

*Oakland University*  
*Self-Study*  
*For*  
*Comprehensive Visit*  
*April 2009*

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## *Chapter One*

### *INTRODUCTION AND INSTITUTIONAL CONTEXT*

#### *History of Oakland University\**

Oakland University celebrated its fiftieth anniversary in 2007. At its inception John Hannah, the president of Michigan State University, said of the new campus that it was “an unusual adventure in education” – today, Oakland University has become all that and more! OU was developed through a gift of Alfred and Matilda G. Wilson’s life estate (\$2 million and 1500 acres) to Michigan State University in 1957. Planning seminars were held at Meadow Brook Hall, the Wilson home, for creation of this new educational institution. The stated goal of the then Michigan State University – Oakland was to provide quality undergraduate education in the arts and sciences for high achieving students from the Midwest. To achieve this goal, the founders of the institution set about recruiting Ph.D. faculty from prestigious national and foreign universities. The founders believed that Michigan State University – Oakland would be distinct in that classes would be small and taught by professors, not graduate students, and that these professors would actively engage in research. The program involved a series of university courses in western literature, western institutions, science and mathematics, social studies, area studies, art and music. The new campus enrolled its first class of 570 students in 1959. The 1961-62 catalogue stated that “every student, no matter what his interests, must take approximately half of his work in studies which the University conceives to be the basis of a liberal education...The concern of MSU—O has been maintaining an exciting and stimulating community of learning. All else is secondary.” The charter class graduated 125 students in 1963. Although the number of required core courses has changed, the emphasis on grounding in sciences, mathematics, arts and humanities remains one of the strengths of Oakland University’s varied curricula. In 1963, the institution’s name was changed to Oakland University and in 1970 the Michigan Legislature recognized the maturity and stature of the university by granting it autonomy.

In 1964, responding to the need for the development of professional programs and student pressure for degrees in the professions, the University established Schools of Engineering and Education and created the College of Arts and Sciences. The seventies saw the University move into a period of rapid enrollment growth. Not only were recent high school graduates enrolling, but the pool also expanded to include students who were returning to the university after raising families or starting careers. The national trend toward university expansion and the need for degrees from professional schools led Oakland to establish the Schools of Business Administration, Nursing, and Performing Arts and to expand the School of Education to include Human Services. In the early eighties, the School of Health Sciences was created.

The eighties later became a period of retrenchment. The university established the Committee on Academic Mission and Priorities (CAMP). Aware of the drain on

*\* Adapted with thanks from emeritus professor Jane Eberwein’s history of OU.*

resources in a period of little growth, CAMP recommended emphasis on programs based on “Quality, Essentiality-Centrality to the University’s Mission, Environmental Match – the ability of a program or unit to match its capabilities to the needs of the University’s service area, and affordability.” CAMP recommended that some programs be phased out and others strengthened. One result was that the School of Performing Arts merged into the College of Arts and Sciences as the Department of Music, Theatre, and Dance.

In 1989 the university engaged in a full-scale self-study in preparation for the visit of the North Central Association of Colleges and Schools. Oakland defined its strengths as: general education, the requirement for writing proficiency for every graduating senior, an intellectually vibrant and dedicated faculty actively engaged in scholarship, a commitment to students who would not ordinarily have access to “this kind of educational opportunity,” intensive faculty-student contact, a curriculum that included an Honors College and International Studies, and cultural and public service.

