

What's NEWS @ Rhode Island College

VOL. 1 NO. 13 NOVEMBER 24, 1980

RIC's Rehab Team Involved Either Way:

More Aged, Handicapped - or Just More Visible?

by George LaTour

To the more-than-casual observer moving into Rhode Island from out of state, it appears Little Rhody has more than its share of aged and handicapped.

While exact figures for purposes of comparison are difficult to come by - if not impossible - a new arrival in the smallest state in the Union soon becomes impressed with the seeming overabundance of television commercials of the public service variety advertising this program for the retarded and that for the disabled.

Television and radio news broadcasts occur at regular intervals with news of "mainstreaming" the retarded back into society, or of special events for those with physical, mental or social handicaps.

Rhode Island's newspapers are no ex-

ception.

Dr. John Evans, assistant professor of counselor education at Rhode Island College, feels "Rhode Island does have a large proportion of elderly on a national basis." The disabled average nationally represents 17.5% of the population, he said. And, Rhode Island does have a state Rehabilitation Network - one of only two or three states nationally that have such - to work with and for the handicapped.

RIC's Rehabilitation Counselor Education Program, recently accredited by the national Council on Rehabilitation Education (CORE), is a working member of the network.

Professor Evans, Dr. Hanoch Livneh and Dr. Richard Ober, all members of RIC's rehabilitation program and all instrumental in its winning accreditation, mutually agree that it is perhaps more a

case of Rhode Island's aged and handicapped being more visible than in many other states.

This, they surmise, is because Rhode Island may be in the forefront of mainstreaming emotionally and physically handicapped people back into society. Examples of this include recent placement of mildly mentally handicapped adults into residential apartments, and children from the Rhode Island School for the Deaf attending regular classes with non-handicapped children at the Henry Barnard School at RIC.

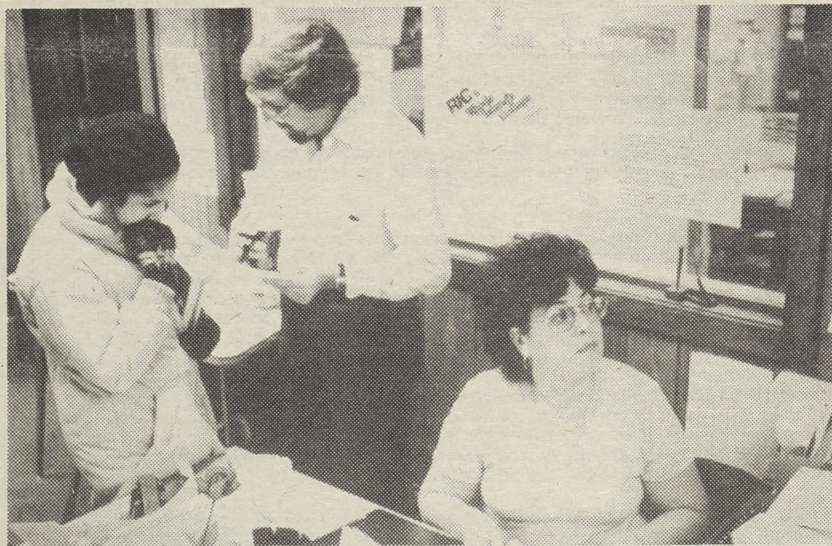
Whether it be a case of Rhode Island actually having a greater proportion of aged and handicapped or whether it be a case of its doing more for its aged and handicapped and, hence, making them more visible, may be worthy of study by those interested in such studies and their ramifications. For those in RIC's

Rehabilitation Counselor Education Program it is not a major concern at this point.

Having recently received national recognition, they are addressing themselves to the task of providing advance specialized training to 75 graduate students, 10% of whom are "minority" or disabled themselves.

Some 45 rehabilitation counselors have already completed graduate requirements and are working in their chosen field. Of these, 90% are working in Rhode Island in both state and private agencies.

The rehabilitation program was begun at RIC in 1975 and is one of three tracts or programs of the Counselor Education Department. Professor Livneh said their students are in their 30's and 40's and most have been working in the
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INSTANT ANSWER: A student in a hurry with a problem gets some fast action from Dr. Henry Guillotte at the Academic Advisement Information Center while secretary Phyllis Russillo prepares to assist the next client. (What's News photo by Peter P. Tobia).

Residence Hall:

Proposal Goes To Regents

On Nov. 20 the college submitted a proposal to the Rhode Island board of Regents for Education sub-committee on post-secondary education calling for an addition to the Rose Butler Browne Residence Hall. This latest plan for increasing the student housing capability of the college was to have been reviewed on that date for possible inclusion on the full board of Regents' agenda for Dec. 4. Funding for the addition would come from the board's authorization to sell bonds which expires Jan. 1, 1981.

The proposal which is being advanced, will meet approximately 60 percent of the documented need for additional on-campus housing, according to Donald P. Hardy, special assistant to the president. Hardy said that the administration has decided to take the route which will keep housing costs within the range which RIC students can afford.

