programs and expanded regional services that will attract students and repay their costs?

Dr. John Millett, former chancellor of the Board of Regents, gave a generally pessimistic response in a recent conference, but qualified his statement to provide for special cases.

Proposed new programs or activities, as this statement suggests, must be carefully evaluated and assigned priorities in terms of likelihood of success. The setting of such priorities among proposed goals might well take account of the following:

1. A new program which competes for the students attending or likely to attend Ohio University promises little overall growth and will be opposed. Can the new program profitably be offered to persons not of typical college age (as, for example, in the Open University in England)?
2. A new program over which faculty members assert little or no control will be opposed. Can arrangements be made to provide for review of, and participation in, all new programs?
3. A new course (or program) for credit that does not maintain high academic standards will be opposed. Are non-credit courses or programs also desirable and possible where high standards are a matter of less concern?
4. A new program that will have to compete with established programs at other institutions must be especially carefully assessed. Are new programs possible which are offered by few if any other institutions in Ohio? Are there existing programs which, because of their uniqueness, should be emphasized?
5. Many Ohio University programs are also offered at other institutions. In such cases, are there (or can there be) instructional approaches used by few if any other institutions?
6. Certain programs might be offered by Ohio University alone. Are there other programs which can be offered only in cooperation with other institutions? If so, can successful cooperation be established?
7. A proposed program might, in many cases, be offered through the existing organizational structure of the University. Are there other programs which can be offered only through a change in organizational structure?
8. Certain programs might be developed with existing, or only slightly increased, funds. Are there other programs which can be developed only with a major increase in funds?

GOAL 1. Establish a University office concerned with lifelong learning.

No existing University office, department, or college can claim an exclusive interest in the possible development of lifelong learning programs. The area is too broad.

"Adult education" and "continuing education" programs have existed for a long time, but the area of lifelong learning has come to emphasize such additional notions as "non-traditional instruction," "career education," and "external degrees," for example.

Similarly, lifelong learning programs have come to include traditional academic offerings, correspondence, instructional television, and programmed and computer-assisted instruction. Wide University participation is apparent in successful programs, which extend from non-credit offerings through undergraduate to graduate courses.

The preferred way to explore the possibilities in lifelong learning at Ohio University is to establish a special office for that purpose. The office could have primarily coordinating functions, and therefore need not (in fact, should not, under present circumstances) be an expensive operation.

Certain of the functions which the office might carry out are presented in the following goal statements. Before turning to these, however, certain suggestions will be offered for developing such an office.

As will be noted, the recommended pattern of organization resembles that of the Graduate College, which operates very successfully on a campus-wide basis by setting policy and maintaining standards and records, but leaving program and personnel decisions and related budget matters largely to the departmental units.

Related suggestions based largely upon the Graduate College model include the following:

- The director should be a widely respected individual; he or she might well serve in the position part-time (at least during the planning stage and until the probable success of the lifelong learning approach at Ohio University is determined).
- An advisory committee with broad representation should be named to set policy. Among those represented might be personnel from regional higher education and Athens campus faculty, administration and students, and from the Extension Division, Radio-Television, and the Instructional Media Committee. Representatives might be selected by the groups mentioned, with certain statutory members (e.g., the Graduate College dean, the chairman of the University Curriculum Council, etc.).
- The director should report to the Provost, as befits the broad areas of concern with lifelong learning.
- Wherever possible, the expertise of University personnel and offices should be enlisted, and overlap of activities avoided.

The possible functions of a lifelong learning office are presented in the following goal statements.

GOAL 2. Assign responsibility to the lifelong learning office for collecting and evaluating information about this rapidly growing area.

Information and publications on lifelong learning appear to be growing almost geometrically. This is reflected, for example, in the recent establishment of an ERIC Clearinghouse on Adult Education and Lifelong Learning at Northern Illinois University.

The above collection center is needed despite the long existence of such groups as the Adult Education Association of the United States and the National Association for Public Continuing and Adult Education.

Another recent example is the National Institute of Education's award of a contract to study the acceptability

A conscientious health professional, regardless of the particular field of practice, will seek constant additional knowledge in an attempt to stay up-to-date. This will be an ongoing process that will take place throughout the individual's active career. The health and human services system at Ohio University should make every attempt to provide the education and additional training that is needed by the individual "on the job." Special time considerations in scheduling will have to be made so that the training desired can be provided during periods when the person can break away from his regular routine without greatly affecting those being served. Special courses dealing with the needs of the practicing professional will have to be designed and coordinated in a meaningful way.

Ohio University already has a viable, successful continuing education program that is most capable of serving as the center for continuing education for the practicing health professional.

GOAL 11. To provide public service that is of the highest quality through all clinical outlets that are a part of health and human services training at Ohio University.

There are and will continue to be a number of community health services provided by certain educational units. These services have a primary purpose of providing a training ground for the learning clinician, but this training can only be successful through the kind of appropriate supervision that will guarantee good quality service to the client who avails

himself of these services. The student in training should be carefully supervised by a properly certified and qualified health care professional at all times when he is attending to the needs of the client.

The most modern equipment, techniques, and practices should be employed in all service units not only for the better education of the student in training, but to provide the best clinical service possible to those seeking the services implied.

GOAL 12. To show and demonstrate through all endeavors the utmost respect for the educational process, its traditions, its principles, its potential, and its proper application toward the training of those who will devote their lives to the physical and mental well-being of others.

Ohio University is an educational institution. All units, programs, etc., functioning within the institution must not lose sight of the main objective of education of individuals to be responsible citizens functioning with respect to a set of ideas espoused by university, state, and country. Health care training must be such that it contributes to the philosophy of the whole and not to a fractionation for the sake of its own self-fulfillment and success.

To this end, serious self-study and self-evaluation must periodically be made to ascertain if an institution and its programs are meeting the constantly changing challenges of our society so that new ideas can replace those which have not succeeded and so that new objectives can be formulated to meet new challenges.

LIFELONG LEARNING AND REGIONAL HIGHER EDUCATION

Information provided in the Ohio University Environmental Statements and the 1976 Master Plan of the Ohio Board of Regents indicates for the decade 1976-1986 that:

- nation-wide, enrollment of the typical college-age population (18-24 years old) will decrease substantially;
- in Ohio, a decline in enrollment will be especially noticeable for several reasons (out-migration, low college-going rate, political objection to providing college support);
- in Southeastern Ohio, the problem of decreased enrollment will be compounded by additional economic factors (slowed economy, low family income); and
- at Ohio University (particularly the Athens and certain regional campuses), with a rural location and heavy dependence upon a residential student body, the expected increase in enrollment of the older-age population (who normally

expect to attend college classes near their homes) will be relatively slight.

These trends forecast serious difficulties for Ohio University unless actions can be taken to neutralize or reverse them. Many goal statements will need to be proposed, discussed, and evaluated, and the more promising of them put into action.

Should Ohio University consider lifelong learning and regional higher education as areas where promising goals can be established?

The 1976 Master Plan emphasizes both areas strongly. An entire chapter is devoted to "Lifelong Learning: Change and Challenge." Recommendations are concerned with part-time enrollment; off-campus degree credit instruction; enrollment in degree-credit conferences, seminars, and similar

ties, and faculty in the world, but if these systems are overloaded in terms of sheer numbers, the education of any given student might suffer critically. There is no room for such error when the person graduating will be dealing with the health care of human beings.

The development of written guidelines for admission and retention of students in each health and human service program is important. Objectives for each program must be developed, with graduates of these programs measured by the degree with which they have met these objectives. Where necessary in some programs, maximum enrollment limits should be established to assure that programs do not exceed their capabilities. Accreditation standards will have an influence in these matters.

GOAL 6. To maintain an overall health training system of a size necessary to help in the provision of personnel sufficient to meet the health care needs of those not presently receiving proper services in southeastern Ohio, the entire State of Ohio and the nation.

The output should be realistic and based on the needs of the state that is supporting the educational system. At this point in time there appears to be a shortage of health care professionals and it would seem impossible to overproduce. This appears to be an even more critical condition in Southeastern Ohio. Careful scrutiny should always be maintained, however, and admissions policies adjusted accordingly. At the present time, in all programs, the needs of the country as a whole must also be considered as a factor. Within all programs, emphasis should be placed on training that is up-to-date and will best serve that part of the population most in need.

Input from a number of groups such as the Ohio Board of Regents; national, state, and local health agencies; professional survey teams; and various community organizations should be helpful in the determination of health care needs at all levels. Each health care unit should also constantly monitor its professional services and agencies in an attempt to determine situation stability and change.

GOAL 7. To be allied with and involved in appropriate University research activities that will lead to the best and most advanced education in all health-related fields and contribute to the general understanding and application of knowledge in health and human services.

Close contact with and involvement in basic as well as advanced research that is related to health and human services is critical for staff and student growth to take place. Since practically all types of human research can lead to breakthroughs in health and human care it will take total University involvement and concern in order for this goal to be accomplished. Researchers from all of the sciences represented will have to be brought together and informed of the health professions as a viable part of Ohio University. These researchers should be encouraged to contribute in any way they might think possible.

The research generated will have to go beyond that which is aimed solely at education of health professionals. It should be of the caliber and nature that could lead to significant breakthroughs in all aspects of medicine and allied health fields. Basic and advanced knowledge as well as general

understanding and proper application techniques can be developed right here. Important contributions to the field of health care in general can result from the kind of concentrated effort that first-rate research requires.

GOAL 8. To develop additional sources of funding for all aspects of the health and human services contingency.

Health care education and training is expensive. It takes large numbers of highly skilled professionals and appropriate support for these people to devote their talents to the educational process. It also requires costly specialized facilities and equipment, both of which require constant updating and maintenance. Research in this area is extremely expensive and a University-wide effort will require considerable funding.

A strong and unified effort will have to be made to seek out all possible external sources of funding and to attract these sources to Ohio University instead of some other well-qualified institution. It might be that a special "external funding" person or persons will have to be employed to devote their full efforts to the acquisition of external funding for health and human services education at Ohio University.

It would be an erroneous assumption to expect Ohio University or the State of Ohio to provide the entire funding needed to conduct all of the activities of the health and human services units. Most if not all institutions involved in health care education put great effort into the obtainment of external funding.

GOAL 9. To develop through present branch campus affiliations and other logical channels, relations with external programs within southeastern Ohio that can contribute to and benefit from quality education of health-related professionals.

There are presently a number of non-university affiliated health-oriented programs or institutions in Southeastern Ohio that might be interested in an affiliation in terms of student internships, staff education and training, reciprocal staff appointments and other mutually agreed upon benefits that come from sharing of resources. All such groups within the area should be contacted and utilized for the common goal of better health care.

The branch campuses of Ohio University should be encouraged as an established means for contact and involvement of programs presently not involved in Ohio University activities. This is a process that they have been successfully involved in for a long time.

Establishment of a community input group in health and human services consisting of non-university people in medicine, nursing, medical technology, etc., might help in the accomplishment of this goal. Valuable training can be obtained for students in health and human services programs as the result of interaction with non-university programs, institutions, and agencies. However, care must be taken in the early planning and development of such cooperative ventures, to assure that the health service programs at Ohio University retain a mechanism for quality control in such arrangements.

GOAL 10. To serve as a significant center for the provision of experiences in continuing education for the practicing health professional.

GOAL 1. To establish a sound structure that assures appropriate identification, coordination, and development of those programs directly involved in the education and training of health professionals.

