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EMU President William Shelton met with about 90 faculty and staff April 9, representatives from each University department, during his first "Town Meeting" to discuss strategies for balancing next year's budget.

'Town Meeting' covers concerns, priorities

EMU President William Shelton hosted his first "Town Meeting" April 9 at which representatives from each University department offered comments and suggestions for the ongoing budget crisis.

Approximately 90 people attended the event in the Welch Hall Board Room, where Shelton opened by explaining what a town meeting is.

"It means everyone here has exactly the same status...we're all equal here," he said. "This is a family type of thing, to talk about our institution — our town."

Shelton's opening comments also noted that the current budget crunch is not in any way unique to EMU. "Sixty-four percent of American universities this year have had budget cuts. We can't lost sight of that," he said. "This is happening everywhere, where the needs of a state exceed revenues available."

From there, the meeting moved into a brain storming-type session in which participants were asked to tell their "concerns and fears"

about the budget situation.

While more than 25 issues were listed, the top five, in no particular order, were: excessive tuition costs, development of an adversarial relationship between management and labor, duplication and waste on campus, existing workloads are already too heavy, and travel and conference expenses are too high.

Other concerns cited by participants included potential layoffs, layoffs that may disproportionately affect women and minorities, further erosion of basic services, the need for creativity in work options like flex time and voluntary part time, instructional technology and equipment, faculty-to-student ratio, potential loss of sports programs, administrative vs. instructional costs, and admissions/accessibility.

The group was then asked to list "priorities and untouchables" in determining how the budget should be trimmed.

The top five items mentioned, also in no particular order, were the campus community working together to solve the crisis, financial aid, quality of education and services, learning resources (library), and assessment of job performance in determining if everyone is working to their potential.

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Campus Capsules

Shelton's 'Town Meeting' Is April 24 In Welch

"Town meetings" with President William E. Shelton and representatives selected by each department/division to discuss creative budget ideas, concerns and perspectives about priorities will be held Friday, April 24, from 1 to 3 p.m., in 201 Welch Hall.

Children's Institute Plans For 'Month of Young Child'

With April declared the "Month of the Young Child" in Michigan, the EMU Children's Institute has a variety of activities planned to recognize the month.

First, the institute is distributing purple ribbons, meant to be worn as a show of support for the well-being of Michigan families and young children.

The institute also has invited parents of children attending its programs to visit the classrooms and share a variety of things, from hobbies to stories, with the children.

Other activities include a pizza tasting, "ecology encounter," story theater, and a program on "drug proofing" children.

For more information, call Lorraine Paffenroth or Mary Ellen Weakley at 7-2348.

Support Group Forms For 'Employee-Students'

A support group is forming at EMU for people trying to manage full-time jobs, families and other personal demands, along with the rigors of being a student.

People interested in joining the "Employee-Student" support group should call Paula Dykstra in the Graduate School at 7-4248.

Once the interest level is determined, a first meeting will be scheduled at which the scope and focus of the group will be determined.

Responses are requested by April 30.

Quality Center Hosting Economist Deming Conference

The EMU Center for Quality will host a satellite presentation by management consultant W. Edwards Deming Tuesday, April 21, from 10 a.m. to 3 p.m. at the Corporate Education Center, 1275 Huron St. in Ypsilanti.

As part of the center's Total Quality Management lecture series, Deming will discuss "The New Economics" during the live teleconference. It will focus on a philosophy to improve the economic position of the Western world by transforming Western aims and values.

The teleconference fee, which includes lunch, is \$95 per person.

For registration information, call Becky at 1-800-932-8689 or 7-2259.

Rec/IM Department Plans Children's Sports Camp

The Recreation/Intramural Department currently is registering students ages 9-14 for its 1992 sports camps, to be held in three sessions, June 15-26, June 29-July 10 and July 13-24.

The camp will be staffed by EMU students majoring in education, recreation or related fields who have a strong interest in working with children.

Children will be grouped according to age and size to participate in various activities, including basketball, bowling, floor hockey, billiards, swimming, racketball, kickball, tennis and movies in the Olds Student Recreation Center on campus.

The camp will run from 8 a.m. to 5 p.m. Monday through Friday. The cost to attend all day for each two-week session, including lunches, is \$170 for one child and \$135 for each additional child in the same family. Half-day attendance, from 8 a.m. to noon or 1 to 5 p.m., will cost \$100 for the first child and \$75 for each additional child.

The first two sessions will include participation in a "Learn to Swim" program run by Mike Jones, EMU's former head swim coach

For more information or to register, call Tina Ford or Jack Moffett at 7-1338.

Dependent Care Accounts Available

An important benefit available to all employees who have child care expenses is the Dependent Care Assistance (D-Care) account, which allows employees to pay for dependent care expenses with pretax dollars as an alternative to the child care tax credit available on income tax returns.

For every dollar contributed to a D-care account, no Social Security, federal or state tax is withheld. The money contributed is not reported on the W2 form as taxable; therefore, you pay taxes on less income.