A previous attempt to secure low interest funding from the department of Housing and Urban Development would

have allowed the college to increase the residence hall capability by about 306 spaces at a cost of \$1,300 per year per student in 1982-83, had it been approved. It was not approved and the college has determined that to stay within that rental cost range, it must scale down its proposal. The \$1,300 fee has been determined to be a reasonable limit for RIC students.

Envisioned in the plans currently being advocated is a 183 bed addition which would replicate the existing Browne Hall structure. Hardy explained that the addition would be a bit more than double the size of the dormitory. The proposal is seen as entailing substantial savings in that it will utilize existing architectural designs which need only be updated to meet current fire and safety codes. Site development costs will be substantially reduced also, since utilities are already in place.

The addition will be the same in most all respects to the existing hall, but will
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Advisement Center:

11 Months Old, Doing Fine

by Laurence J. Sasso, Jr.

The student is out of breath. She's between one class and the next. It's cold outside. No time to take off her gloves, hat, coat, sit down, take a number, wait to be seen. Dr. Henry Guillotte, associate professor of mathematics and co-coordinator of the Academic Advisement and Information Center (AAIC) is coming out of his office in Craig-Lee Hall 050 just as the student enters. An intense, impromptu advising session takes place on the spot. It isn't necessary to take a number.

Affable and accessible, Guillotte is like hot water to instant coffee. He gets to the solution of the problem as efficiently as possible while never seeming to put off the student who herself is pressed for time. She has tried to drop one section of a course and add another, only to find that her name has been added to both. Guillotte reassures her, counsels her not to worry and tells her how to correct the situation. As she hurries on her way, he jokingly tells her that if she has any more trouble resolving the snarl to let him know and he'll "get out my big stick."

CENTER IS THRIVING

The episode is typical. Ironically, the problem is so specific and yields to such immediate advice and direction that it will not even be counted when the center adds up the number of people it has helped. Every day a good number of students with similar "one shot" questions contact the center by phone or drop in unannounced just as the bemuddled coed did. They don't get tabulated when the staff adds up the statistics for the semester.

Without them the numbers are still very impressive. Established in January of 1980, the center is eleven months old and thriving. During the spring semester 329 people were recorded as using the advisement services. These are individuals whose problem was of sufficient magnitude to require a "sit-down session", repeat contacts or for whom the center staff felt it necessary to start a running file. During the summer of 1980 seventy additional students were helped.

So far this semester 347 individuals have been helped by the center's staff. "We will have many more," says Guillotte, riffling a stack of folders containing information on "200 or so" freshmen who are undecided as to major. There also are 135 transfer and readmitted students who are advisees of the center.

NO TYPICAL SCENARIO

While each problem the staff sees is a different one - there is no typical scenario, says Guillotte - there are two main categories of student which the staff sees. They are the above-mentioned type, the student who has not chosen a major, and those who wish to change their major. Many of them are new to the college or unfamiliar with its procedures (such as the transfer students), but recently the center has had three seniors come in who wished to change majors.

HELPING THOSE WHO FALL THROUGH

Also the staff can help students who somehow "fell through the cracks" at registration time. Guillotte describes individuals who have arrived in the center office on registration day oblivious to what must be done. Some come in even after the appointed day has come and gone. It's incredible, he said, but either they don't get their materials through the mail or they misunderstand them. "We've solved a lot of hairy problems along that line," he observes.

The "we" alludes to Dolores Passerelli, director of new student programs and co-coordinator of the Academic Advisement Information Center and three faculty members who are working in the center this semester: Dr. Carey Richabaugh, associate professor of political science, Dr. Thomas Calhoun, assistant professor of elementary education, and William Kavanaugh, assistant professor of industrial education. There are also three peer counselors who assist in the center's work.

Although the response to the AAIC has been heavy, demonstrating its need, the resources to support it aren't great.

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Handicapped

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rehabilitation field for some time.

In their statement of need submitted to CORE for accreditation the RIC professors noted the existence of "several million disabled potential candidates for services in the United States of which an increasing number will be involved in the state/federal rehabilitation system in the coming years."

"Science Research Associates' occupational brief asserts that the demand for rehabilitation counselors still exceeds the supply" and "continuing adverse economic and social conditions are likely to increase the need for assistance to the physically, emotionally, mentally and socially handicapped," they wrote.

RIC is the only academic institution in Rhode Island which provides graduate training in rehabilitation counseling education, and is the only one - accredited or otherwise - in the Northeast (with the exception of Massachusetts).

As a result, the many public and private agencies which serve the disabled, particularly the Division of Vocational Rehabilitation (DVR) and the State Services for the Blind and others "have been very involved in the development and implementation" of the RIC rehabilitation counseling program.