Following the 1989 visit of the NCA, former President Joseph Champagne charged the Academic Policy and Planning Committee (APPC) of the University Senate with creating strategic planning guidelines that would guide OU into the year 2000. In 1990 the guidelines were presented to the faculty and Board of Trustees. The *Strategic Guidelines* envisioned a university epitomized by three key terms: Excellence, Cultural Diversity, and Collaboration. In addition to maintaining and strengthening its undergraduate programs, the guidelines suggested that Oakland University should plan to expand its master’s degree offerings and carefully selected doctoral programs to meet the needs of its constituencies. In 1993, former President Sandra Packard and then Vice President for Academic Affairs, Gary D. Russi, initiated the strategic planning process that resulted in the *Oakland University Strategic Plan, 1995-2005* (Appendix 1: *University Strategic Plan 1995-2005*). Subsequently, because the strategic plan was primarily an internally developed document, President Gary Russi began an initiative to gather the perspective and buy-in of the external community. In 1998 the university published a report on this *Creating the Future* initiative. *Creating the Future* engaged business and industry leaders in dialogue about the future and potential of the University. The *Creating the Future* process involved over 500 participants including professional and corporate leaders and resulted in invaluable guidance for the institution. These two initiatives, the *Strategic Plan 1995-2005* and *Creating the Future* laid the foundation for *OU in 2010* -- a profile of the university that the campus and community are working together to create under President Russi’s leadership. (Appendix 2: *OU in 2010*) With *OU in 2010* Oakland University began its evolution into the research intensive institution that it has become today. In 2007 Oakland University celebrated its 50<sup>th</sup> anniversary – five decades of innovation and opportunity – educating tomorrow’s leaders, advancing research and engaging with business, industry, and community partners.

### *Accreditation History*

Oakland University achieved accreditation for its undergraduate programs from the North Central Association of Colleges and Schools (NCA) in 1966. Full accreditation at the master’s level and preliminary at the doctoral level followed in 1971. The 1979 comprehensive review continued full accreditation at the doctoral level for the existing

doctoral programs and recommended a focused evaluation of the university's continued development at the doctoral level in five years. That review, in 1983, achieved mature status for Oakland University as a comprehensive institution. The 1989 comprehensive review continued full accreditation and recommended a focused evaluation of the university library that was completed in 1994 with a positive outcome. In 1999 Oakland University underwent its ten-year re-accreditation visit by the North Central Association of Colleges and Schools (Self study: <http://www2.oakland.edu/nca/> Team report: <http://www2.oakland.edu/nca/review/ncareview.htm> ). The team report recommended two focus visits, one on international programs in 2000, and one on general education and assessment in 2005 – both of which were successfully completed (available in the Resource Room in hard copy). The advice of the 1999 NCA team was taken very seriously by Oakland University's leadership. In addition to the broad University planning processes described above, Oakland has undertaken specific measures, described in this report, to address the NCA's concerns and to improve its programs based on the feedback and advice received from the NCA team. The 1999 review recommended that the next comprehensive review take place in 2008-2009.

### *Oakland University Today*

Today, Oakland University is a dynamic state-assisted university filled with the excitement and challenges of growth and well on its way to creating *OU in 2010*. Located in the heart of Oakland County, which is the economic engine of Michigan, Oakland is a public, Carnegie doctoral/research intensive university enrolling over 18,000 students (approximately 79.2% undergraduate and 20.8% graduate students as of fall 2008: [https://www2.oakland.edu/secure/oira/memo\\_200840.pdf](https://www2.oakland.edu/secure/oira/memo_200840.pdf) ). Oakland maintains a strong student focus and is dedicated to offering a diverse, technology-enriched student learning environment that will prepare learners for the challenges and competition of the 21<sup>st</sup> century workplace and society.

Like other public institutions throughout Michigan and the United States, Oakland University is experiencing the impact of reduced financial support from state government. Currently, state funding comprises only 27% of Oakland's total revenue (<http://www4.oakland.edu/upload/docs/BOT/Agendas/June%202008/Budget%20Attachment%20A.ppt> ). Since 1992 tuition and fees have grown from 41% to 72% of the budget. In this difficult environment Oakland University continues a heritage of providing student opportunity with nearly 11,805 Oakland students receiving more than \$87 million in financial aid awards during 2006-07. Oakland University values a diverse learning environment and in fall of 2008 students from underrepresented groups comprised 14.8% of Oakland's student body with international students representing 2.4% of OU students. Oakland continues to strive to increase the numbers of diverse students on its campus.