Employees may enroll for this benefit during the first 30 days of employment, during open enrollment periods each year and within the first 30 days after returning to work following the birth of a child.

Employees cannot use both the D-Care account and a child care tax credit.

Call the Benefits Office at 7-3195 for more information.

Blue Cross Offers Benefits Guides

Blue Cross and Blue Shield has prepared a new booklet explaining their health care coverage called "Your Benefits Guide."

Anyone interested in the booklet may pick one up at the Benefits Office, 302 King Hall.

Focus EMU To Begin Biweekly Publication

The last issue of *Focus EMU* for the 1992 winter semester will be published Tuesday, April 28. Beginning Tuesday, May 12, *Focus EMU* will be published every other Tues-

day until Aug. 25 according to the following schedule: May 12, 26; June 9, 23; July 7, 21; Aug. 4, 18.

The deadline to submit copy for consideration will continue to be 5 p.m. Tuesday for the following week's issue. Information which requires Public Information staff to conduct an interview or write a lengthy article should be submitted at least two weeks prior to the desired publication date.

Information about University events to be included in the "Events of the Week" section of *Focus EMU* should be submitted by the 15th of the month prior to the month the event will occur. The calendar is prepared on a monthly—not weekly—basis.

Send all submissions for *Focus EMU* and the University calendar to: *Focus EMU*, Public Information Office, 18 Welch Hall.

Focus EMU will resume its regular weekly publication schedule for the 1992 fall semester on Tuesday, Sept. 1.

Please direct any questions to Debra McLean or Susan Bairley at 7-4400.

Collegium To Host 'Spring Celebration' April 15

The Collegium for Advanced Studies will officially close its 1992-93 program with a spring celebration Wednesday, April 15, from 2:30 to 5:30 p.m. in the Hoover Room of Hoyt Conference Center.

The event will begin with poster presentations by five professor/student teams, which received Cooperative Research Grants.

Then, at approximately 4 p.m., outgoing Collegium Chairperson Liza Cerroni-Long will report on the successes of the 1991-92 program, recognize those persons instrumental to this year's program and introduce the members of the 1992-93 collegium board.

A general reception will follow.

Graduate is nation's top teacher

In 1950, Thomas A. Fleming was a high school dropout who couldn't read or write, ran with a tough crowd in the Detroit inner city, and, at age 17, faced a bleak, uncertain future in which any further schooling seemed unlikely.

Now, over four decades later, Fleming, who holds a master's degree in special education from EMU and teaches in an Ann Arbor juvenile detention center, has been named 1992 National Teacher of the Year.

Fleming was chosen from among more than 2.5 million elementary and secondary public school teachers nationwide. He was honored April 7 in a White House ceremony where President George Bush awarded him a crystal apple, the traditional symbol of teaching.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. Now in its 41st year, it is sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc.

A teacher for more than 23 years, Fleming has spent the last 20 of them as the lead teacher in the Washtenaw County juvenile detention center in Ann Arbor. There he teaches integrated history, government and geography in what

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Talk to the President

As of Monday, April 6, EMU President William Shelton had received 161 responses to his "Talk to the President" cards. The fluorescent green 4-inch-by-6-inch cards were distributed throughout campus and one was printed in Focus EMU to be clipped and mailed to the President.

While a wide variety of issues were discussed in the cards, the single most commonly mentioned items were money-saving ideas with 40 such cards. Other frequently mentioned issues were questions and comments about the appropriateness of funding the Rynearson Stadium renovations vs. similar work needed in Pease Auditorium and the University Library (25); cards asking if EMU has too many administrators (22); suggestions for administrative pay cuts (19); and charges of fiscal irresponsibility at EMU (19).

Other comments included concerns that budget cuts will disproportionately affect clerical workers, too much spending on athletics, lower tuition, various support and programmatic suggestions and some support for a freeze on wages.

Below, Shelton responds to some of the questions and comments. His responses to other cards will be published in future issues of Focus EMU.

1-Q: Our most pressing problem outside of the budget is providing classes to meet student demands. Placing the maximum tuition hike at 9 percent when we are already at the bottom (compared to other Michigan universities) works against EMU reaching its true potential. (Staff Member)

and

Q: Higher tuition. Must we be 14th out of 15 universities on tuition? Let's catch up. Deferred raises seems fair. (Staff Member)

Shelton: My answer, basically, is that Eastern Michigan University has traditionally had a philosophy to keep the institution as accessible and affordable as possible for our students. We are 14th out of the 15 universities in lower division undergraduate tuition at this time. Even if we make substantial tuition increases over a one to three year period, the likelihood is our sister institutions will be moving their tuitions at such a rate that we would continue to be in the lower third of the 15 university campuses. We did have a mid-year tuition increase this year, and we are looking at another significant increase for the next academic year. However, I think that there comes a point that if we move tuition upward too rapidly we run the risk of denying access to students and adversely impacting our enrollment.