The professors stressed that the involvement with these agencies "has led to an increasing awareness of the need for a rehabilitation counselor education program in Rhode Island" which, they said, "would upgrade the professional practice of personnel already working in agencies and facilities which serve the disabled but are untrained because they have never studied rehabilitation counseling."

A need assessment survey recently conducted showed that out of 61 rehabilitation-related agencies in Rhode Island contacted, 69% of those responding said there is "a definite need" for rehabilitation counselors in the community.

As the world moves closer to 1981 - designated "The International Year of the Disabled Person" - RIC's rehabilitation counselor education team is prepared to continue producing highly trained and qualified counselors to meet the needs of Rhode Island's physically, emotionally, socially (which includes the elderly) and mentally handicapped populations.

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at
RIC**

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Editors' Note:

"Administrative proliferation" is a phrase which has generated much interest and discussion on campus in recent days. On Nov. 11, Pres. David E. Sweet sent a lengthy letter to Dr. Donald Averill, president of the RIC/AFT local 1819, and Dr. Henry Guillotte, chair of the Council of RIC, which addresses the matter in detail. Because of the widespread interest in the subject and because it is of concern to all segments of the college community "What's News" has decided that to excerpt or truncate the letter to accommodate the usual space limitations would risk distortion or at least disproportionate emphasis of portions of the letter's contents. Therefore, we are printing the letter in full as well as an accompanying letter to Dr. Sweet from Dr. John Nazarian which is referred to by Sweet in his letter.)



Rhode Island College

Providence, Rhode Island 02908

Established 1854

The Editors

Office of the President

November 11, 1980

Dr. Donald Averill, President, RIC/AFT
Dr. Henry Guillotte, Chair, Council of Rhode Island College

Dear Dr. Averill and Dr. Guillotte:

Last Summer, as you will recall, we held a joint meeting of the College executive officers, the RIC/AFT executive committee, and the out-going and in-coming chairs of the Council of Rhode Island College. One of the items discussed was what has come to be termed "administrative proliferation." At the time I presented information which I wanted to verify before presenting a written report on the matter. Responsibility for verification was left with Vice President Nazarian, whose recent illness has delayed my being able to present you with this information as soon as I had hoped.

Enclosed with this letter is a copy of a letter from Dr. Nazarian to me in which he sets forth the number of persons assigned to the three broad categories of employees at the College as of June 1, 1977 (which is the date on which I assumed the presidency), and as of November 1, 1980. In that time period the total number of permanent *non-teaching* personnel increased by 8.5 or 2.01 percent--going from 422.5 to 431; the total number of permanent, tenure-line *teaching faculty* in the same time period increased by 11 or 3.02 percent--going from 364 to 375.

The table on the first page of Dr. Nazarian's letter in each category refers to "unrestricted" positions. These are the positions which constitute the permanent employees of the College--the employees supported by so-called "hard money"--including permanent tenure-line faculty positions. Unrestricted money consists of the funds appropriated to the College (through the Regents) by the General Assembly and the Governor and the money paid to the College in the form of tuition, plus certain mandatory fees, such as the health and athletic fees (but *not* the student activities fee, the student union fee, or the dining center fee, all of which support the auxiliary enterprises referred to below).

In addition to the *unrestricted* positions, the College also has a substantial number of "restricted" positions. There are two broad types of "restricted" positions: there are those supported by income earned by the auxiliary enterprises of the College (i.e., the dining center, the bookstore, the student union, the residence halls), and there are those supported by grants received or contracts entered into by the College or various sub-divisions of the College. Obviously the number and type of restricted positions varies according to the income received by the auxiliary enterprises and the nature and size of the grants and contracts received.

As you understand, however, the types and numbers of positions which can be supported from restricted funds depend entirely on the nature of the restrictions written into the grants and contracts or on the nature of the work done by the auxiliary enterprises. At any given time there usually are a few faculty positions supported by grants and contracts. (At present, there are nine such positions.)

In requesting the report from Dr. Nazarian I have assumed that the term "administrative proliferation" generally referred to what were assumed to be unwarranted increase in the number of College executive officers and other principal administrators of the College--a subdivision of the group identified as "administrative staff" in the table on the first page of Dr. Nazarian's letter. I asked Dr. Nazarian, therefore, to identify by title those belonging to this group. They are listed beginning at the bottom of the first page of his letter and continuing on the second page. There are 29 such positions at the present time. (Please note that there is no hierarchical significance to the order in which they are listed. Immediately following this list is a description of the changes which have occurred in these positions since I became president. In general, these latter comments show the source of "new" positions on the list.

Because there may also be questions and concerns about some of the other positions which have been created either permanently or temporarily since I became president, I asked Dr. Nazarian to comment on these positions as well. Those comments are found (below in) this letter.