This goal should be carried out with appropriate campus input and dialogue. Once this process is complete, certain programs, departments, areas, units, etc., will be identified as health and human services contingencies and their financial and programmatic futures will be determined accordingly for some time to come. Other units not so designated will also be given a certain identification in that they will not be health and human service contingencies. These units might be involved in the general education of students involved in health and human service training, but that will not be their major goal orientation.

This process will require some changes in present University systems. For example, it might be feasible and sensible to establish a new College of Medicine and Allied Health, or a College of Medicine and one of Allied Health. It might make sense to place a grid system over the existing University programs so that health and human service units might be identified clearly without moving them from their present academic locations. There will have to be, at the very least, designation by title and/or assignment, of a senior-level administrator charged with health and human services activity. Those units who are identified as part of this group should participate in the decision as to how they will be structured.

It is imperative that the Provost's Office of Ohio University give immediate attention to the implementation of this goal in that all remaining goals depend on its successful accomplishment.

GOAL 2: To place heavy emphasis on an interdisciplinary approach to the education of students involved in health and human services.

Those programs identified as health programs should strive for a greater interdisciplinary approach than presently exists. Health care program directors should be better able to identify and communicate with each other, and faculty of various health-oriented programs should be able to work together and plan curricula that would lead to better student education.

This goal should also require a careful analysis of total University educational resources whether they be designated as health-oriented or not. A sensible integration of these resources could lead to an appropriate comprehensive educational package for the student, but they should seek the help of other University contingencies that can contribute to the development of a well-rounded total health care professional.

The interdisciplinary approach cannot be overemphasized in these times of tight budgets and critical staff-student ratio situations. By pulling together, the total health and human services grouping might accomplish what any individual unit working alone would not even attempt. This approach would also eliminate duplication of services and training which usually exists when units are not collaborating or attempting to work toward common goals.

Emphasis should be placed on maximum interaction between all faculty and staff in a program so that both basic principles and clinical practices are stressed and so that both applied and theoretical concepts are a part of all programs.

GOAL 3. To eventually house all units identified as health and human services contingencies within a comprehensive health education complex.

A physical closeness of the units involved should help solidify the first goal stated, and should also lead to better implementation of certain aspects of the second goal. Given the common cause of first class health education, a physical complex properly designed for all health education programs would be most beneficial in terms of faculty interrelations; a sharing of classrooms and laboratories common to all; and the development of a patient care-training facility that would serve the total health needs of the Southeastern Ohio community.

Careful planning is also needed for the proper execution of this goal. The units involved should be consulted and their input weighed heavily as far as final designs are concerned. Representatives from each unit should meet together and determine physical facilities that can be common to all. This same group should determine possible duplications of effort in terms of physical planning and eliminate these wherever possible. The end result should be a health care-education complex that is suitable to the individual needs of the units that will function in it while at the same time providing common facilities to be shared by those capable of doing so.

The overriding concern in this physical complex planning should be for a design that will provide the best training for students in all aspects of health education. The nucleus of such a complex is already in existence on the West Green of Ohio University where the Medical School facilities are undergoing development.

GOAL 4. To seek and maintain appropriate state, national, and professional accreditation for all units identified as being health and human services.

Professional and legal accreditation taken literally has to do with the maintenance of quality standards. If an institution is involved in the education of individuals who will be granted degrees as health care professionals, it must be willing to provide or guarantee the manpower, physical facilities and equipment, and other needs mandated by appropriate accreditation agencies for all units included under health and human services. Second-rate education in health should no longer be accepted by anyone.

The University should utilize the findings of the accrediting groups that are compatible with its goals, as objective external data to guide in the evaluation and modification of health and human services.

It is also an accepted fact that accredited programs attract the best students. Student recruitment aimed at finding the very best students will be significantly aided by the fact that the programs involved have proper accreditation.

GOAL 5. To maintain an effective balance between quality education and numbers of students involved in any given health program.

Quality education in the health professions can be managed only if there is a proper staff-student ratio. This ratio will differ with various programs, but it should be carefully monitored. An institution can have the finest curricula, facili-

GOAL 9. Relationships with international groups will be strengthened and incorporated into the educational and research planning of the University.

Ohio University has attracted a large number of international students, partly because of the influence of the Ohio Program in Intensive English, partly because of our relationships with education efforts in various countries, and partly because of our reputation for excellence. Efforts should be made to make the University environment more attractive for such students.

In particular, it may be that research into the particular problems of the student's home countries can be incorporated into our own efforts, both undergraduate and graduate, so that the educational experience here will have easier transferability to the student's home country. Resources should be allocated to make such research and learning possible and efforts must be made at the University level to seek vigorous funding and ideas from the countries whose students study here.

The charge that study at a United States university prepares a student for United States problems is sometimes a real one.

Ohio University, because of the large numbers of non-United States students we attract, has an opportunity to enrich the lives of not only the students directly involved but of the whole University. The stimulation for education and research is potentially very great. Multidisciplinary studies, especially, lend themselves to such efforts.

There is no implied statement here that *all* possible national problems can be solved nor that there can be "American Science" as opposed to "Non-American Science."

GOAL 10. A learning center function will be established which will incorporate museums, hands-on devices, films, lectures, demonstrations, etc: The center will extend across the entire University's concerns.

Southeast Ohio is not rich in places to which children, young adults, and older citizens may go to learn directly about things which interest them. The schools of the region, the person trying to decide on careers, the casual traveler, the summer people, all need to have a place which would put on display the best thinking and knowledge, the insights, the arguments pro and con, of the whole range of concerns which people are asked to deal with today.

The usual mechanism for such functions has been either private philanthropy or municipal effort. Athens does not have the resources for either.

The University, however, in concert with state and national agencies, could assemble the support required to provide a program which would be broadly attractive and educationally viable. Such a function could serve the needs of the people in multiple ways.

An enlargement of already-present efforts which bring school children here for conferences, competitions, towns, etc., would be of real service to the education and career information programs of the public schools.

Ohio University has enough resources in people to enhance its mission to be a learning center for the region. By coupling its efforts with the summer program, a large number of people could be served. On a more pragmatic level, the recruitment efforts of the University would be enhanced on a continuing basis.

HEALTH AND HUMAN SERVICES

It is conceivable and realistic to say that most aspects of the Ohio University academic program relate to health and human needs since the interrelationships of these factors with all sociocultural levels are great. There can be no question that many health and human service disciplines have matured to a level of complexity that placement in an institution of higher learning is not only appropriate, but mandatory.

In the decades since World War II there has been phenomenal growth on many campuses of health and human service programs. However, various problems have surfaced over time. Many of the programs have varying degrees of closed cycle consumption of resources and a tendency to internal orientation. At the same time, these programs have offered many opportunities for developing and enriching university curricula.

The result today is that every major university in the country, and most small institutions, have a significant investment in and concern with health and human service programs. At some schools there still is a pattern of multiple

individual units with varying degrees of interface and cooperation; at some schools there has been centralistic absorption of many units by a few large units that incorporate those small units as ancillaries; and in some schools there has been the establishment of separate colleges or divisions to integrate health and human service programs.

It would appear that the time is appropriate for Ohio University to evaluate its health and human service activities and make crucial decisions about the future. When, to the historical time frame, is added the present and probable budget situation, the long-term aspects of enrollment, and the predictions for future societal demands on universities, it becomes clear that any major review of the goal structures of Ohio University should consider health and human services.

In the pages that follow, an effort is made to minimize discussion and to simply point up the goals that might be considered. Most of the recommendations speak to needs for further discussion and development in order to finalize a clear goal, rather than attempting closure at this point.

most accreditation regulations are more flexible than they are sometimes thought to be. Accordingly, it is possible for Ohio University to meet this requirement for accreditation and still engage in innovative and flexible programs.

A necessary corollary of this requirement is that the University must commit the resources to keep the experimental facilities, the faculty, and other educational components at "state-of-the-art" levels. There should never have to be a question of whether accreditation review might result in withdrawal.

It is also necessary to recognize that accreditation, such as by ECPD, is more relevant, at present, to engineering than to most other areas under the Science and Technology heading.

GOAL 5. The University will establish activities designed to encourage research in applied and service areas. Cooperative relationships with other institutions (academic and others) will be strengthened and augmented. The scientific and technological concerns of southeast Ohio are central to this goal.

At present, through such structures as Midwest Universities and other such groups, Ohio University shares research concerns and responsibility at the international and national level. Scientists and engineers view themselves, and rightly so, as being part of an international effort. However, there is also a responsibility to aid with concerns of regional and statewide interest.

The University needs to establish within itself the mechanisms for becoming aware of regional problems in which we could help, for providing the resources required to deal with such problems, and for disseminating the information assembled.

Public and private institutions of all kinds in the region need to have access to the resources of talent, equipment, and insight which the University might provide.

A possible structure for carrying out this mission might be a sort of S&T Extension Service such as the extension services which have served the agricultural community over the years.

GOAL 6. New programs in science and technology may be required to serve societal needs and student interest. The University will encourage and support such programs when the need can be demonstrated and quality already exists in related university efforts.

The history of colleges and universities demonstrates that society at large and student interest in particular have led to both the starting and stopping of programs.

It is vain to believe that the schools have perfect vision on societal needs. Consequently, there must be room for changes and new directions in academic programs. The major difficulty has always been to differentiate between the fad of the moment and the fundamental change.

The University has a responsibility to consider society's expressed needs and the enrollment pressure of students. Having seriously thought about programmatic changes responding to perceived needs, the University has a responsibility to support such programs with time, money, and encouragement in substantive ways. Obvious examples are

two-year degrees and transition programs for those people from two-year institutions who desire to go on to a baccalaureate degree.

It is important to recognize that the time scale of societal pressure can be very short compared to the rapidity with which universities can react. It is essential that the University not attempt to respond in massive ways to limited perceptions, special interest pressure, or the hot issues of the month.

Our strength lies in correlating and integrating many factors and seeking the underlying truth from which many consequences derive. Thus, we should not be in haste to develop highly specific programs for problems best handled by other social units.

GOAL 7. The University will support extra-academic relationships which provide learning experiences in career areas as a supplement to formal curricular programs. These could include internships, cooperative education, workshops, etc.

The experience of faculty and students alike is that creative contact with "the real world" is educationally useful. The ability to see the academic studies applied to genuine problems and to recognize both the opportunities and limitations which the world imposes is helpful in integrating studies, in updating faculty, and in motivating students.

Thus, a serious University effort to provide the means for students to participate in extra-classroom experiences is needed. The laboratory courses and programs now available are certainly a strong start. However, additional contact with research institutions, industry, government, etc., is desirable.

At present, summer jobs and work experiences are left up to the student and to fortuitous circumstances. The University needs to provide the contacts, the structures, the encouragement, for students to be able to take advantage of what opportunities are available. The extra-academic relationships are to be in addition to the formal academic program, not as substitutes in whole or in part. Thus, the summer term seems the most natural time for such work, although other times of the year may be best for certain types of programs.

We must change from a passive role of approval to an active role of facilitator.

GOAL 8. Science and technology programs will take the initiative for the updating, career changing, continuing education, etc., of practicing professionals in the region.

Ohio University is already actively involved in graduate education for practicing professionals at the regional campuses as well as in Athens. Such efforts will be encouraged, strengthened, and expanded to include more offerings. In addition, non-degree courses of study in numerous formats are possible and desirable.

Continuing education remains one of the growing areas in education. While the population density of the region precludes the kinds of massive programs possible for metropolitan universities, selected programs are part of our mission.