2-Q: Have you considered a "voluntary" days off without pay program? There are employees, like myself, who would be willing to do this so others could receive their raises that they need. (Staff Member)

Shelton: This may be an idea worthy of consideration. The difficulty with it, however, is that we cannot anticipate how many employees would participate and consequently how much reduction would be achieved in personnel service costs to the University. We certainly will look at this one further, but again, for budget planning purposes, it would be very difficult to define exactly what impact this voluntary days off program might have on the budget.

3-Q: On-campus offices should majorly cut down on the amount of flyers sent to other offices and

students. Cut down on printing and paper costs and you've solved most of the problems! (Staff and student)

Shelton: I don't think it's to the level of seven million dollars, but we certainly will be looking at this as a way to reduce the expenses of the institution.

4-Q: Drop "The Learning University"—a waste of time, energy, funds. Fire all vice presidents and their staffs other than business and academics. Eliminate excess paper-pushing (like that of the Graduate School). (Faculty Member)

and

Q: Cut upper administrators (the assistant to the assistant-type positions) and consolidate. Encourage departments to re-use office paper. As the campus's top recycler, I see first-hand just how much paper is wasted. This card is a great idea for input. Thanks. (Student)

Shelton: Obviously, the Learning University has been reviewed closely and we are redirecting some of our efforts. It has not been an expensive process and, in fact, is a quality management approach for our University. With the recent reorganization, we think the concept of focusing on the learning process will help us increase more efficiencies in our operations. As to cutting all upper administration, there are necessary functions of the institution which require that we have people who do address those issues. While it is perceived, perhaps, as a way to cut, the reality is that we have the smallest number of vice presidents for a school of our size, I think in the nation, period. We need to realize that there are some necessary management functions which must be performed. However, we have been and will continue to look at all levels of the University in our efforts to trim the budget.

5-Q: Not many years ago, the Mid-American Conference was after us because of attendance at football games. Why are we building a stadium that will never be filled when buildings on campus are inadequate and/or in need of repair? (Staff member)

Shelton: Several suggestions referred to the work going on at the stadium, McKenny Union, the outdoor recreation center and other projects and asked, "Why not redirect that money to other functions?" First, it must be remembered that there's a difference between General Fund budget and capital projects. They are not all the same kind of funds nor can those funds all be used the same way. I hope the University community understands that. The funds used for the Rynearson renovation, for example, cannot be redirected to fund personnel costs through the General Fund budget. Second, the process for those renovation projects started several years ago. Those projects are in the midst of their renovation and we have the responsibility to honor, obviously, our bonded indebtedness on those. We had a facility plan for the '90s which addresses not only those facilities, but the College of Education, Library, Pease Auditorium and several other projects. We're continuing to aggressively pursue funding for all of the projects we've identified.

6-Q: I'm on campus. Why spend postage to mail stuff to my home through the U.S. Mail? Use campus mail. Send one copy of everything. (Staff Member)

Shelton: We will be looking at this as a method to reduce the cost. Admittedly, our postage at the University has gone up, largely due to the Admissions

process and Financial Aid having to send materials out to prospective and current students. Again we will be looking at this area.

7-Q: Cease paying for out-of-town trips. Eliminate car phones. (Staff member)

Shelton: There were several comments about expenses such as travel and other goods and services. My response to this is similar to my response to question number 3. Yes, we will be looking at everything in terms of non-personnel service budgets to see what we can do to reduce the expense there without destroying the effectiveness of the institution to carry out its mission and goals.

8-Q: Why not reinstate early retirement incentives? Why not close the Child Care Center? Eliminate the Faculty Center for Instructional Excellence as it is a waste of money in tight budget situation. (Faculty Members)

Shelton: We will be looking at early retirement incentives, although it doesn't appear to offer potential cost savings significant enough to make an impact on addressing our budget right now. We engaged in an early retirement program some years ago, and while we'll look at it again, I don't think there's enough potential to make an impact. There were suggestions to close the Child Care Center, the FCIE, and a variety of other centers and programs, including the World College, which all provide services to the different constituencies of our campus community. We will look at those suggestions, but we think those centers add to the quality of life and enhancement of our faculty, staff and students. We think they all perform needed services for our institution, but all of those suggestions for reduction will be considered.

9-Q: The University should take care of the students. This is a Learning University. They pay our salaries. (Staff Member)

Shelton: There were several comments that said the University should first take care of the students and certainly we're in total agreement. As we use the Key Principles to guide budget deliberations, those include the centrality of our mission and acknowledge the importance of students in that process. The importance of students—indeed, the centrality of the students to this institution—will be emphasized during budget deliberations.

10-Q: Eliminate overtime (especially at the Physical Plant). Make students enroll (in classes) for spring and summer (on-campus) employment, so we save on FICA and retirement. (Staff Member)

Shelton: Eliminating overtime is certainly something that we will look at closely. However, because of the complexity of our plant and operation, I'm not sure we can totally eliminate overtime. As far as making students enroll to be eligible for spring and summer employment, this is an institution where students register or do not register according to their own needs. The reality is, we can't make students do that.