One point I believe must be stressed. This report demonstrates, I hope conclusively, that there has been *no* reduction in the total number of faculty at RIC since I became president--that, on the contrary, since 1977 we have had a small annual *increase* in the number of unrestricted, permanent, tenure-line faculty positions. This 3.02 percent increase in faculty has occurred while the total number of students served by the College from 1977 to 1980 has increased 1.31 percent, from an FTE of 5884 in Fall 1977 to an FTE of 5961 this fall. Thus, our total faculty has increased at a rate better than twice the rate of increase in our enrollment. Our administrative staff has increased at a rate less than our enrollment increase and our classified staff has increased at a rate slightly greater than our enrollment.

Relative to faculty, what has occurred is that faculty positions have been *reallocated* from one department and program to another. Such reallocations have occurred *primarily* as a result of "natural" attrition (i.e., retirements, resignations, deaths). As is generally known, last year it was necessary to retrench two faculty positions in order to *transfer* these two faculty positions from the two academic departments involved to other departments. *Both these positions, however, remained faculty positions*, and, in one instance, the incumbent was, in fact, transferred to a new department.

I believe it is generally understood that the College must reallocate faculty positions to those academic departments experiencing significant enrollment growth. The welfare of all faculty and students depends on such reallocations occurring in order to ensure our ability to serve currently enrolled students. I very much hope to achieve such reallocations without further retrenchment. As you know, we have agreed formally with the RIC/AFT that this will be the case through the 1981-82 academic year. It was to this end also that we worked so hard to establish the Early Retirement Program. We have also assisted several faculty to enable them to move to expanding departments and programs. (Any other faculty members interested in such re-training should discuss it with their deans and with Dr. McMahon.)

I want to record that it is my intention to avoid *any* reduction in the total size of the faculty, at least as long as our enrollment stays at or near its present level. In this regard it may be worth noting that we experienced a drop of 287 FTE students between Fall 1978 and Fall 1979 *without* having to reduce the number of faculty (or non-faculty employees). As noted, the number of faculty actually increased that year. In states where enrollment-driven formulas are used to determine the size of state college faculties, a drop such as the one just noted would probably have resulted in the elimination of 15 to 18 faculty positions (and a comparable number of non-faculty positions). Moreover, any recovery in enrollment (such as that which we experienced between Fall 1979 and Fall 1980) has, in recent years, not been accompanied in states with enrollment-driven budget and staffing formulas by a restoration of previously eliminated positions.

Discussions of faculty retrenchment are almost always accompanied by questions about the retrenchment of non-faculty personnel. I believe Dr. Nazarian's report makes clear that since 1977 the *same processes* have been used for abolishing, creating, and transferring non-faculty positions as have been used for faculty positions. In no instance has the total number of permanent positions (faculty or non-faculty) been *reduced* as a result of any of these processes; rather, that number has been constantly *increased*. The report does show that in 1977, when a senior faculty member retired, that position was split into two positions. One of these positions became a tenure-line faculty position and one was assigned to the personnel office to work primarily on faculty and academic personnel records and related matters. (This function previously was performed by the secretary to the president. By the time I became president, the work involved had so increased that the performance of it made it virtually impossible for the secretary to perform other work for the president requiring secretarial support.)

To what purposes have the changes and additions in administrative positions and titles outlined in Dr. Nazarian's letter been directed? This is the basic, substantive question. When I took up the presidency in the summer of 1977, several issues confronted the College which required the administrative changes made in the intervening three years. During the course of these years I have set forth the nature of these issues and the attendant administrative changes in a variety of documents and speeches addressed to the college community. I will not, therefore, set them forth again in this letter in detail, but will try to highlight them.

Anyone who wants to reflect on the broader issues in the context in which I have tried to deal with them, however, should review such documents as the speeches which either Dr. McMahon or I made at the opening convocations each August since 1977, the paper I prepared in the summer of 1979 entitled "Rhode Island College in the 1980s: A Presidential Perspective," and the goals and objectives which I presented at the convocation last August. There have also been a series of "presidential reports" which contain references to these matters. All these materials have been distributed to the college community, but copies are available from my office should anyone not having them want to pursue them.



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Office of the President
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The need for the College to expand and strengthen its effort to attract greater numbers of students in addition to the traditional college age population was frequently brought to my attention early in my presidency. The College faces intensive and extensive competition in reaching these older, non-traditional students, many of whom are "re-entering" after greater or lesser breaks in their formal education. To reach and serve these students better it was essential to creative administrative leadership. No new positions were available to do this. It was necessary, therefore, to upgrade and transfer some existing positions and people in order to create this new unit, which is currently designated the Office of Continuing Education and School Services (though the dean has recommended it be renamed the School of Continuing Education and Community Services). Through upgradings and transfers we now have a dean and an assistant dean for this unit. We have substantially increased the operating funds assigned to it. Incidentally, this Office/School accounts for approximately 20 percent of our FTE enrollment and 40 percent of our headcount enrollment.