A major opportunity for this goal at Ohio University will be the summer term. As the region develops tourism as an industry, people will be present during the summer in numbers considerably larger than the base population. If programs can be developed which would attract families for up to a week at a time, the educational mission of the University can be enhanced.

SCIENCE AND TECHNOLOGY

GOAL 1. The general education plan for the University will include, as integral parts, such studies as lead to understanding of science and technology. Support will be provided for faculty to create curricular materials as well as other required efforts.

As colleges and universities seek direction, a recurrent recent theme has been the return to the "core curriculum" or "general education." The usual vision of general education concentrates on the liberal arts and assumes that knowledge of the natural world and of social uses of that knowledge are optional aspects of a true education.

This attitude is no longer valid and, while the idea of a general education is appealing, any efforts to constrain the term to traditional meanings serve neither the students nor the faculty. Thus, science and technology, as they constitute strong forces and opportunities in society for the foreseeable future, must be understood at some minimal level by all university graduates.

It is clearly impractical and counterproductive to insist that all students must choose from the present array of course work enough material to attain an overview. The number of credit hours required to approach physical science, biological science, mathematics, social science, engineering, technology, etc., would occupy too large a portion of any major curriculum and would not give an integrated view.

There is, therefore, a need for multidisciplinary courses which would combine faculty and subject matter from various areas.

Courses of study such as these are difficult to do well and the University needs to make a money and time commitment for the intensive effort required. There is also a need for support for an on-going effort of updating, faculty enrichment, evaluation, etc.

GOAL 2. Research activities of faculty and students (especially undergraduates) will be encouraged to meet the commitment of the University to contribute to the development of knowledge, and to the vitality of the educational environment.

Society has always assumed that one of the prime functions of the university is to seek knowledge and understanding. It is necessary for faculty to have the resources and freedom to pursue the questions which need to be answered, and it is necessary for students to be surrounded by, and work with, people who ask serious questions and seek their resolution.

Therefore in addition to encouraging external support for research, the University must incorporate resources and funding for research into its basic structure. Research is not an optional function — it is part of the very fabric of what we are about.

Means for encouraging the University community to engage in meaningful research must be sought and funded. Ways to bring people of diverse disciplines together for the purpose of stimulation and mutual support should be established. Those who have found ways to do their research and involve students should be honored and encouraged to share their experiences.

GOAL 3. Science, technology, and medicine will be enabled to explore areas in research and education of mutual interest.

Science and technology have provided the foundations for medicine in recent history. There is a natural interdependence which must be permitted to result in mutual work and in the crossfertilization of ideas which can occur.

The newness of the medical effort gives Ohio University an opportunity to establish joint efforts free from some of the difficulties which long-standing colleges have in working together or in developing new structures.

The integration of the College of Osteopathic Medicine and the rest of the University can be speeded up by the co-operation now possible in the research and graduate programs and by wider use of joint appointments. Because the College of Osteopathic Medicine here is directed toward family medicine, the social sciences are also presented with enhanced opportunities for mutual research.

GOAL 4. Science and technology programs will seek and maintain all appropriate accreditations. The University will provide whatever facilities and resources are required to meet this commitment.

Professional accreditation is a means to insure that programs meet national norms for the education and training of students. While accreditation constraints can be real and sometimes lead to a narrowing of vision and flexibility, the realities of Ohio University's position and mission require that, except for strong reason, accreditation is required.

The recruitment of students, the credibility of the University, and increasing social pressure to demonstrate some concern for societal interests, all press for accreditation.

It should also be noted that, while the process of accreditation tends to make programs at all schools become similar,

to it. Therefore, Ohio University must direct substantial resources to supporting and developing programs of professional education.

GOAL 3. To provide basic liberal and fine arts and science programs to support professional programs.

Professional education involves more than merely the acquisition of techniques. The professions are characterized as drawing upon basic scientific knowledge and governed by ethical and humanitarian considerations.

Future professionals, therefore, must have both basic science and liberal studies education. For this education they must rely on science laboratories, the library, the computer, learning resources, and the staffs of basic science and liberal and fine arts programs.

Hence, supporting professional education entails supporting these essential components. They, too, must be evaluated for their effectiveness in fulfilling their professional education mission. They must also be funded in part by the revenue-producing potential of attractive professional programs.

GOAL 4. To make professional programs flexible, around a stable core, so that resources can be best utilized in serving needs of society and interests of students.

The enrollment in professional programs has waxed and waned in previous decades as societal need and resultant student interest fluctuated. Awareness of this fluctuation should be manifested in constant alertness to change and preparation for meeting new trends.

To do this staff members must be encouraged and assisted in maintaining contact with the practice, in retraining and updating themselves, and in acquiring access to new technological resources. Leaves should be provided to accomplish much of this. Each program should periodically review itself, its course offerings and its major concentrations. While maintaining a core of courses, changes in optional offerings can make for a flexible program.

Although new programs are difficult and costly to launch, contacts across professional programs and with supporting programs in the arts and sciences can result in the recombination of existing resources so as to offer new interdisciplinary specialties with little start-up costs. Programs in environmental studies, geophysics, and business-journalism, which are now in existence or are now being contemplated, represent examples.

GOAL 5. To foster community contacts for service and training.

Professional programs are uniquely positioned to offer service to the community (Southeastern Ohio and the state capital) as well as benefit from training and practicum experiences for students and faculty in the community.

Effort must be given to taking the initiative in maximizing these contacts both to benefit the students and faculty in their training and as a source of funding through providing work-

shops, on-site employee training and consultation, and research grants or contracts. Such contracts may also lead to donations of money and recruitment efforts by those persons who come in contact with the programs in these ways.

GOAL 6. To foster extended learning opportunities in professional education.

Professional education is perhaps especially attractive to students taking part in part-time education, retraining, career change education, and workshops. Therefore, professional programs must play an active and leading role in developing and offering programs to the nontraditional student. However, staffing levels in professional programs are taxed by heavy traditional demand; and this severely limits the capability to offer non-traditional programs. Forms of extended learning opportunities might include the following:

- a. Programs for the practicing professional who needs a degree.
- b. Programs for the practicing professional who wants to broaden his or her skills.
- c. Programs for the practicing professional who wants to move into teaching and either needs a degree or who wants assistance in teaching technique.
- d. Workshops and other educational experiences at Ohio University or elsewhere designed to help the practicing professional become knowledgeable in current trends. Many organizations will pay for such programs to help assure that their employees are up-to-date.

Adjunct professorships may be feasible in order to acquire professionals who have more contact with current trends than the regular University staff. Such adjunct professors could be extremely useful in the education of traditional students on campus once the contact was made.

- e. Programs for the layperson with specific needs (income taxes, publicity, bookkeeping, budgeting).
- f. Workshops for high school students.
- g. Workshops for college students (e.g., college newspaper editors and reporters, graduate students interested in teaching technique).

GOAL 7. To set standards for achievement by students.

Professional programs must protect their reputations, serve their professions, and assist their students through the education of capable graduates. Standards for achievement for students in professional programs must reflect conventional standards for academic performance.

They must also be derived from the standards of the profession and familiarity with the capability and training expected of new employees by employers. This latter consideration may imply some new testing procedures as well as the institution of practica.

GOAL 8. To provide up-to-date practical counseling to students in professional programs.

Students entering professional programs and those about to be graduated should be advised as to trends in employment opportunities so that they can make practical and realistic choices in the direction their training takes.

GOAL 5. To support and encourage research, scholarship, and creative activity.

Active programs of scholarship, research, and creative activity are the foundation of graduate study; and they represent as integral a part of the environment at a university as do athletic programs, social organizations, and so on. Resources must be allocated accordingly.

Scholarship and creativity serve to advance knowledge and enrich life — all to the benefit of society — but they also represent an essential part of the educational experience of graduate students, who play an important role in the conduct of much of the scholarship and research at a university and who make important contributions to the esthetic environment.

The Ohio Master Plan envisions increased state support for research which is allied with graduate study.

Ohio University should also give high priority to the support of scholarship so as to promote a scholarly environment at the University, to give spice to teaching (students gain from reading the standard literature, but they also gain appreciably from being able to hear first hand of the scholarly and creative activity of their instructors), to enhance Ohio University's reputation as a significant center of learning, and to make contributions to society.

Many of the ways in which scholarship and creativity may be supported and encouraged are listed under Goal 2. A system for rewarding individual faculty members for excellence in research, scholarship, and creativity should be made clear as should a system of penalties for graduate faculty members who fail to make scholarly or creative contributions.

Returning a larger portion of overhead research funds to the originating unit would represent another type of earned reward.

GOAL 6. To make graduate programs attractive to quality students.

The quality of graduate programs is substantially dependent upon the quality of students because of their involvement in the scholarly and service activities of various programs. Thus, efforts must be made continuously to attract and admit quality applicants. These efforts can take such forms as:

- a. Compiling and making generally known within and outside the University a list of the unique features, the strengths, and the instances of outstanding scholarship and creativity that characterize graduate programs at Ohio University.
- b. Recruiting. The central recruitment office of the University should be able to offer some assistance and advice to graduate programs in their own recruitment programs. Programs should have some funds earmarked to support specific recruitment activities.
- c. Increasing distinctiveness. Demonstrate that there are programs, new and old, which are flexible and responsive to student interests and society's needs.
- d. Develop special programs, workshops, lifelong learning opportunities, retraining programs, etc., to bring more persons into contact with what Ohio University is, does, and can do.
- e. Advertising that programs have up-to-date technological resources and library resources (once obtained!).
- f. Showing interest in advising and placing of students consistent with a well-considered analysis of relevant data.

g. Securing, and making known they exist, good opportunities for internships and other practical experiences.

h. Demanding and publicizing standards for achievement which fully prepare graduates.

i. Increasing graduate stipends where necessary to make them competitive with institutions which are comparable in quality and appeal. An increase of 1/3 to 1/2 is now necessary in many programs.

Professional Programs

Professional programs are defined as those undergraduate and graduate programs throughout the University which are designed to prepare students for a specific occupation. A profession is often defined as a body of practice, founded on basic knowledge and humanitarian values, and involving contact with and service to a clientele. A professional is often considered as one who gives life-long dedication to his discipline, formally affiliates with others in the discipline, is licensed or certified, and derives his basic income from the practice of his profession.

GOAL 1. To set criteria for regular evaluation of professional programs so as to define needs and objectives within programs and to guide the distribution of resources within the University.

Standards for evaluating undergraduate professional education are similar to those for evaluating graduate education (see Graduate Education Goal 1). There are some differences in emphasis and weights which must be identified within each program. It is recommended that a Professional Program Evaluation Council be established to set criteria and standards for University-wide evaluation of professional programs on a biannual basis.

Moreover, because many professional programs rely to a strong degree on the offerings in the broad, liberal disciplines, the adequacy of a program is partially dependent on factors outside the governance of the program.

Professional programs must also be responsible to the standards dictated by accreditation and certification requirements. Programs which rank high in terms of quality, student interest, and societal demand command strong support from the University.

GOAL 2. To support professional training at a high level.