11-Q: How about charging a nominal fee for faculty/staff parking decals, rather than having department SS&M budgets pay for them? A charge of \$50 each could generate \$80,000—\$100,000. And second car decals could be \$100. At U-M, they pay more than \$300 per decal each year. (Staff Member)

Shelton: That is a practice used at many institutions where it ranges anywhere from \$100 to more than \$500 per year. We have not done that and our bargaining agreements currently do not allow that consideration, but admittedly, over the next few years, the issue of parking will be reviewed.

Budget woes elsewhere

While we at EMU face our own fiscal challenges, things appear to be "tough all over."

As noted in USA Today, March 17, 1992, "Every year brings budget storms. But this one is rearranging the landscape."

"State enrollment caps are keeping out students who used to be able to get in; students who can't get classes are taking longer to finish school; and public colleges, straining at the seams, ironically are backing efforts to push more kids to private colleges..."

"The budget cuts are pillaging without discrimination, hurting everyone from elite private schools to state colleges," the USA Today reporter wrote.

Following is a sampling of recent news about fiscal problems facing other universities in the United States, as reported in USA Today.

- Yale University projects a year-end deficit of \$15 million and an 11 percent reduction in arts and sciences faculty.
- Stanford University must reduce expenses by \$43 million.
- The 20-campus California State University system laid off 1,000 faculty members and cut 5,000 class sections from a list of 56,000.
- State University of New York's 34 campuses face cuts of \$143.5 million. Tuition increases are expected to take up the slack by \$60 million.
- Columbia University is looking at a \$87 million deficit by 1994, but will institute cuts to reduce that figure to \$30 million.
- The 65-year-old University of Bridgeport (Conn.) reportedly will "retire" this summer, closing its doors for good. The Chronicle of Higher Education had reported in December the university's intent to drop 31 degree programs; now it intends to close.

In addition, Central Michigan University recently laid off 19 staffers, slated the elimination of 58 lecturers and expects more layoffs in July.

Please clip and send to the President's Office, 202 Welch

Talk to the President about the 1992-93 Budget

My comment/suggestion/question for the president is . . .

Please indicate: Faculty Staff Student Other _____

Optional Name: _____

Address: _____

Phone: _____

Focus on Staff

Jones to retire after 35 years advising students

By Doug Olson

In case Ed Jones' 35-year stay at EMU doesn't speak volumes about his fondness for the institution, Ed Jones himself speaks of it very well.

"I like the people here; I think most of them are pretty friendly," said Jones, associate director of academic advising, who will retire May 8.

"I like the people that I've worked with," he added. "I think the students are interesting and I think that helping students is a very satisfying sort of thing."

Jones joined the EMU English faculty in 1957, originally concentrating on teaching. "I got doing, as all faculty do, some advising and I was asked to do it for general students, students who hadn't decided what they wanted to do," he said. "Apparently I did a good job and I kind of liked it."

Jones ended up spending the majority of his time at EMU as an academic adviser. Over the years he has developed many views about the job.

"(Advising) is not merely saying that this is the course you should take here," Jones said. "It's more helping the student decide than it is being directive; although sometimes you have to be directive. A pat on the back, sometimes a boot a little lower, you have to put the two of them together."

"I think a good adviser has to be what I would call a sympathetic hardnose," he added. "You have to care about the student and you have to be hard-nosed in some ways because you need to enforce standards. You need to be firm the same way a parent does, somewhat."

Jones cited the primary goal of the job—helping students—as his main source of satisfaction with it as well. "I'll always remember some of the individual cases of students I've worked with: a student that I worked with who is severely handicapped with cerebral palsy, a student who comes in and is a senior and all confused about which way to go and maybe you help them with information or contacts with other people at a key

time, a student who has had just one horrible personal experience—or maybe one after another—that's made it very difficult for them to get through school; helping them get straightened around and get things going is very satisfying."

The job can still take its toll, however. "It's some strain and it's a great responsibility to deal with decisions—even with a committee's help—appeals of dismissals and plans for reinstatement and readmission," Jones said. "But it also calls upon everything you have in terms of knowledge or understand-

"I think a good adviser has to be what I would call a sympathetic hardnose. You have to care about the student and you have to be hard-nosed in some ways because you need to enforce standards."

ing or feeling or perception. And probably it's one of the biggest demands an adviser could have in terms of its complexity, but it's also a very rewarding thing."

Jones cited the Academic Mentoring Program as a contribution he is proud to see continuing beyond his stay at EMU. He helped establish the program, which helps minority students by providing them with a staff mentor to advise them, especially about academic matters. "The mentoring program is one that I'm extremely happy with because I think it's been a significant one and I think the whole school has gotten involved in it...I think it helps both the student and the mentor," he said.

While he is happy to see that program continue, Jones said he also plans to stay involved after he leaves. "I'd like to keep doing some things as an educator," he said. "I've been teaching some beginning speech classes the last few years and love it. It's been a good ex-

perience. I'd like to continue occasionally doing that."