By the summer of 1977 the College had committed itself to the establishment of the graduate program in social work--the MSW. Subsequently, it became clear that to secure accreditation of that program required the establishment of a separate unit (the School of Social Work) reporting directly to the Vice President for Academic Affairs. Furthermore, this required the appointment of an administrative head, now designated a Dean of the School. (This position, unlike most of the others under discussion, was authorized as an additional, new position by the Regents, the General Assembly, and the Governor.)

In the summer of 1977 the College community recognized that it was necessary and urgent for RIC to secure more resources in the form of grants, gifts, and contracts; to improve the perception of the College by significant opinion leaders and decision makers and by the public at large; and to improve internal communications. Achieving these goals required the bringing together of the previously dispersed offices and personnel which now make up the Division of College Advancement and Support. In addition, the new Division required an aggressive, committed administrative head and the infusion of substantial new resources in the form of personnel and operating money. Only gradually has it been possible to make these changes, primarily through making both permanent and temporary transfers of positions and people. Given that additional resources have not been allocated to the College for creating, staffing, and supporting this division, it is not surprising that it has taken longer than desirable to bring the Division up to a level appropriate to an institution of RIC's type and size.

From the early months of my presidency it was clear that the College needed to devote substantially more resources to the functions of institutional research, planning, budgeting, accounting and auditing, and to bring these functions into much closer coordination. It was also desirable to separate these functions from the "business affairs" functions, as they were then termed. Those who oversee planning, budget-making, accounting, and auditing should not also have responsibility for large-scale operating activities. Such operating responsibilities may distort their priorities and judgment in planning, budgeting, accounting, and auditing.

Thus, the two divisions were established: the Division of Budget and Management and the Division of Administrative Services. Within the former, the Office of Institutional Research and Planning was organized, and the position of Business Manager was changed to College Budget Officer. At first the head of this Division was the former Vice President for Business Affairs, with the titles Executive Director of College Budget and Management and College Treasurer. Since the retirement of Mr. Overbey, that position has been left vacant; and the College Controller has become both head of the Division and College Treasurer. The Office of Institutional Research and Planning has acquired professional staff by transfer of a vacant position from Administrative Services (to fill the position of Director) and by the transfer of another position and the person filling it from Student Affairs.

The Division of Administrative Services consists of units formerly in the Business Affairs area plus some functions transferred from Student Affairs. This Division was created under the leadership of the Special Assistant to the President for Planning, whose title was changed to Vice President for Administrative Services. Considering the number of people, the total budget, and the great diversity of functions assigned to the Division, I approved the Vice President's recommendation that he have an Assistant Vice President (a position formerly assigned to the Vice President for Business Affairs, incidentally). Initially a position in Student Affairs was collapsed to create this latter position, but subsequently it was necessary to re-create the collapsed position (although funding for it was based in large part on fee income and not appropriated dollars).

In 1977 three professional positions were located in the immediate Office of the President. Several more reported directly to the president--in addition to the three vice presidents. The basic three were the President, the Administrative Assistant to the President, and the Special Assistant to the President. The Administrative Assistant performed functions assigned to the Division of College Advancement and Support; that position (along with several others reporting directly to the President) was transferred to that Division. (Currently this position is vacant due to the incumbent's retirement under the Early Retirement Program.) The Special Assistant to the President (as noted) became the Vice President heading up the Administrative Services Division. To replace the Special Assistant to the President in the performance of a wide range of responsibilities--from the mundane to policy advising--I established the position of Executive Assistant to the President and transferred to that position the Director of the Urban Educational Center. (Subsequently, that Center was made part of the Office of Continuing Education and the position of Research and Planning Officer at the Center was collapsed in order to fill the position of Center Director.)

Finally, this summer we embarked on a major, all-out effort to secure several much-needed buildings and other physical facilities. This effort requires the full-time attention of an experienced, senior officer of the college to concentrate on the complex problems involved in obtaining financial support and developing basic plans. This involves working closely and intensively with a multitude of state offices and officials, as well as many federal and college offices, departments, etc. I therefore assigned these duties to the Vice President for Student Affairs with the temporary title of Special Assistant to the President (since his other title would be meaningless in this new assignment). As is generally known (I believe), he is working to secure a large, new classroom-laboratory building to house an expanding industrial technology program and related programs and thereby also to relieve the severe space shortage for other academic programs. He is also working to increase the on and off campus residential space for students and on the adaptation and expansion of space for the performing arts and for Recreation and intramural programs. Ultimately (most probably by the end of the current academic-fiscal year) a decision must be made as to the continuation of this function, the resources required to perform it, and the administrative relationship of it to the Office of Institutional Research and Planning, the Budget Office, the Physical Plant Office, and various offices in the Division of College Advancement and Support. Certainly this particular position of Special Assistant to the President will not long continue.

I recognize that there are persons at RIC who are not comfortable with the kind of internal reallocation of positions and people which I have undertaken in addressing the various problems outlined above. They might have preferred that new positions be created (perhaps after collapsing existing positions) and full-fledged nation-wide searches undertaken to fill them. Others might have preferred the status quo.