Ohio University has a widespread reputation as a residential university offering strong programs of professional education. The majority of entering freshmen declare interest in one of the professional or preprofessional programs. This attractiveness of the undergraduate professional programs at Ohio University may represent one means by which Ohio University may be able to recruit an increasing proportion of high school graduates as their total number declines in the decade of the 1980's. The presumption is, of course, that college students will be primarily interested in career training during the 80's. It is a reasonable assumption, also, that even those prospective students (and their families) with an interest in general liberal education may favor attending a school where there is a wide availability of reputable professional education, in the event they should decide later to turn

holdings of the library and to provide the means to meet those standards must be established. To emphasize the importance of the library to the University and its graduate programs, the planning should be managed by a committee formed of the Provost, the Director of Libraries, and the Dean of the Graduate College.

b. Strong recruitment programs for new faculty. There should be no threat that funds for a position may be lost if the position is not filled quickly. Standards for the new staff member should be set and met even if the search requires considerable time and expense.

c. Facilitation of scholarship and creativity. The University can contribute to scholarly and creative activity with in-house grants, flexible teaching assignments, professional leaves, support of other professional development opportunities, manuscript typing service, funds for reprint costs and travel expenses to conventions for both graduate students and faculty.

d. Encouragement of education and training in teaching techniques.

e. Fostering community contacts to develop internship and service opportunities for students and faculty.

f. Assistance in obtaining grants and contracts for research and service. Either a central person or a pool of money to draw on by faculty pursuing grant opportunities should be provided so as to augment the administrative services presently provided by the Research Institute.

g. Promoting interdisciplinary contact. Duplication of courses across departments should be evaluated to determine if they might be eliminated. This could free some faculty time and provide some diversity of viewpoints to students. Treasuring students for their FTE value fosters such duplication; therefore, FTE considerations must be minimized. Encouragement should be given to interdisciplinary scholarship and programs and interuniversity collaboration in both scholarship and graduate education.

h. Strong TA support. Teaching assistantships and research assistantships not only support scholarly activity but also provide students with valuable experience in their academic field. These assistantships are usually necessary to attract quality students.

GOAL 3. To develop financing for graduate education.

Graduate education is costly. In a fiscally ideal situation graduate programs could more than pay for themselves with outside funding, student fees, state subsidies, and recompense from undergraduate programs for TA teaching (releasing graduate faculty at relatively high salaries).

But such a fiscally ideal situation may not be ideal in terms of the quality of undergraduate teaching, nor is it the situation that prevails at Ohio University.

Thus, constant effort is needed to deal with the costs of graduate education. These efforts could involve the following:

a. Obtaining foundation support for graduate study, basic scholarship, research, and creative activity. There may be an upturn in such support in the next few years from the level of the last few, but the increases are likely to be in selected areas (especially applied) rather than across the board.

b. Developing and offering advice and counsel to the State of Ohio on matters of student fees and subsidies.

c. Providing some minimal scholarship support for graduate students who are willing to pay most of their own way but need some encouragement. Of course, such an approach would have little effect in areas in which nationwide practice

is to give full support. However, students who pay most of their own way might be particularly well qualified and motivated — especially in a period when the job market is not too bright.

d. Seeking public service contracts with governmental agencies and industrial concerns.

e. Developing specialized programs to make the graduate program more attractive and more generally known (See Goals 4 and 6 below).

GOAL 4. To achieve flexibility in programs, built around a stable core, and to combine resources into new programs.

National job market projections indicate no need for expansion in the number of programs offering graduate education or in the overall number of graduates. The Ohio Master Plan takes cognizance of these projections and envisions no additional graduate programs with the possible exception of a few practice-oriented, consortial arrangements at the doctoral level or a few practice-oriented programs at the masters level.

Thus the rules of the game seem to be set although we are well aware of the general ability to make accurate forecasts of changes in education or in society. Moreover, the forecasts of oversupply of doctorates in the coming years vary widely — from over 100% in some fields to actual undersupply in others.

Graduate programs should be prepared to meet anticipated and unanticipated changes, but graduate training cannot change radically from year to year. Certain core aspects are very slow to change. Staffing levels change slowly also.

Such relative inflexibility is probably good in the light of the difficulty to make accurate projections. Nevertheless, a staff which keeps current can make changes in course offerings and concentrations to reflect trends in needs and demands.

Changes in needs and demands can also be met by combining the resources available in several programs (e.g., MA in social science, administration, geophysics, business-journalism).

Forecasts indicate that interest in, and demands for education and retraining of older persons will increase dramatically in the coming years. Surveys should be conducted to anticipate the needs and demands imposed on Ohio University as this trend develops.

Anticipating increased interest on the part of older persons in mid-career changes, flexibility in curriculum and in the means through which courses may be offered to fully-employed, nonresident students should be planned — without sacrificing critical components of graduate training.

Residency requirements may be altered somewhat in terms of total time required and to make short periods of residence by employed persons feasible in satisfying some program requirements. At the same time, the importance of the residence experience must be made clearly understandable. Although the location of Ohio University tends to place it at a disadvantage for lifelong learning in comparison to universities located in urban areas, the disadvantage may appear somewhat less if it is considered that relatively few programs can be completed on a purely part-time basis even at urban universities.

Ohio University is the only public university in Ohio which is authorized to offer courses by correspondence. Some correspondence work at the graduate level could be developed to ease the burden of nontraditional students and to attract them initially to the programs at Ohio University.

education. It is distinctive in providing programs in such areas as engineering, radio-TV, and some of the fine arts.

In the following pages the goals for graduate programs and professional programs are listed separately. The goals for the two types of programs are similar, however, and occasional reference back to a graduate goal is made in discussing the professional goals.

An attempt was made to order the goals in terms of their importance so as to suggest priorities.

GRADUATE PROGRAMS OFFERED AT THE FOUR RESIDENTIAL UNIVERSITIES IN OHIO

	Doctoral		Masters		Total	
	Prof.	Other	Prof.	Other	Prof.	Other
Bowling Green	3	5	26	20	29	25
Kent State	14	10	24	18	38	28
Miami	5	10	27	20	32	30
Ohio University	12	9	31	23	43	32

NOTE: Opinions may differ as to what programs should be termed professional.

Graduate Programs

Graduate programs are defined as those programs throughout the university which offer a masters or a doctoral degree.

GOAL 1. To set criteria and standards for regular evaluation of graduate programs so as to define needs and objectives within programs and to guide the distribution of resources across the University.

The Ohio Master Plan calls for evaluation of programs, and it has come to be generally recognized that evaluation is a necessary component of any program offering service to society.

Evaluating graduate programs in terms of FTE tells little with respect to how a program is faring in achieving its objectives. Rather, programs should be evaluated in terms of criteria relating to their quality, their achievements, student interest, and societal need.

Such evaluations, on the one hand, point up what a program must do to fulfill its objectives and, on the other hand, give a rough index of the relative standing of the programs in the University.

The following criteria are drawn in part from the Ohio Master Plan. All of them will not be equally applicable to all graduate programs; and, to some degree, each program must develop its own interpretation of them. Each program must also develop standards of attainment for each criterion.

a. Faculty: Level of preparation, valuable non-academic experience in profession, scholarly and creative activity, teaching quality, member's degree of participation in graduate education, retraining and updating, professional society participation, contact with practice in practice-oriented disciplines, making and maintaining contacts with facilities providing student clinical or practical experience.

b. Resources: Adequacy of library, computer facilities, laboratory, practica and internship opportunities.

c. Curriculum: Adequately comprehensive, flexible in response to change, challenging, geared to societal needs and problems.

d. Student Quality: Admission standards, student performance, retention and attrition, effective faculty counseling.

e. Need: Student demand, job market, service to other programs, relationship to undergraduate training, contribution to general scholarly reputation of university.

f. Productivity: Adequacy of management and utilization of available resources and development of new resources; satisfaction of graduates in terms of achieving career objectives or, in some cases, in the education they have received irrespective of its value in the current job market; contributions to community and society.

g. Reputation: Scholarship of faculty, appeal to applicants measured by their quality and geographical diversity, standing with respect to other programs in Ohio and programs of quality throughout the nation.

Program evaluation should be conducted on a regular basis. Within programs, an annual evaluation would be coupled with such activities as scheduling of classes, performing salary review of faculty, and budget preparation. Program size (number of students) should be set at the time of evaluation.

There should be a University-wide committee established to make comparative evaluations across programs. The committee could be made up, for example, of representatives from the Curriculum Council and the Graduate Council. This committee would be required to determine common factors in programs at both the masters and doctoral level and to determine a system of weighing the importance of each factor to the quality of each program.

At all times, but particularly in time of scarcity, resources must be distributed among programs based on their standing in terms of one or more of several considerations, not all of which will be relevant to all programs. Pure FTE decisions should be avoided:

a. clear demand by students meeting standards for quality;

b. importance and quality of scholarly and creative activity by the graduate faculty, assisted by students;

c. clear need to support or complement, with courses and facilities, other programs in strong demand by students;

d. societal need in terms of the job market for graduates or in terms of demand for the scholarly and creative product of the faculty and students.

It is clear that some quality graduate programs can never support themselves through enrollment and grant support and that societal need is an ambiguous term. Presumably all of higher education serves the needs of society, but certain transitory conditions tend to emphasize obvious and direct needs to the detriment of less fashionable and less obvious ones. The University best serves society by recognizing the evanescent nature of widely publicized needs and responding conservatively — that is, to both the widely publicized and the less obvious needs.

GOAL 2. To support the achievement and maintenance of quality in programs where there is evidence of student interest, scholarly and creative accomplishment, and societal need.

General support from the University must be given to achieve and maintain quality in graduate programs. This support can take various forms as suggested in the following list. The commitment of resources to graduate programs is a major and continuing objective.

a. Financial support for the library. The backbone of education and scholarship in every graduate program is a well-stocked and up-to-date library. With the participation of each unit of the University, a plan to set standards for

knowledge and skills of their individual disciplines to the programs of other units or colleges of the University. If we ask our students to break the bonds of parochialism and provincialism, we should ask no less of ourselves.

Those faculty members who wish to improve their effectiveness as teachers should have recourse to a center in the library where materials describing the efforts and results of superior teachers would be made available to them.

GOAL 6. A strong system of academic advising by faculty members should be established.

The recent effort of the Faculty Senate to insist upon the faculty's responsibility for academic advising is a firm step in the right direction. In the *laissez-faire* days of the 1960s many students and faculty members found themselves either too busy or too uninterested to be bothered by a formal system of advising. Both groups now are aware that a heavy price was paid for our mutual indifference to advising.

Those faculty who have proven themselves to be excellent and conscientious advisors and those who believe they have such potential should be identified, educated in the requirements of the various colleges and programs of the University, and made a part of the pre-college program. If it takes financial incentives to guarantee a large enough group to handle those students who do not opt for the direct entry program, then such incentives must be established.

Faculty, as a group, became indifferent to advising because they saw that such service was not given much credit when it came time to be evaluated for promotion and tenure. This situation is not unique to our campus.

GOAL 7. A variety of courses and programs in liberal studies for adults should be established.

The attention which adult continuing education has received recently has largely tended to concentrate on professional training and problems of certification. There can be no quarrel with those trends which see an increased need for continuing education by adult members of society.

But local and national experience has shown that there are also many adults who would value the opportunity to touch (or retouch) base with the ideas, books, and works of art which have been central to the development of civilization.

To meet their needs, the University should institute a series of Summer Seminars (with the eventual idea of creating

a mid-western institute patterned after the Aspen Institute in the Humanities) — perhaps beginning with the anticipated revival of an Alumni College — of one or two weeks duration focused upon single authors or artists or topics of broad interest in world, national, or cultural affairs.

Should they prove successful, such courses might become, as is said about the high schools, the feeders for a more permanent and structured series of courses which could be offered through a combination of correspondence work and week-end seminars several times a year as well as the Summer Seminars. This program would take advantage of the natural beauty of the campus and its cultural offerings as a means of attracting interesting and interested adults.