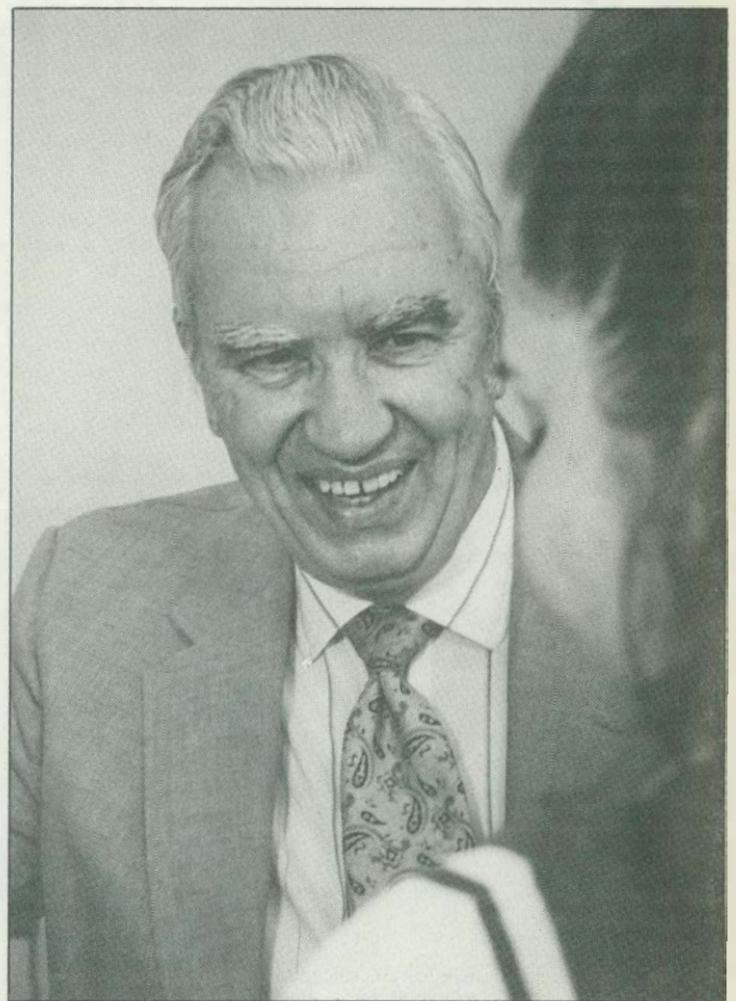
Jones said he also looks forward to the opportunity to do volunteer work. "I'd like to find some time to be in a program that's around that Eastern has been involved in, which is basically working with adults who aren't able to read and never had a chance to learn," he said. "I would think that working with an individual and trying to use my interest and what I can help with so that they can read more effectively and expand what they can do in the world is a very worthwhile thing to do."

"I'm still basically a teacher," he added. "An adviser is a kind of teacher in the best sense. You're trying to help people learn more, make decisions, understand things. It's not always giving information. In some cases it's trying to help the person sort things out, and so it involves more than information. It involves values, plans and so on."

Since Jones sees teaching and advising as part of the same effort to help students succeed academically, he helped implement an advising intern program. "This is a way of getting faculty who are interested in becoming more effective advisers in their own areas to come in and work with us half-time for a semester with all kinds of students, and to become, in a sense, experts in their areas and sources of information and referral," he said. "I think that builds a kind of collegiality about it. And I think it builds respect on their part for seeing we are in the academic area and trying to help students achieve."

With 35 years at EMU under his belt, Jones said he has seen EMU grow from a college with 4,000 to 6,000 students, the majority of whom majored in education, to a large university with a variety of academic programs, many of which work together to advance students' education.

"I think the interdisciplinary work we do here is great," Jones said. "I think it helps good students do things here at school that will interest them and that will



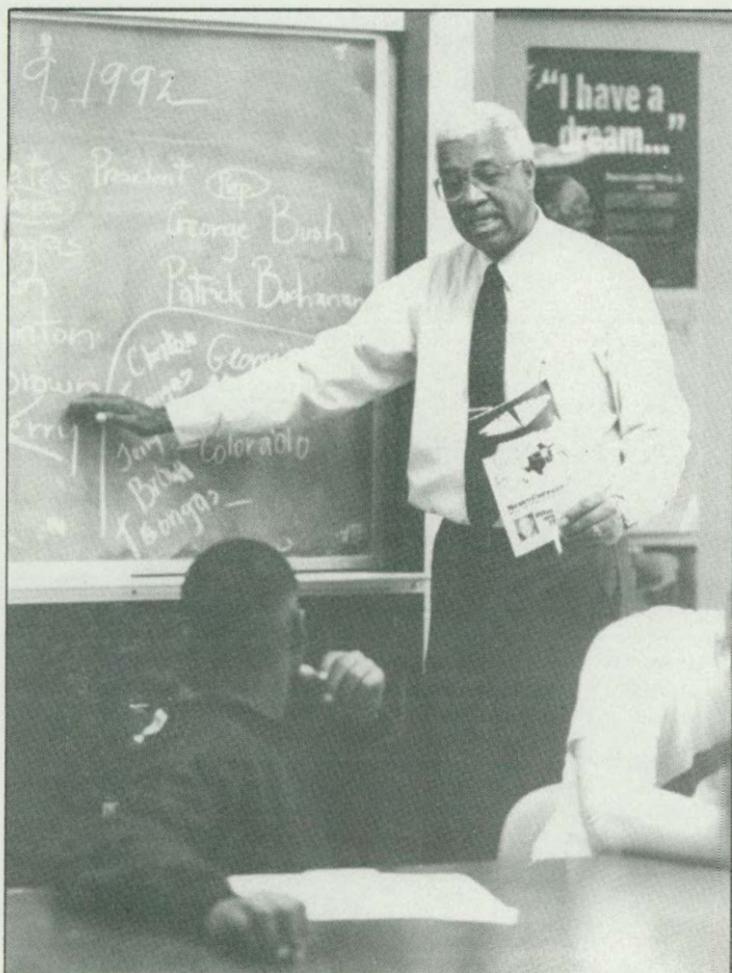
Ed Jones, associate director of academic advising, will retire next month after 35 years at EMU. "I'll always remember some of the individual cases of students I've worked with, (such as) a student that I worked with who is severely handicapped with cerebral palsy or a student who comes in and is a senior and all confused about which way to go," he said.