Neither approach is, I believe, in keeping with the realities facing higher education in the 1980s and 1990s. On the one hand, I believe the changes which have been made were appropriate steps in putting resources where they are needed to do work which must be done if the College is to recruit and serve the students it ought to enroll and to provide these students with faculty and other professionals and with facilities for meeting their needs and offering them the programs they require. Given that enrollments in the 1980s and the 1990s are unlikely to rise (and most probably will decline) and given that there will continue to be increasing pressures on all levels of government either to hold the line or cut back on resources for education in order to meet the needs of other functions legitimately performed by government, institutions such as RIC are forced to meet new needs by re-allocating existing resources. Additional new resources are, for the most part, simply unavailable. And we must do this reallocating while keeping the dislocations experienced by individual faculty and staff members to a minimum. We cannot, in other words, engage in wholesale firings to create new positions (even if collective bargaining agreements permitted us to do so) and expect that faculty and staff will remain professionally committed to the institution. It is requisite, therefore, that we balance the institution's requirements for performing functions and providing new services with the requirements of faculty and staff for some assurance that their security will be respected, even if they are required to undertake different tasks, etc. In these circumstances, RIC and her sister institutions in the public sector of higher education--and perhaps in the private sector as well--will be engaged in reallocation and restructuring processes such as the ones I have described in this letter in order to achieve a more nearly optimal utilization of personnel and other resources to meet the variety of pressing and changing needs which must be addressed.

It is my hope and expectation, however, that by far the largest portion of such reallocations of administrative assignments is complete at RIC. Some minor fine-tuning may still be required, but I believe we have made nearly all of the changes which must be



Rhode Island College
Providence, Rhode Island 02908
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Vice President for Administrative Services

November 1, 1980

Dr. David E. Sweet
President
Rhode Island College
Providence, Rhode Island

Dear Dr. Sweet:

The following information was presented to you in preliminary form on July 31, 1980. Since that time I have verified the data and have updated the report to reflect the personnel situation relative to teaching positions, administrative staff positions, and classified positions, as it was June 1, 1977 in comparison to the situation as of November 1, 1980.

	June 1, 1977	November 1, 1980	Increase
1. Teaching Faculty Unrestricted	364	375	3.02%
2. Administrative Staff Unrestricted	150	151.5	1.00%
3. Classified Staff Unrestricted	272.5	279.5	2.57%

Of the 151.5 administrative staff positions, the following are to be considered the Executive Officers and principal administrators of the College:

President
Vice President for Academic Affairs
Vice President for Administrative Services
Vice President for Student Affairs
Controller/Treasurer
Executive Director of Advancement and Support
Executive Assistant to the President
Executive Director of Budget and Management
Dean of the Faculty of Arts and Sciences
Dean of the School of Education and Human Development
Assistant Vice President for Academic Affairs and Dean of the Graduate School
Dean of Continuing Education and School Services
Assistant Vice President for Administrative Services
Dean of the School of Social Work
Associate Dean of the Faculty of Arts and Sciences
Associate Dean of the School of Education and Human Development
Associate Dean of Graduate Studies
Director of Institutional Research and Planning
Director of Library
Director of the Bureau of Grants and Sponsored Projects
Dean of Students
Assistant Dean of Faculty of Arts and Sciences
Assistant Dean of the School of Education and Human Development
Director of Personnel
Director of Physical Plant
Principal of Henry Barnard School
Director of Urban Education Center
Director of Security and Safety
Assistant Dean of Continuing Education and School Services

Please note the following comments relative to the positions listed above that either have had changes in title, duties and responsibilities, or are new.

1. *Vice President For Administrative Services*-- This position resulted from a change in title and responsibilities of the position of Special Assistant to the President for Planning and Institutional Research.
2. *Executive Director of Budget and Management*--This position resulted from a change in title and responsibilities of the position of Vice President for Business Affairs and Treasurer (presently vacant).
3. *Controller/Treasurer*--Position existed as Controller with title of Treasurer being added upon retirement of Executive Director of Budget and Management.
4. *Executive Director of Advancement and Support*--New position which was created by transferring a position in Student Affairs to auxiliary enterprises, thus freeing a position in the category of unrestricted funds.
5. *Executive Assistant to the President*--Position transferred from Urban Educational Center.
6. *Dean of Continuing Education and School Services*--Position of Director of School Services was upgraded to a deanship.
7. *Assistant Vice President for Academic Affairs and Dean of Graduate Studies*--Position of Dean of Graduate Studies was changed to include additional responsibilities and duties as well as a change in title.
8. *Assistant Vice President for Administrative Services*--The position of Director of New Student Programs was transferred to Administrative Services to account for this position. Subsequently, however, the Director of New Student Programs position was re-established with funding coming partially from fee income.
9. *Dean of School of Social Work*--New position approved by Regents at the time of the approval of the MSW Program.