GOAL 8. As a means of recognizing the value of integrating experience in life with knowledge gained from creative or intellectual inquiry, all departments, schools, and colleges are asked to create the mechanisms which will offer the opportunity for students to put their education at the service of experience.

Many such mechanisms, ranging from internships, to study abroad programs, to projects such as the Pomeroy reconstruction plan, to individually structured off campus independent study projects already exist. Every effort should be made to expand and encourage such vital exchanges between learning and living.

The Summer Session could be put to much better use in the accomplishment of this goal. A summer job does not have to have a direct relationship with a student's particular field of study to provide him with keen and solid examples of a variety of situations which open themselves to educated reflection or analysis.

The period between Thanksgiving and Christmas could also be formally established as the December Term. A variety of off-campus or independent study projects might be encouraged to develop during this period.

A series of intensive on-campus two-week courses for students living in outside housing could be conducted in one or two academic buildings left open for such purposes during the first two weeks in December. The possibilities for creative use of this period are limited only by our imaginations.

GRADUATE AND PROFESSIONAL EDUCATION

Among the missions of Ohio University are providing graduate education and professional education, at both the undergraduate and graduate levels. The University is presently very actively engaged in fulfilling these missions.

Tables provided in the 1976 Master Plan for Higher Education in Ohio indicate that, of the four major residential universities in Ohio, Ohio University offers the largest

number of masters and doctoral programs — particularly in the professional areas (see Table 1). This hard-won standing is an asset and a source of distinctiveness that should be nurtured.

Among these four universities, Ohio University also stands out, both in terms of reputation for quality and in terms of diversity, as a provider of undergraduate professional

course offerings without, or only rarely, having the opportunity to see how our various specialties or fields of inquiry merge or diverge from one another.

Is it legitimate to place the entire burden of the integration of knowledge on the student? How can students be helped to organize their educational experience so that it has coherence and meaning? George Steiner has written recently that "Culture is the ordering of perception." How do the various disciplines order perception? How can students be aided in a deeper understanding of how knowledge shapes experience? Various divisions of disciplines (the social sciences, humanities, etc.) which contribute to Liberal Studies might consider a variety of approaches to providing the student with an integrated exposure to essential content and basic methodology. Some might create core courses based upon such broad topics as *The Nature of Man*, *Great Civilizations*, *The Principles of Scientific and Aesthetic Investigation*, *Ethics and Values*, etc. Others might wish to establish a sequence of Great Books courses which would focus on the works of the great authors and artists instrumental in creating the major contributions to knowledge and culture. Still others might determine that to proscribe a sequence of courses currently taken on a very random basis would accomplish the desired end of offering students an appropriate exposure to their values and methodologies.

It should be strongly noted that courses in liberal or general education should not be confined to a student's first two years at the university. Certain courses will speak more effectively to students who have already determined their major area or field of concentration. The nature of the Weighted Student Credit Hour might well undermine any genuine attempt to reform general education if that formula was applied rigorously to the staffing demands of such courses. If the university determines that a strong program in Liberal Studies is essential, then it must be supported by the faculty's and administration's appropriate intellectual and financial resources.

Such suggestions about the reform of Liberal Studies are not meant to be exclusive; the specifics of the reshaping of the curriculum are best left up to the faculty working through its appropriate committees. A curriculum does not exist in the abstract. It comes to life only through the interaction of a committed and vital faculty and a spirited and eager group of students. Curricular changes which are not generated and supported by the faculty will not succeed.

GOAL 3. Greater integration within and between the curricula of liberal and creative studies and the professional schools should be accomplished. The deans should be charged with establishing the devices and mechanisms, perhaps by inter-college committees and task forces, by which the faculty can identify the specific objectives, and the procedures which would accomplish, the aims of curricular integration.

As humanists, for example, need a great understanding of technology or economics, so engineers or physicians need to see how their professions are intimately related to cultural traditions, environmental conditions, and social aspirations.

Members of the faculty need to exercise their imaginations to see how various programs can be improved by drawing upon the contributions of other disciplines. The recent demand by students of medicine for courses in medical ethics is one prominent example of the kind of interchange possible between the liberal disciplines and the professional schools.

Greater foresight and cooperation could be exercised in scheduling so that students could have the opportunity, for example, to take courses in Shakespeare, Tudor History, Personality Theory, and The Art of the Italian Renaissance in the same quarter.

Another suggestion would be to offer a series of senior seminars organized around such broad topics as Culture and Technology, Science and Religion, Art and Communication, Industry and Education, etc., which would allow students from a variety of colleges and disciplines to integrate and apply to knowledge and skills of their individual areas of concentration to the analysis of a significant subject or problem.

Another example might be the development of a program in Arts Administration which would draw upon offerings in the colleges of Fine Arts, Business Administration, Arts and Sciences, and Communication.

GOAL 4. The existence of the professional programs in art, dance, film, music, and theater are not only of great importance to their own students but to the cultural life of the campus as well. All colleges should examine the methods by which their students can develop a greater literacy of the eye and ear through exposure to the visual and performing arts.

Many professional programs in the Fine Arts have well deserved national reputations and attract students from throughout the country. These programs need to be supported for their own merits, but the larger university should take better educational advantage of the cultural importance of these programs for all students. The academic community needs to create an environment in which more students are encouraged to take advantage of the cultural heritage and enlightenment which such programs seek to preserve and foster. The development of a literacy of the eye and ear is not something which takes place exclusively in the classroom; it must be nurtured by experiences in the concert hall, theater, and museum. Ideally it also should be stimulated by direct experience as participant as well as spectator. The values and importance of this campus as a cultural center for the region repeatedly should be made manifest.

GOAL 5. The excellence of the faculty must be maintained and encouraged through increased support and recognition of distinguished teaching, research, scholarship, and creativity.

An alive and vital faculty expresses its vigor in a variety of activities. A primary responsibility of the faculty is to nurture in students a delight in knowing, accomplished through the examples we set as teachers, scholars, and creators. Many programs, from Baker Grants to University Professorships, seek to acknowledge and reward superior faculty. Such programs should be supported and augmented.

The liberal and fine arts possess a number of distinguished graduate programs which, to be properly maintained, need the financial support necessary for research, scholarship, and creativity by both students and faculty. The various colleges should be encouraged to establish distinguished teaching awards, and the Alumni Association should consider making an annual award to a professor selected by its membership.

A means should be found to encourage and recognize those faculty who succeed in finding ways of applying the

LIBERAL AND FINE ARTS EDUCATION

Liberal Studies are the essence of an education. For some the study of the life of the mind and creative spirit will be an end in itself; for others, such studies will be the necessary preparation and foundation for undergraduate and graduate work in more specialized fields. This introduction attempts to define the essential elements of a liberal or general education. It is intended as a preface to the more specific goals which follow.

1. To think clearly and to have the capacity and willingness to make sound, ethical judgments and enlightened choices.
2. To have a command of those symbols which people have used for millennia when they have sought to communicate: words, numbers and images.
3. To have a general understanding of the development of civilization.
4. To experience a liberation from parochialism or provincialism through the experience of a culture or language other than one's own.
5. To understand the basic methods of inquiry which govern the major branches of knowledge: the natural, biological, and social sciences, the humanities, and the fine arts.
6. To have confronted some of the great minds of the past through direct experience of their works.
7. To understand the present in relationship to the past to be able to participate in contemporary society as productive and effective citizens.
8. To develop a literacy of the eye and ear through exposure to the arts in classroom, museum and performance.
9. To have a general knowledge of the culture, history, politics, or religion of a non-Western continent or country to be better prepared to participate in the growing interdependence of the world.
10. To have in-depth knowledge of a particular discipline, area of study, or field of creative expression.
11. To have had an opportunity to apply knowledge to experience.
12. To have some understanding of what Keats meant by Negative Capability. To explain: the end of education is not simply to have learned how to accumulate facts, to solve problems, to perform tasks, to enjoy art, but to have come to know one's self through knowing others. To have struggled towards self-knowledge through the development of a compassionate view of others; to be able to capture the perspective of other individuals or cultures from the past and in the present.

GOAL 1. To identify and support, as the keystone and foundation of the University's central educational mission, those educational experiences which provide our students with the knowledge and skills which are the essence of a solid liberal education.

A liberal education not only sharpens our abilities to read critically, write clearly, and think rationally; it also serves to preserve the culture of the past, to interpret the sensibility of the present, and to place ultimate value on the life of the mind and creative spirit.

The Board of Regents Master Plan begins with a reaffirmation of liberal studies as the necessary foundation for a variety of educational pursuits. John Millett observed, on a recent visit to the campus, that while the Harvard Redbook (*General Education in a Free Society*) was largely ignored by the educational demands of a post-war society, he believed that its message and thrust were essential for those reshaping university education for the last quarter of this century.

Society continues to need and demand specialists and professionals, but such specialists and professionals need the flexibility and vision to meet the changing complexities of the future; a flexibility and vision gained from a study of the liberal disciplines. Students need to be trained to perform certain tasks, but also taught how to think, to respond, and to exercise their imaginations as society increasingly shifts the tasks it requires individuals to perform.

GOAL 2. The faculty should recommend the ways in which the University's general education curriculum can be reformed to provide students with a more rational, integrated, and meaningful exposure to the liberal disciplines and the fine arts.

Two richly debated assumptions underlie the thinking about the goals and purposes of general education: 1) that there is a definable core of knowledge which is basic and essential to what it means to be liberally educated and 2) that the organization of universities into individual departments often militates against the integration of knowledge central to the achievement of such a liberal education.

Under our present system of very broad distribution requirements, a student may shop quite randomly amongst

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obvious is staff development and recruitment. Here change will come, but only very slowly. A critical area is the effort to increase the enrollment of minorities and women in professional schools. These schools hold the keys to leadership in society. For many years there has been a pattern of discriminatory treatment, of limited access to the professions. Both here and nationally, communication and education have opened doors of opportunity. The picture is changing slowly in medicine, engineering and business. Recruitment of minority students for professions and programs which historically have been characterized by limited access has been made the particular responsibility of a new staff member in the Office of Admissions. However, his work will only be effective if faculty and administrative leaders make the goal a conscious commitment.

A second area for attention is the barriers produced by inadequate preparation. Skill development and the improvement of the prospects of success are urgent problems requiring resources and attention.

The task of reviewing and rewriting the Affirmative Action Plan of the university is before us. The charge to the Affirmative Action Office and the advisory committee is to redefine the program and extend the commitment to a broad range of university activities. The affirmative action program is not simply a program of centralized monitoring. The Affirmative Action Office is charged to consult, to advise, to seek ways to develop an affirmative action program that incorporates affirmative expectations into the regular responsibilities of faculty and administrators.

Some see the goal of educational justice in conflict with, or as compromising, the commitment to quality. While it need not, it can. No one has had a more visible role in the struggle for justice in education than Father Hesburgh of Notre Dame. A member of the Commission on Civil Rights and the Carnegie Commission on the Future of Higher Education, he has fought fervently for access. Yet he notes, "... the good was in some ways the enemy of the better." "Equality," he asserts, "is essential to our political system and moral convictions as a nation. Yet without the highest quality of learning as a constant standard, supported concurrently and generously with equality, the higher learning will sink ever lower to the dismal level of the least common denominator ... if we do not cherish quality education and the highest standards, we will have given equal access to something really not worth having. Without high quality, education is a counterfeit and a fraud." (Theodore M. Hesburgh, "Making Prophecies of our Goals," *The Third Century*, Change Magazine Press, 1977, pp. 189-190.)