stand them well in the world outside."

Jones also carries a long-range perspective into thinking about current problems at EMU, such as the shortfall of money for operations. "I don't envy the budget problems of the coming year but I can't remember a time when anyone ever told us we had lots of money," he said. "There has always been some kind of a budget problem."

And when Jones retires, EMU will not have heard the last of him. "I still feel a close connection to the school and I want to be keeping that," he said. "After all, 35 years...is a good part of my life."

A reception will be held for Jones Wednesday, April 15, from 3 to 5 p.m. in Room 205 Welch Hall. The University Community is invited to attend.



Thomas A. Fleming, in his classroom at the Washtenaw County juvenile detention center, was named National Teacher of the Year by President George Bush April 7. He holds a 1968 master's degree from EMU.

Fleming Continued from page 1

could be a very non-traditional, one-room schoolhouse.

The students, who are from 12 to 16 years of age and with third grade to college level ranges in academic performance, spend anywhere from a week to two months or more at the detention facility while their cases wind their way through juvenile court.

During the course of the year, Fleming and two co-workers see over 200 students. "I know I'm not going to have you long," Fleming tells his students. "I'm just trying to get you in touch with what you can do...But this is a 50-50 proposition. I cannot teach you if you don't want to learn."

He tells all students that their situation is a matter of choice. "You made some bad choices and so here you are. You're young; you can change your mind. There is still time to make good choices."

"But during the time we have them as students we try to instill in all of them an enthusiasm and curiosity for learning," Fleming said.

Some of his students are neglected. Some have learning disabilities. Some can't read. Some are repeat offenders. A 16-year-old boy finds himself in a tug-of-war between his success as a drug dealer and the traditional values he confronts at home.

Tall and white-haired, Fleming, 59, is a commanding presence in the classroom as he walks around

checking the students' progress on their assignments, offering insights and, always, making connections as the lesson takes its own shape.

"Over the years I have also developed a number of teaching strategies to attract troubled youth," he said. As an example he cited a summer "reading laboratory" in which he became the stenographer for students as they read books and verbally dictated a summary of the day's readings. "These students become so excited about having such personal attention that they read voraciously as never before," he said.

As a measure of his success in touching the lives of young people, he recounts with pride the story of one student who went on to become a lawyer and another, A. Whitney Brown, a performer and writer on television's "Saturday Night Live," who dedicated a book he wrote to Fleming.

One reason for Fleming's success is that, coming as he did from a troubled adolescence, he sees a little of himself in students. He gets through to them because he has traveled many of their roads: the environs of abandonment, poverty, racism, difficulty in school.

Fleming never knew his father and only saw his mother twice after infancy. He was raised by his grandparents, Carrie Bell and Gordon Starks, one of three black families in the Detroit neighborhood where he grew up.

He still remembers the pain of cruel racial taunts he encountered daily. Although his grandfather could not read and his grandmother had never gotten beyond third grade, "they planted a deep seed," Fleming says.

However, discouraged by his inability to cope with his studies or find a job, he joined the National Guard and became a member of an all-black combat engineers unit. When the unit was activated in 1950 to go overseas, Fleming left high school, never having really learned to read or write.

His national guard unit served in Germany in the early 1950s, a period Fleming regards as the turning point in his life. "I consider my five and a half years of service in the U.S. Army as part of my higher education because my experiences there changed my life and gave me the desire to learn and improve myself," he said.

"My basic desire was just to learn to read the Bible," he recalled. With some periods of intensive self-study and off-duty Army courses, his first-duty Army was to learn all 16 chapters of the Book of Mark.

Returning from overseas service in 1955, he went to night school, earned a high school equivalency diploma and began to pursue a degree at the Detroit Bible College (now William Tyndale College).

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Town Meeting

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Other priorities included campus appearance and maintenance, maintaining various accreditations, student diversity, trust in leadership, instructional equipment, modernization, Americans with Disabilities Act funding, affirmative action, wages, and University Computing.