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made--at least so far as creating and abolishing positions and changing titles, etc., is concerned. I take satisfaction that even as these procedural and organizational activities have been occurring (and therefore demanding attention) we have also given most of our attention to the many substantive educational issues confronting us (e.g., developing and establishing the MSW program, revising General Education, revising and adding to the programs for serving older adults, developing and operating Project Options at the ACI, adding several new graduate and undergraduate programs, expanding our fine and performing arts outreach activities and performances, and conducting several accreditation activities). Having put almost all, if not all, of the procedural and organizational issues behind us, however, it will be a pleasure to concentrate almost exclusively on such substantive issues and on securing

resources to make it possible to continue to make qualitative improvements in our academic and support programs.

I hope this information is helpful to you--and to your members--as you think about the College and its future. I realize no such report as this will answer all the questions various people may have; indeed, its likely result will be the raising of at least as many questions as it answers! You (and your members) may be sure, however, that I will do the best I can to answer any questions which arise if such questions are directed to me in writing or in one of the several formal and informal forums available on campus.

Sincerely,
David E. Sweet
President

Vice President for Administrative Services

(Continued from p. 3)

10. *Director of Institutional Research and Planning*--A non-classified position from Administrative Services was transferred to provide a continuing line for this position.
 11. *Assistant Dean of Continuing Education and School Services*--A non-classified position from Administrative Services was transferred to provide a continuing line for this position.
 12. *Director of Urban Educational Center*--The position of Research and Planning Officer at the Urban Educational Center was abolished to provide a continuing line for this position.
- There have been other changes that may be of interest.
1. *Director of Development*--Presently filled on a temporary basis using the Director of Athletics line.
 2. *Vice President for Student Affairs Pro Tem*--Presently filled on a temporary basis using the Dean of Students line.
 3. *Special Assistant to the President*--Presently filled on a temporary basis using the Vice President for Student Affairs line.
 4. *Information and Public Relations Specialist*--This is a new classified position, resulting from a reallocation of an unfilled existing classified position.
 5. *Personnel Officer*--New position that was created when a faculty position was split into two positions: one position remained in the faculty, other used to fill Personnel Officer position.
 6. *Assistant Director of Advancement and Support*--This position was formerly Assistant to the President; it was transferred to Advancement and Support with an upgrade and change in title and responsibilities.
 7. *Director of Budget*--Formerly Business Manager position which was upgraded along with change in title and responsibilities.
 8. *Head Basketball Coach*--Line was established putting together one-half time existing coach position and one-half time administrative assistant position.
 9. *Director of General Studies*--Was a half-time faculty position; function has become part of duties and responsibilities of Assistant Dean of Arts and Sciences.

Just as there are promotions of faculty from the rank of instructor to assistant professor, assistant professor to associate professor, and associate professor to professor, there are upgrades in the non-classified service that have not been included, for example, a promotion from Programmer/Analyst I to Programmer/Analyst II, etc. It would require much more time to prepare that kind of analysis to provide that level of detail. If you deem it desirable, I shall try to provide it within a reasonable length of time. The same kind of observation can be made relative to upgrades in the classified service, for example, a promotion from Principal Clerk Typist to a Clerk Secretary, etc.

If you wish further analyses, I shall be happy to provide them.

Sincerely,
John Nazarian
Vice President
for Administrative Services

Adopts Financial Policy

(John W. Speer, controller/treasurer has released the following statement regarding the new policy of the Board of Regents which limits the authority of the presidents of the state's colleges to move monies within six budget categories stipulated by the board. It is hoped that in a near future issue "What's News" will be able to present the views of various executive officers and members of the college community as to the impact the policy will have on the institution. The Editors.

On Nov. 13, in a near unanimous vote (one Regent dissenting), the Board of Regents adopted a far reaching new financial policy. Heretofore, State institutions of higher education were given a great deal of latitude and flexibility in the management of their financial resources. The transfer of monies within the major categories, i.e., personnel, operating and capital, was largely left to the discretion of the institutions. While there were implied financial controls in the form of Regents' allocation, resolutions, and specific

guidance, it was an informal system that was sparingly used. The new policy has codified more stringent controls in the form of "fencing" monies that have been allocated by the Regents in six specific categories; i.e., personnel, utilities, repairs, out-of-state travel, capital, and scholarships. While the "fencing" is not irrevocable and we still have the authority to move funds in and out of these "fenced" areas, we must do so with the prospective approval of the Postsecondary Committee of the Board of Regents.

While there are philosophical policy questions that this new policy raises with regard to the autonomy of the institutions, the college is moving ahead, and has in place, the mechanism to comply with the Board of Regents new financial policy. We recognize our responsibility to comply with the spirit and intent of the Board of Regents new financial policy and we will make every effort to do so. With adequate planning, this new policy will have a minimal effect on our financial flexibility and will have little effect upon the internal operations of the college.



HANDLING HANDEL: The RIC Chorus and Symphony Orchestra at The Ocean State Center for the Performing Arts where they will offer a free concert of Handel's "Messiah" on Dec. 1 at 8 p.m. The concert is the college's annual "gift to the community."