Universities have been assigned a critical role in the creation of opportunity and the development of a just society. Expectations have been high; performance sobering. Confidence in our ability to bring change to society has eroded. From within there is anger at the rate of change. Each step is an incremental movement. At issue is the ordering of life in a long-term obligation. Whatever the limitations on our capacity to correct social injustice by our own efforts alone, it is surely part of our commitment as a university not to perpetuate injustice in our own domain.

I began by discussing a search for community and, in the course of that verbal search, identified six relevant

commitments which emerged largely from the goal statements:

The Commitment to the Idea of a University and to Being a Residential College Community;

The Commitment to Quality and to the Making of Judgments;

The Commitment to Intellectual Community, to the Interaction and Integration of Knowledge;

The Commitment to International Community, to Education for Interdependence;

The Commitment to Lifelong Learning, to the Creation of a Broad Community of Learners; and, finally,

The Commitment to Educational Justice, to being a Just and Socially Responsive Community.

A commitment is a pledge to do something, a state of being bound emotionally and intellectually to some course of action directed by a goal. Such commitment toward a set of common goals is the first condition for real community.

The second condition is far more difficult to describe or achieve: the acceptance by the individual of responsibility for the life of the community. Individual responsibility means — if the campus is to be clean, it will be clean because you and I pick up trash as we walk the campus. If the campus is to be responsive to individuals, it will be because you and I see and hear that individual. If there is to be quality in our life together as a university, if we are to achieve some semblance of intellectual community, it will be because we individually assume responsibility for the quality of our life and interaction. Whether we are a just and socially responsive community will finally be determined not by rules or regulations or quotas but by how passionately you and I care about social justice.

What makes a difference is the will to accept the tasks and to work for these ends. At a personal level, when we let down our defenses and abandon at least momentarily the roles we play out as faculty or administrators or students, there is a vital sense of community here. I have experienced it in discussions and honest dispute, in books and articles that have been shared, in the excitement of ideas, in moments of humor and beauty in dance, and even in the shared anger and disgust at those who would willfully harm our community on Court Street. The sense of community is here. I have experienced it in your homes around an African dinner, or at a poetry reading; I have seen it in the love for the university which keeps those now retired in the community close to what they have given their lives to serve.

Without a doubt we will disagree about the meaning of these commitments and the decisions which will be made. That we should disagree is not surprising. That is as it ought to be and does not erode the end sought. The processes of planning for the years ahead have begun. Whether it is possible for this university to be a community in the ways I have suggested, whether we have the will to achieve such a foundation for decision-making and to act on it, only time will tell. We may follow the recent history of this university and many others and slip back into defensive bickering, party strife and adversarial dealings. All that is assured is that the moment which will decide is at hand.

duplication of the programs of other universities where there is no documented need or demand, are concerns and reservations expressed by Professor Klare. He rightly notes that we must be careful to avoid being caught in the rhetoric of the current scene. At the same time, there is an excitement in the promise of lifelong learning and in the potential of this university to contribute to a broad learning community.

Ohio University has been assigned a specific task in planning for a broad learning community. In state planning we have the responsibility for work in the area of correspondence courses throughout Ohio. The development of material, the evaluation of the effectiveness of that material, the direction and evaluation of student performance is a demanding and time consuming process, far too important to leave exclusively as an add-on to the normal load. We must identify talent in the development of such material and provide essential support. Consideration should be given to include such work as part of the regular assignment in the teaching program. We can and should learn from the experience of others. For example, the British Open University has demonstrated that the most effective materials for distance learning have been products of cooperative team effort, drawing together discipline and methodology specialists.

Secondly, as the only university in southeastern Ohio, we are in a unique position to provide service to a region. The range of services includes instructional activities, cultural enrichment, research, and practical assistance to the development of the region, its people and its resources.

Third, we have a powerful tool in public broadcasting to contribute to a broad learning community. What we have not done is learn how to use this tool as effectively as we might in terms of the basic mission of the university.

Professor Lindsfold identifies continuing professional education as one of the focal points for our efforts to nurture a broad learning community. "Professional education," he writes, "is perhaps especially attractive to students . . . in part-time education, retraining, career change education, workshops . . ." (p. 24). Professor Fucci describes the urgent need for education geared to the continuing development of practicing health professionals. Liberal studies for the student beyond the usual college age is a theme advanced by Professor Crowl.

Various authors note that if we are to develop programs serving the needs of mature students and, particularly, if we are to provide an opportunity for the completion of degrees, we must explore alternative ways of offering education. Time, place, and residence requirements are issues for people whose work and family responsibilities limit their access to education. Shorter but intense blocks of time for instruction and discussion, non-resident course work, evaluation of individual development in terms of some other currency than the completion of courses, all are part of the strategies mentioned for creating a broad learning community.

Professor Klare's first suggestion is that we establish an office charged with collecting and evaluating information, reviewing existing university offerings, surveying needs, determining appropriate medium or media to be used, broadening the involvement of faculty and staff in planning, preparation, evaluation of material, and coordination of the effort. He asserts: "No existing university office, department, or college can claim an exclu-

sive interest in the possible development of lifelong learning programs. The area is too broad." (p. 31).

Two charges result: first, a charge to the Provost to work with the deans and faculty leaders to develop a set of guidelines for an integrated system of professional responsibilities which would include off campus instruction, program development, special service assignments; second, a charge to the Provost to institute a special office for lifelong learning to pursue vigorously the objectives described in the goal statements.

The sixth and final statement is *The Commitment to Educational Justice, to being a Just and Socially Responsive Community*.

Words, words, words — they are a great weariness! Our rhetoric on education, its value and content, and our constant repetition of that rhetoric produces a great feeling of ennui. Like the medieval monks who speculated endlessly about the number of teeth in the mouth of a donkey, from time to time we need to be told to open the mouth of the jackass, look in and count the teeth.

The goals of the academy have remained largely unchanged for millennia — to prepare students for work, for public life, and for private life. A university is defined in terms of instruction of students, research and creative activity, and public service. The massive policy analysis undertaken by the Carnegie Commission on the Future of Higher Education sets forth the basic purposes of university education in these terms. A major contribution of the Commission was to go beyond the traditional and to express clearly the social expectation which assigns purpose to institutional life. This is described by the Commission as "educational justice."

Almost without our being aware of the change, the contemporary university has been assigned and has accepted an added role. Our society assumes that university education, particularly public education, is the route to the equalization of opportunities for minorities and more recently, for women. Various strategies have been followed since the 1950's. For a time, educational justice was a contest to remove legal barriers blocking equal opportunity. Later, the strategy was an outpouring of funds to remove economic barriers, particularly for minorities. The more recent strategy has been regulation through the imposition of a heavy hand of bureaucratic control.

Although the struggle continues, the efforts to remove legal barriers have been largely successful. The struggle to remove economic barriers has brought dramatic change. The strategy of regulation, however, has been ineffective. Aside from the removal of the most obvious inequities and the righting of glaring wrongs, actual change has been slight, and the use of regulation has served to create an appearance of something without substance. More recently, the devices of regulation for affirmative action are being turned in on themselves in various court cases and, as a result, the strategy of regulation is coming unraveled.

If we accept this goal of educational justice, and I think we must as a moral and practical commitment, then we should realistically assess how we can make a difference. Part of the cause for disillusionment and anger in our society is the frustration of high hopes.

What can we do to make our life a commitment to be a just and socially responsive community? The most

reporters, engineers, and public officials — for this interdependent world, we must rethink what we do.

Educational perspectives and content change only very slowly; the world changes far more rapidly. The movement of American universities into this emerging world reality must be accelerated. Instead of moving in the direction of education for interdependence, there is evidence of the increasing domestication of American higher education. American universities are closing in on themselves. This is reflected in our neglect of descriptive geography, in the trickle of students into language study, in the withdrawal of support from area studies, and in the parochial character of much of the scholarship and teaching of the faculty.

One of the heavy burdens my students bore in the early years of my teaching was a series of learned lectures introducing a three semester sequence in the history of philosophy. The lectures were entitled "The Philosophical Significance of the Study of the History of Philosophy." It was a fairly typical manifestation of that long convalescence period which follows graduate school. Anytime I want to humble an inflated ego I pull out the notes — are they awful? Ponderous, pretentiously profound. While they had limited value for the students, they did produce something of value for me. At the end of a class session, a young Chinese girl stayed after the lecture to comment: "You know, Mr. Ping, you are not talking about the history of philosophy." "Oh," I replied with arched eyebrows. "You are talking," she said, "about the history of western philosophy. While I am sure such a study has much to commend it, it is hardly the history of philosophy."

Education for interdependence involves the recognition that, even as our world is different, so our disciplines have changed. The study of business, history, art, religion, economics, journalism cannot be culture bound. Even as current literature discusses the state of American science, we recognize that there is no such thing as American science. Education for interdependence entails the attempt to free ourselves from the incredible arrogance of a people who will think and speak only in terms of their own language, or literature, or philosophy; the parochial vision of a people who can understand little more than the political and economic geography of their immediate area.

In his description of liberal studies, Professor Crowl begins with the expressed hope that university experience frees us from parochialism and fosters the ability to participate in the reality of growing interdependence. (p.18). Such study is liberating in the sense that it frees from the bounds of our own culture and develops the understanding and attitude so critical to the years ahead.

Professor Dinos draws attention to the problems we address, and to research design which speaks of these problems. He argues that we must be in touch with the world so that the educational experiences are transferable — that they not be limited to this country and its problems, but speak to our contemporary world.

The commitment to education for interdependence speaks to curriculum content, to research design and emphasis, to library collection, to the training of practicing professionals, and the delivery of professional services.

But the charge goes beyond the formal structures of education. The town of Athens and the university combine to draw to themselves a mixture of cultures. Professor

Dinos notes: "Ohio University, because of the large numbers of non-United States students, has an opportunity to enrich the lives of not only the students directly involved but also the whole university." (p. 27). To achieve interaction and understanding at a personal level, to achieve a sense of our world in people, is a rare opportunity. We have that opportunity. We can build on people-to-people contact through campus life, through the residence life system, through the interaction of families in our community. This people-to-people contact opens our eyes to beliefs held about ourselves and helps us to see our interdependence, to see the world not only through our eyes, but others.

There is no predrawn blueprint for accomplishing this goal. In short, I do not know how to do it, but I am convinced the effort is important and that it can bring form and focus to our life as a university. In some cases, undoubtedly, it will mean continuing to do what we are doing in research, in teaching, in the building of our library collection. In other cases, the commitments involve attempting to contribute to faculty development through opportunities to teach abroad, to structure curriculum and educational experiences which challenge our students and faculty to create a new world, characterized by different social, economic and political arrangements.

A fifth commitment is *The Commitment to Lifelong Learning and to the Creation of a Broad Community of Learners*.

Even as fashions in pants and skirts, in manners and word usage, change, so also fashions in education change. Lifelong learning, adult degree programs, extended campus, educational leaves from industry and business, continuing education, a "learning society," are all part of the current language of higher education. These fashions involve the insistence that education should be something other than a part of life, that period of going to school before going to work. Instead of education being all of part of life, education should be, part of *all* life.

Sometimes changes in fashion are more than fads. They can be early statements of structural change. Such, the goal statements suggest, is the case in the theme of lifelong learning. Professor Klare asks the question: "Should Ohio University consider lifelong learning and regional higher education as areas where promising goals can be established?" He answers his own question with an emphatic "Yes," but then proceeds to qualify the answer in some important ways.