Finally, Shelton asked the group for ways the University can maintain its sense of community in light of the budget situation, with clear communication cited as the top method.

"Communication is such a key part to a sense of community and we try to do so much but we need to do more," Shelton said.

One participant noted that with potential layoffs looming, it's difficult for many employees to be concerned about the community because they're worrying about their own jobs.

"I understand that," Shelton said. "That is the tough part right now, fear of the unknown and uncertainty."

Other ways mentioned to maintain the community included development of shared goals, learning to understand the roles other offices and departments play, and keeping morale up. "I've talked to so many other university presidents lately who have said, 'Yes, morale on my campus is very low right now,'" Shelton said. "This is happening all over."

"These are the things that our town believes we need to pay attention to in this process, and that's important for us to know," Shelton concluded.

FOCUS EMU is published weekly during the fall and winter semesters for faculty and staff at Eastern Michigan University. The deadline to submit copy for consideration is 5 p.m. Tuesdays for the following week's issue. Please send submissions to: Editor, *Focus EMU*, Office of Public Information.

Kathleen D. Tinney, assistant vice president, Executive Division
Susan Bairley, acting director, Public Information
Debra McLean, *FOCUS EMU* editor
Dick Schwarze, photographer
Doug Olson, student intern

Openings

To be considered for vacant positions, all Promotional Openings Application Forms **MUST BE SUBMITTED** directly to the Employment/Affirmative Action Office and received no later than 5 p.m. on the expiration date. **Note: Incomplete forms will not be accepted.**

The Employment/Affirmative Action Office announces the following vacancies. The expiration date for applying for these positions is Tuesday, April 21, 1992. **Detailed job descriptions** may be reviewed in Room 310 King Hall. Posting Boards across campus also highlight necessary and desired qualifications. Locations of these boards are main traffic areas in: King Hall, McKenny Union, Roosevelt Hall, Business and Finance Building, Sill Hall, Pray-Harrold, Rec/IM Building, Physical Plant, Mark Jefferson, Hoyt Meeting Center, DC I, University Library, and the Owen College of Business Building.

Vacancy information may also be obtained by calling our 24-hour Jobs Line at 487-2462. Employment/Affirmative office hours are Monday-Friday 9 a.m. to 5 p.m.

CLERICAL/SECRETARIAL (Minimum Annual Salary)*

CSBF9220 - CS-04 - \$14,674 - Secretary II, Physical Plant

FOOD SERVICE/MAINTENANCE (Minimum Hourly Rate)

FMEX9202 - FM-12 - \$6.46 - Grounds Person, Huron Golf Club

PROFESSIONAL/TECHNICAL (Minimum Biweekly Salary)

PTAA9206 - PT-08 - \$1,043.62 - Academic Adviser of Special Population, Academic Advising

ATHLETIC COACHING (Minimum Biweekly Salary)

ACEX9207 - AC-11 - \$594.13 - Assistant Coach, Volleyball, Intercollegiate Athletics

PTEX9220 - PT-06 - \$562.44 - Strength Coach/Trainer, Athletics

ACEX9208 - AC-11 - \$594.13 - Assistant Coach, Women's Track, Athletics

*The pay rates stated above reflect the probationary rate for a newly hired EMU employee. Current bargaining unit members will be paid according to pay rates specified by the current UAW 1975 and AFSCME contracts.

An Affirmative Action/Equal Opportunity Employer

Fleming

Continued from page 3

graduating with a bachelor's of religious education in 1964. In 1968 he received a master of arts degree in education and special education from EMU.

During this time, he was also actively involved as a Baptist minister with the youth of Detroit's north-west neighborhoods, which lead to his interest in adolescents with special needs.

His first teaching job was at the W.J. Maxey Boys Training School, a state institution for juvenile offenders, where he was hired as a social studies teacher in 1968. In 1971, he was hired to teach in the Washtenaw County juvenile detention school program. Five years later he assumed his current role of coordinating or lead teacher in addition to his teaching responsibilities and he also works with a variety of supporting agencies, including the police department, court staff, volunteers and school district personnel.

Married to a former third grade teacher, Fleming is the father of three children, ranging in age from 13 to 30. He lives in Ann Arbor with his wife and 13-year-old son.

As National Teacher of the Year, Fleming will spend a year traveling and speaking before numerous educational and community groups and civic organizations, stressing the importance of teaching.

"What I would most want to communicate to the public is that the teaching profession cannot exist or succeed in a vacuum," he said. "I would challenge responsible citizens in every community to come together to develop a plan of action based on a set of principles akin to a declaration of educational rights for our youth."

The National Teacher of the Year is chosen from among the Teachers of the Year from the 50 states and other jurisdictions. The State Teachers of the Year were selected on the basis of nominations by students, teachers, principals and school administrators.

Research

Research on the Prevention of Alcohol Abuse Among Youth

The National Institute on Alcohol Abuse and Alcoholism is soliciting proposals for new and creative research on the development and testing of strategies to prevent alcohol abuse among youth, including children, adolescents and young adults.