Advisement Center

(Continued from p. 1)

be laid out in mirror image. It will be one "We're still operating on a shoestring and a prayer," Guillotte said. He did note, however, that the Division of Academic Affairs has made "a tangible commitment to advisement" through the assignment of 12 faculty load hours to the AAIC. "It's been a long time coming, but it's here," Guillotte said.

He pointed out that during the spring semester there will be five staff members at the center. Although the 12 assigned load hours will remain constant, they will be split among more people. Dr. Rickabaugh will return to department activities and Drs. Bennett Lombardo, assistant professor of health and physical education and Pamela Rubovits, associate professor of psychology will join the staff.

When they arrive, they will find, as the present group of advisors has found, that they are appreciated and valued by the students who avail themselves of the AAIC's services. "We get a lot of feedback and it's all positive," Guillotte says. He also points out that the staff gets notes, calls and letters from students saying that their experience with the center represents the first time that anybody has seemed to care about

them.

The average number of contacts per advisee at the center is two or three. Guillotte explains that some are seen or talked with only once, as was the case with the student who buttonholed him regarding the problem of adding a course. Others might be seen as many as eight or nine times. Advice and discussion can range from explanation of what careers a major can lead to, to referral of students to the various skill centers on campus or to the counseling center.

"I look on the center in two ways," Guillotte says. "First it is a safety valve. It gives the student with a problem a specific place to take it. It is a *supplement* and or *complement* to the regular departmental advising procedures; it isn't a substitute. Second, the center provides for a follow-up process. We keep a file on the individuals we see, and we write them at the appropriate time to see if the advice we gave them was followed."

Without any advertising or promotion the AAIC has served 347 students since school opened in September. "It's all been word of mouth," Guillotte explains. "We did a good job last spring and that's been the source of our contacts this fall."

It must be the unusual he agrees, a case of *good* news traveling fast.

Proposal

(Continued from p. 1)

story higher than Browne Hall. Hardy says that the college even envisions some degree of savings on personnel costs since the addition will connect to an existing structure which is fully staffed. He also feels that builders can come closer to actual costs when bidding on the job since a nearly identical structure has

been built and is in place.

"This project has been driven since the beginning by our desire to keep costs as economical as possible for our students while meeting the need for increased housing on campus," Hardy said. Total cost for the project is estimated to be between \$2.5 and \$3 million.

Calendar Of Events

NOVEMBER 24 - DECEMBER 1, 1980

MONDAY, NOVEMBER 24

Registration Deadline for 12/6 Foreign Service Exam.

11 a.m.-4 p.m. Photographic Exhibition and Workshops by Metnick. Art Center, Bannister Gallery.

4 p.m. Class of 1981 Meeting. Plans for senior week and second annual carnival will be the main topics of discussion. Student Union, Room 310.

4-6 p.m. Career/Life Planning Workshop. Craig-Lee Hall, Room 054.

6-9 p.m. Student Development Advisory Board Meeting. Student Union, 310.

TUESDAY, NOVEMBER 25

10 a.m.-12 noon Office of Career Services Outreach Booth. Career advisors are available with general information about the Office of Career Services and about specific careers. Student Union.

12 noon-1 p.m. RIC History Department Lunchtime Colloquium. "Giovanni de Verrazano." In the year of the 400th anniversary of Verrazano's birth, Prof. Armand Patrucco will provide a sketch of the life and career of this explorer of portions of eastern North America. Gaige Hall, Room 211.

1 p.m. Distinguished Sociologist Lecture. "Castles of Misery: The Social Functions of the American Jail." Featuring Gresham M. Sykes, chairperson of the

department of sociology at the University of Virginia. Fogarty Life Sciences.

1-2 p.m. Anchor Christian Fellowship Meeting. Student Union, Lounge F.

1-2 p.m. Women's Center Film Series. "Anything You Want To Be." Admission is free and the public is welcome. Student Union, Lounge F.

6 p.m.-1 a.m. Kappa Delta Phi Meeting. Student Union, Lounge F.

WEDNESDAY, NOVEMBER 26

2-3:30 p.m. Anchor Christian Fellowship Meeting. Student Union, Lounge F.

2-4 p.m. WRIC Radio Meeting. Student Union, Room 310.

2-4 p.m. Harambee Meeting. Student Union, Room 304.

SUNDAY, NOVEMBER 30

8:15 p.m. Concert. RIC Symphonic Band. Francis Marciniak, conductor. Roberts Hall Auditorium.

MONDAY, DECEMBER 1

8 p.m. Handel's 'Messiah'. Presented by the Rhode Island College Chorus and Orchestra with Dr. Edward Markward conducting. The performance will be a gift from the college to the Rhode Island community, and admission is free. Reception to follow at The Arcade (tickets \$2.50). For information call 456-8022. Ocean State Performing Arts Center.