Proposed activities, any planning of programs, must be carefully evaluated. We should, he argues, assign priorities in terms of likelihood of success. This requires a tough-minded assessment of our assets and liabilities.

The difference in the life and potential of an urban university and a university in a small community like Athens needs to be recognized. We are far from ideally situated in terms of the projection of the student population for the 1980's, or in terms of the general models for adult degree programs, lifelong learning, and continuing education.

We must be cautious about the danger of competing with ourselves in moving to serve this broad student population. It is not in our interest to draw into such programs those who are well served by existing university programs. The maintenance of standards, the unwise

Aristotle said, "All men by nature desire to know." We learn incrementally, by bits and pieces. What too often withers in the process is a capacity for synthesis. The quest for specialized knowledge has so fractured and fragmented the intellectual community that we sometimes even find it difficult to talk to each other. We sharply limit our understanding of our world and ourselves. Then we design educational programs which are little more than collections of these separate perspectives.

In the statement on Liberal and Fine Arts, Professor Crowl notes, "A curriculum does not exist in the abstract." A curriculum comes to life through the interaction of faculty and students. "Curricular changes," he continues, "which are not generated and supported by the faculty will not succeed." (p19). What is required is a recognition of the role of faculty as professors of particular disciplines and as professors of the life of the mind. The one role involves competency and all the rigor of scholarship and research essential to discipline competency; the other role builds on shared interests and delight.

One obvious place to move toward this goal is a broader and more encompassing system of rewards for the roles of faculty. If we are to search for such community, the university must recognize and reward contributions to campus life, advising, interdisciplinary activities and integrative experiences as part of undergraduate and graduate education. The burden of review of existing policies and practices rests with departmental committees, deans, and other academic administrators. To this end of re-examining the basis for faculty evaluation, I have asked the provost and deans to begin a dialogue with each department and school.

Professor Crowl argues that the role of faculty is to design and foster intellectual community. His question is rhetorical — "Is it," he asks, "legitimate to place the entire burden of the integration of knowledge on the student?" (This is what we do by practice if not by design.) "How can students," he continues, "be aided in the deeper understanding of how knowledge shapes experience?" The faculty of various disciplines, he suggests, might well consider providing the student with an integrated exposure to distinct methodologies. Some might create topical courses based on a study of the nature of man, civilization, the principles of aesthetic evaluation and scientific investigation, ethics and business. Another approach is a multidisciplinary study or a curriculum built on great books. Yet another suggestion is the purposeful sequencing of related courses in various departments.

It is not surprising that the discussion of goals of liberal studies should produce a call for greater integration of knowledge. What may be surprising is the frequency with which the various goal authors pursue the same theme. In the discussion of "Health and Human Services" there is a description of such interaction of disciplines as a theoretical and practical need: a theoretical need because the divisions and separations of our disciplines do not adequately describe the human phenomenon, its pathology and its health; a practical need because by such multidisciplinary effort we can best use available resources. The discussion of "Graduate and Professional Education" suggests that the combining of resources may be the means of responding to change in need and demand. Professor Lindskold writes, "... new programs are diffi-

cult and costly to launch, contacts across professional programs and the arts and sciences can result in the recombination of existing resources so as to offer new interdisciplinary specialties with little start-up costs." (p. 24). In his discussion of "Science and Technology," Professor Dinos argues from the perspective of the urgent need to understand science and technology in our contemporary world. He concludes: "There is . . . a need for multidisciplinary courses which would combine faculty and subject matter from various areas." (p. 25).

From the perspective of campus life, the call for interaction is sounded as a central goal. We are a residential campus. This is a role given to us by history and by circumstances of location. To fit this fact into directions for the university is to ask what values can be present as a result of being a residential campus. In what ways are we, or can we be, different from a commuter campus? How do we more perfectly realize potential values? Dr. Hartman calls for an effort to integrate intellectual development through the formal curriculum and the important force shaping intellectual and personal values — the residence halls. The difficult step is the next one — how? The goal statements are clear; the task ahead is to transform these goals into concrete strategies and action.

All of this is a costly undertaking in terms of time and energy. David Riesman states that there is an attitude abroad that interdisciplinary programs require "principally good will and rejection of stuffy departmentalism." Even a cursory examination of brief moments when something like intellectual community has been established on university campuses reinforces how difficult it is to create and to sustain such an effort. "To create a single good interdisciplinary program, whether in teaching or research, is the most arduous and never-ending kind of intellectual work." (David Riesman, "Small Steps to a Larger Vision." *The Third Century*. Change Magazine Press, 1977, p. 27.) Budget planning must provide funds for program development independent of the ongoing budget support for existing programs. Given inadequate support for current programs, such resources will of necessity be a small fraction of the total, but the commitment must be a constant factor if we are to move at all.

Following the goal authors, I have charged the Provost to: (1) use the planning and budgeting process to encourage college and university wide responses to the general education component of university programs; (2) establish a faculty and staff seminar in the summer of 1978 to search the literature, consider options, and develop recommendations on general education addressed to the Faculty Senate.

The fourth commitment reflects both history and future: *The Commitment to International Community, to Education for Interdependence*. One of the unusual and significant characteristics of the present state and history of Ohio University is the number of international students, the resources and programs in international education, and the movement of our faculty and students back and forth between this campus and the world.

We need to build on this dimension of our life. A university student in class today will spend a third of his life in the 21st Century. He or she will live and work in a world which is increasingly compelled to accept mutual dependence. To educate leaders — teachers, businessmen,

in recognition of public accountability. It involves acceptance of external review and program accreditation.

Professor Lindskold notes that the call for external review is consistent with a prominent theme in the state plan published last fall. In discussing health care, Professor Fucci remarks that it is critical that we make such a commitment if we are to involve ourselves in education so directly affecting human life. In discussions of graduate and professional education, Professor Lindskold places as first in order of priority the need to set standards for regular evaluation and urges an institutional commitment to "support the achievement and maintenance of quality of programs where there is evidence of student interests, scholarly and creative accomplishment. . . ." (p. 21).

There are repeated calls for academic standards which are uncompromising. This is combined with a call by Dr. Allen for academic advising and dedication of resources to the student development center in order to insure fair access to university education.

If the willingness to make judgments is a necessary condition of commitment to quality, the goal authors are careful to point out this is not the sufficient condition. Quality obviously requires resources. Quality translates into people and performance: distinguished faculty — leaders in disciplines, effective in teaching, active in research, quality translates into competent and well trained administrative and support staff. Quality translates into students, into our ability to recruit and retain students who can function in such an environment. Quality translates into material resources: library, computer, instructional and research equipment and space. Quality translates into plant maintenance, space planning, into the cleanliness and attractiveness of an environment which reflects an institutional commitment to the quality of life.

Ultimately, the language of translation to quality is dollars. We have to start this translation into dollars with ourselves, by attention to what we do with what we have.

One of the facts of the Ohio formula budgeting is that funding is based on average costs at the twelve state institutions. Given the funding formula, we must identify and judge any unusual investment of dollars. Where we are at variance with funding models, whether it be in teaching at the general studies level or in plant maintenance, we use dollars at a cost. Something is done at the expense of something else. We must count that cost. The dollars are limited; if we use more space in relation to students, if we have more faculty, if we provide more financial aid, then some other aspect of our life suffers. While there are limits to efficiency in education, our attention to what we do with what we have is the single most important element in gaining resources essential for quality. This is a basic component of our planning effort. Therefore, the provost's office is charged with the task of analyzing and publishing comparative data for use in decision-making, using such data not as a basis for decision but as important information to inform and critique our practices and to call into question our unexamined decisions.

The second phase of the translation into dollars is building public support. This is clearly a charge to me as president and to all who share the responsibility of relating the institution to federal and state government and to the general public.

The budget cycle just completed suggests a continued erosion of public support for higher education. Ohio is

not generous in its support of education when compared with other states. The state has mandated a broader range of services than it is willing to tax itself to support. The development of an improved base of public support is an urgent priority in the years ahead for all public colleges and universities in this state.

Ultimately, the margin of difference in quality of life for a university is private support. No public university has achieved unusual quality without such support. Public money insures the continuation of the institution, and in some cases strength in particular areas. Private support is the critical difference. What has been true in the past will be even more pronounced in the years ahead. If the only sufficient condition for quality is resources, we will have to seek the support for quality in the interest and generosity of alumni and friends of the institution, in corporate and foundation support.

We start with an unusual level of support. We need to build that support in the years ahead. Throughout the last winter a series of twenty-two small group meetings with alumni and friends were held around the country. The intent was to discover if there was support, what activities and projects people would support, and, most importantly, whether there was a willingness to work to increase this support. When these meetings were completed, a retreat was held last spring. The opinions expressed in the meetings were analyzed, the draft of a case statement was discussed and the Ohio University Fund Board and the Alumni Board unanimously voted to recommend the launching of a major gifts campaign. In June the University Trustees approved the effort. Intense planning for the campaign has begun. This will be a demanding charge placing heavy burdens on the development staff and alumni staff. The campaign will start, as it must, with calls for evidence of faculty and staff dedication to the future of Ohio University. Before we announce and formally launch the public campaign, sometime early next year, we hope to have a large portion of our goal in hand. We have made good progress and are well on the way to the still tentative goal of fourteen million dollars.

All three, attention to efficient use of our resources, building public support and increasing private support, are means to an end. All serve as essential conditions for acting on the commitment to quality. But, to the extent that we prove unwilling to make hard choices, or to make judgments which provide the essential focus for that quality of life, to that extent these efforts will be dissipated. On the other hand, a clear sense of direction, a perception of movement here on campus, can enhance public and private confidence and support.

A third commitment is *The Commitment to Intellectual Community, to the Interaction and Integration of Knowledge*. The way the theme is stated varies. The theme itself, however, emerges clearly from the statements of the nine goal authors. Intellectual community is a goal to be sought by multidisciplinary and interdisciplinary programs of teaching and research, by the interaction of residence life and academic programs, by the integration of knowledge and experience. Such a goal can shape curriculum redesign; it can give focus to planning for campus life; it calls for staff involvement and faculty leadership.

The first is *The Commitment to the Idea of a University and to being a Residential College Community*. The goal statements make clear that what we have in common with other universities is more pronounced than our differences. The examination of this fact serves to define the idea of a university, to include and to exclude from our life as an academic community.

We belong to the tradition of liberal studies and thus are committed to the identification and support of educational experiences which are liberal education. At the same time, much of what we are and do is described by the disciplines. We support a broad array of undergraduate and graduate education as preparation for professions — engineering, communications, teaching, medicine, business, the arts.

The goals reaffirm teaching as the primary role of the university. The intellectual and personal development of the individual student is our reason for being. The goal statements also recognize that we are a university with individual and institutional commitment to intellectual and creative work, to research, and to public service.

We are a residential campus reflecting the tradition of a collegiate community living and learning together. This fact plays a role in the definition of educational experience. Among the twelve Ohio universities, we are one of four residential universities. Although we are a residential campus, the goal statements affirm that our educational tasks and roles go far beyond a campus. We serve a region through our branch campuses and developing clinics, through continuing education, through public broadcasting. University activities are not limited by place but reach across great distances.

If the effort to clarify our existence and to reaffirm our intent to be a comprehensive university were the sole accomplishment of the goal statements, that effort alone would be worthwhile. It would also be incomplete. Are there specific directions identified in goal statements? Or, beyond the goal statements, do the present facts of the life of Ohio University set us apart and give us direction for the years ahead?

The second commitment is *The Commitment to Quality and to the Making of Judgments*. This was stressed time and again in the goal statements as a directive shaping the future of the University.