NIAA is particularly interested in grant applications directed at norm-setting and norm-enforcement by parents and families, primary-care physicians and their staff, youth peer groups, elementary and secondary public and private schools and/or school systems, colleges and universities, and/or other community organizations that have direct contact with children, adolescents and young adults.

This announcement encourages research that examines links between the social setting and enforcement of norms by peer groups, parents and families, educational and legal institutions, and community organizations to prevent abusive drinking by youth. Applications that proposed interventions targeted toward combinations of these groups also may be submitted.

The deadline for submitting applications is May 15, 1992. Contact the Office of Research Development at 7-3090 for application materials.

University Research Initiation Program

The U.S. Department of Defense has set a May 15, 1992, deadline for proposals under its Research Initiation Program. The program, which targets institutions that have not been major recipients of DOD research and development funding, is designed to broaden the university base in support of defense research and to address the overall science and engineering research and graduate education infrastructure in U.S. academic institutions. The program is intended to emphasize human resources and to allow for greater emphasis on instrumentation than DOD's traditional university research awards. Each of the military services has identified its areas of interest for proposals.

The Army Research Office is seeking proposals in the area of smart materials and structures. The Office of Naval Research is soliciting proposals for research on computational frameworks for visualization of designs in manufacturing. The Air Force Office of Scientific Research is seeking proposals in organic and polymeric superconductivity. The Defense Advanced Research Projects Agency is soliciting proposals for research in mathematical modeling and fast algorithms for application to simulation and control of manufacturing processes and reliability and maintainability of DOD systems.

For further information and application materials, contact the Office of Research Development at 7-3090.

Justice Visiting Research Fellowships

The Bureau of Justice Assistance offers fellowships to promote criminal justice and justice system-related statistical research among the academic and professional justice community to meet the specific needs of the Department of Justice. Visiting Fellows will participate in a specially designed research project of particular relevance to the national or international justice community. Systems development and statistical research projects that may be conducted are those related to Department of Justice priorities, such as: violent and gang-related crime; "Operation Weed and Seed"; criminal justice information systems improvements; and civil justice reform.

Applications are due May 15, 1992. Contact the Office of Research Development at 7-3090 for further information.

EMU NEWSLINE
Call 487-2460 or 487-2461 24 hours a day
for late-breaking EMU news, calendar updates and information on University closings during bad weather.

Events of the Week

April 14 - April 20

Tuesday 14

WORKSHOP — Career Services will hold an introduction to career planning workshop. Call 7-0400 to sign up, 425 Goodison, 2 p.m.
CONCERT — The EMU Jazz Ensemble will perform. Call 7-2255 for more information, Alexander Recital Hall, 8 p.m.

Wednesday 15

WORKSHOP — Career Services will hold a career planning workshop using the Discover computer program. Call 7-0400 to sign up, 405 Goodison, 3 p.m.
MEETING — EMU Faculty Council will meet, 219 Pray-Harrold, 3 p.m.
CONCERT — The EMU Symphony Orchestra will hold a concerto concert featuring outstanding student soloists from the Music Department. Call 7-2448 for more information, Towsley Auditorium, Washtenaw Community College, 8 p.m.

Thursday 16

PRESIDENTIAL — EMU President William Shelton will hold the last in a series of open forums about EMU's budget, Owen College of Business, Second Floor Hallway, 10 - 11 a.m.
WORKSHOP — Counseling Services will hold part four of its series "You Can Quit: A Smoking Cessation Program." Call 487-1109 for more information, 300 Snow Health Center, noon to 1 p.m.
THEATER — The Communication and Theatre Arts Department will present "Amadeus," the Tony Award-winning play about composer Wolfgang Amadeus Mozart. All tickets are \$4. For more information, call the EMU Arts and Entertainment Box Office at 7-1221, Sponberg Theatre, 8 p.m.

Friday 17

CLOSING — Classes will be canceled and all offices and departments will be closed today as part of the EMU Spring Recess long weekend. All campus, all day
THEATER — The Communication and Theatre Arts Department will present "Amadeus," the Tony Award-winning play about composer Wolfgang Amadeus Mozart. Tickets are \$8 for the general public, \$6 for students and \$5 for Mainstage members. For more information, call the EMU Arts and Entertainment Box Office at 7-1221, Sponberg Theatre, 8 p.m.

Saturday 18

THEATER — The Communication and Theatre Arts Department will present "Amadeus," the Tony Award-winning play about composer Wolfgang Amadeus Mozart. Tickets are \$8 for the general public, \$6 for students and \$5 for Mainstage members. For more information, call the EMU Arts and Entertainment Box Office at 7-1221, Sponberg Theatre, 8 p.m.

Monday 20

PRESS BRIEFING — President William Shelton will hold his monthly briefing with members of the local press, 202 Welch Hall, 10:30 a.m.
WORKSHOP — Counseling Services will hold part five of its series "You Can Quit: A Smoking Cessation Program." Call 7-1109 for more information, 300 Snow Health Center, noon to 1 p.m.