When faced with a choice between expansion in size or scope of programs, we will expand in size only when consistent with demands of high standards, and in programs only when such expansion serves to maintain or enhance quality. This is not a cementing of the status quo. To maintain or enhance quality in a changing world — a world where need and demand for university graduates is in flux — is constantly to critique and revise what we do. To stand still is to erode quality. What the goals suggest is a crucial limit on this expansion.

The decade of the 1960's was a period of remarkable growth in size and complexity. The early 1970's brought a forced entrenchment and desperate, often destructive competition for shrinking resources. This in turn produced a climate of depression at once budgetary and intellectual and emotional.

We have achieved a stability, a tight but fiscally responsible budget, a stable enrollment, a public percep-

tion which supports a future for Ohio University. The balance is tenuous, but for the first time in six years we are funding university programs out of earned revenue. As a consequence, we can reasonably project resources for the years immediately ahead.

The 1960's and early 1970's are behind us. Now we face some choices. What emerges from the goal statements is a commitment to controlling the size of the institution, to seeking stability by limiting growth and a concentration of effort on the enhancement of the quality of our life as a university community. In addition to attention to numbers, this requires great care in the selection of program development. It means a conscious effort to examine any additions or changes in programs in terms of their potential to contribute to a stable enrollment in an era of decline in the total pool of prospective students. It means assessment of proposals for change in terms of their potential to strengthen the university by providing funding, staff, facilities, equipment, library materials, access to support for research. Both conditions, enrollment and resources, are present in the medical program and in the proposed mining and coal research center.

There is an obvious correlation between quality and the kind of judgments we make. We cannot do everything and do all well. We may not even be able to do everything we are currently doing at a level of good quality. To pursue this goal of quality we will have to limit ourselves. The 19th Century philosopher Hegel remarked: "The man who would do everything really would do nothing and fails." (For integrity of scholarship, I must add that the assertion occurs in a preface to *The Encyclopedia of the Philosophical Sciences*, a work in which Hegel proposed to encompass the whole of human knowledge.)

A commitment to quality ultimately depends upon the willingness to make judgments, to recognize and to support quality. The verbal commitment is relatively easy: who in the university would openly repudiate quality? When a commitment to quality becomes a criterion for resource allocations, then the interests of competing groups make such judgments difficult. Those interests can be transcended and those judgments made possible only by the sense of common purpose, the theme of this address.

If we accept quality as a goal and community as necessary to attain it, we must create processes and structures that lead to decision. This involves opportunities for the fullest possible participation and discussion and a focused responsibility for decision making.

When the philosophy department makes judgments about the allotment of faculty time among the courses enrolling the general student, the baccalaureate major, the master's candidate, or logic as opposed to the history of philosophy, the department is a microcosm of the whole. What is true of the department must be true of the college; what is true of the college must also characterize the university as a whole.

The call for this commitment to making judgments is a recurring theme in the goal statements. The call takes many forms; it is surprising both in its frequency and fervor.

Judgment is expressed through standards, and a commitment to integrity of program through standards. It is reflected in the call for continuous critical review of programs for residence hall life, student service. It is present

THE SEARCH FOR COMMUNITY

Toward the end of last year in one of the evening dormitory discussions, a student asked the question — "How will you judge yourself as President? I mean," she continued, "what's really important to you?" Generally the question is asked with an institutional focus. Now it was personal. I fumbled trying to sort out my thoughts — "... the individual wherever and whenever I meet him or her ... a sense of delight in coming to know ... the tempering of emotion with thought. ..." Then the answer came from somewhere inside me. "... the measure? Whether we can find a basis for community, that is, a convictional and functional consensus for our life together."

Out of that discussion came the title for this address — "The Search for Community." I believe that search is the central task of Ohio University at this time. What are we searching for? Something we lost during the trauma of the early years of this decade? An elusive something Ohio University never had? Neither really. Nor are we trying to regain a paradise lost. Indeed, if it ever existed, we cannot. We are caught in a floodtide of change. We need a clear view of ourselves and the commitments which mark our life as a university.

A large body of material has been produced in the efforts to define the mission of Ohio University. Now the documents gather dust on shelves. Ohio University is not the only organization with dusty archives of well articulated but unrealized plans; we have, however, produced more than our share. Any disjunction between planning and institutional decision-making is debilitating. We need utilized understanding — understanding used to review the present state of the university, understanding used to evaluate proposals for change, understanding used in budget decisions, understanding used to measure progress.

Many faculty and staff greet the discussion of planning with weary sighs or cynicism. Given years of the labor of words, an act of will was involved, or love for Ohio University, on the part of the goal authors, the readers, and those who participated in the discussion last year to undertake yet another concentrated effort.

It is important to be honest in this undertaking. Goals describe approximation processes. We can seldom say that goals are accomplished; however, goals can be useful in bringing aspirations and dreams into touch with where we are; they can join the discussions of what ought to be with the reality of what is or can be. Goals describe an approximation process in another way. There is no agreement on goals. Undoubtedly, we have as many goals as we have individuals and groups within the university. But if we are to shape our future rather than just follow enrollment driven models of decision-making, we must define a basis for decision-making that is understood — and in large measure, shared — even if there is no full agreement.

This summer I read and re-read the documents produced last year, analyzed and categorized the goal statements, sought key words and phrases, noted the frequency of reference and the apparent strength of feeling. Others shared in this task. It was necessary to place the statements in the context of our projections and our descriptions of future educational and social environments, and, finally, to reflect on unusual or critical factors in the life of Ohio University. Those who wrote the goal statements and those who critiqued the statements had personal perspectives on Ohio University. Each had invested some portion of his or her life in this university. From this knowledge and love for the university emerge six fundamental commitments to describe our future.

THE SEARCH FOR COMMUNITY

Convocation Address

Charles J. Ping
*President,
Ohio University*

September 30, 1977

MISSION STATEMENT FOR OHIO UNIVERSITY

Ohio University is a public university providing a broad range of educational programs and services. As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers and, thus, to help develop individuals who are informed, responsible, productive citizens.

UNDERGRADUATE EDUCATION

Ohio University offers undergraduate instruction on both the Athens campus and the regional campuses. Undergraduate programs, designed to contribute to intellectual and personal development and career goals of students, emphasize liberal studies.

Undergraduate major programs, preprofessional and professional programs prepare students for employment in a variety of careers and for continued study. Two-year technical and associate degree programs, reflecting employment opportunities as well as the general career interests of students, are taught primarily at the regional campuses.

At the Athens campus instruction is combined with residence life and other extracurricular programs in an effort to create a collegiate experience integrating learning and living.

GRADUATE AND PROFESSIONAL EDUCATION

Ohio University offers graduate and professional education. The primary forms of activity are advanced and specialized courses of study, supervised practical experience and research.

The essential concentration of faculty, material and space resources dictates that the activity associated with graduate and professional education will be centered on the

Athens campus. This activity is not limited to that campus; research and instruction are carried out at various locations.

SCHOLARSHIP, RESEARCH AND CREATIVE ACTIVITY

Ohio University is a center for scholarship, research and creative activity involving the creation, testing and dissemination of knowledge, understanding, expression and technique.

As a public university, Ohio University has a particular responsibility to address societal issues and needs through such scholarship, research and creative activity. The scholarly and artistic activity of the faculty enhances the teaching function at all levels of student experience.

EXTENDED COMMUNITY

Ohio University serves an extended community. The public service mission of the University, expressed in such activities as public broadcasting and continuing education programs, reflects the responsibility of the University to serve the ongoing educational needs of the region. The regional campuses perform a critical role in serving this extended community.

The University has state-wide responsibility for an extended university program using independent study through correspondence.

It is the purpose of these extended university programs to serve a diverse range of educational needs, from professional groups requiring continuing courses of study related to the practice of their professions, to individuals desiring occasional or special interest study.

By service to the extended community, Ohio University contributes to cultural and economic development, health care, and to other human services.

RESOLUTION OF THE OHIO UNIVERSITY BOARD OF TRUSTEES

WHEREAS, Ohio University has for over a year been engaged in the development of an educational plan, and

WHEREAS, the *Ohio University Mission Statement*, a central element in that plan, was approved by the Board of Trustees by Resolution 1977—316 on January 15, 1977, and

WHEREAS, The Board of Trustees has had the opportunity to study the document, *Environmental Statements*, which presents major trends affecting higher education during the next decade and provides a context for planning at Ohio University, and

WHEREAS, a description of general goals and directions for Ohio University over the next decade has been prepared after extensive discussion in the University community and published as a *Statement on Goals and Directions for Ohio University*, which the Board of Trustees has had the opportunity to study and evaluate, and

WHEREAS, the President of Ohio University has delivered a *President's Convocation Address* describing major themes to be addressed by Ohio University in the decade ahead, and

WHEREAS, the *Mission Statement*, the *President's Convocation Address* and the *Statement on Goals and Directions for Ohio University* are incorporated into a *University Educational Plan for 1977-1987*,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees adopts the *University Educational Plan for 1977-1987* as a guide for the planning and program development activities of Ohio University.

Adopted October 1, 1977

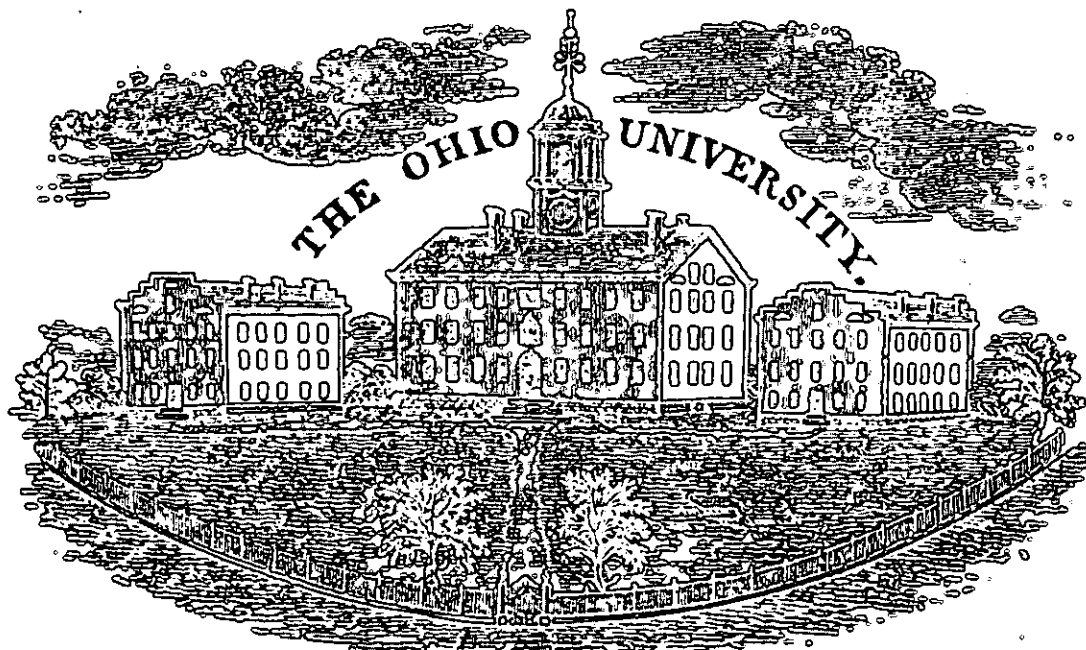
OHIO UNIVERSITY EDUCATIONAL PLAN

1977-1987



EDUCATIONAL PLAN

1977-1987



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