No matter what field they choose, whether they are traditional or non-traditional age, or whether they are studying at the bachelor's, masters, or Ph.D. level, Oakland's students enjoy close interaction and personal attention from faculty and staff. One of Oakland's greatest strengths is that nearly all full-time faculty members in departments

with undergraduate programs teach undergraduate courses. Of Oakland's 477 tenure track faculty, 90% hold doctoral degrees. Oakland's dedicated faculty of scholar-teachers brings real-world research, educational and workplace experience into their classes, so students learn theory as well as valuable, real-life application. In 2006-2007 Oakland University received over \$9.9 million in grants and funding for research efforts across multiple disciplines. Oakland's student-to-teacher ratio of 19:1 provides students with hands-on, high quality faculty attention ([https://www2.oakland.edu/secure/oira/fact\\_frame.htm](https://www2.oakland.edu/secure/oira/fact_frame.htm) ).

On campus and off, Oakland is developing the use of educational technology. Distance learning classes via web course management systems, video conferencing, email, virtual worlds, and courses delivered at the work site are all helping Oakland reach more students than ever before. In 2005 Oakland University submitted a change request to the HLC/NCA to offer its first full degree program online. The request was granted and the new online degree in Nursing was launched. Across the disciplines, Oakland's online courses have grown from 10 courses in 2000-2001 to 88 online courses in Fall 2008. During 2007-2008, there were over 4600 online enrollments. Today, to meet students' busy schedules, approximately 31 percent of Oakland's classes are offered in the evenings.

Oakland's location, in the backyard of many Fortune 500 companies, keeps the University's academic programs current so that students develop the job skills they need for the high-performance workplace. The University's valuable partnerships with business and industry for research and development, information and resource sharing, and as employers of student interns and graduates are growing every day.

To keep pace with the increasing needs of students, industry partners, and the community, Oakland University has undergone record campus construction and renovation since 1999. The Science and Engineering Complex was a major addition to Oakland's classroom, laboratory, and office space. Oakland's state-of-the art Recreation and Athletic Center features a 3100-seat arena, three recreational gyms, a running track, and a swimming and diving complex. The facility has enhanced Oakland's outstanding intercollegiate athletic program, with traditional strengths in men's and women's basketball, soccer, and swimming as Oakland moved from NCAA Division II to Division IAAA athletics. The School of Health Sciences renovation provided enhanced facilities for student instruction and research and the renovation of the Oakland Center created new space for study, recreation, and events. Two new instructional buildings, the School of Business Administration's Hugh and Nancy Elliott Hall and the School of Education and Human Services' Dennis and Carlotta Pawley Hall, have also been added to Oakland's growing list of campus facilities. Today the campus has 48 institutional buildings and is situated on 1,441 acres in central Oakland County.

Oakland University is actively involved in community outreach, from chartering public school academies to introducing a beginning school mathematics program to public school systems in the United States to contributing thousands of volunteer hours every year to a wide variety of programs in area hospitals, nursing homes, and governmental agencies. Oakland is also home to some of the region's finest cultural entertainment. More than 300,000 people come to campus each year to enjoy Oakland's cultural enterprises, including Meadow Brook Hall, Meadow Brook Art Gallery, Meadow

Brook Theatre, Meadow Brook Music Festival and faculty and student performances of the Department of Music, Theatre and Dance.

To further enhance its ability to meet the needs of its students and other constituents Oakland University launched its first comprehensive capital campaign, *Innovation and Opportunity – The Campaign for Oakland University*, in 2005. The campaign reached \$100 million by fall 2008 (91% of its goal of reaching \$110 million by 2010). Oakland University has also developed plans to undertake a new chapter in its history – one that will position the university as a strong participant in leading Oakland County and the State of Michigan into a new economic future as the state transitions from dependence on the automotive industry to a broader more diverse foundation based on growing sectors of the economy. The health care industry is projected to be one of the fastest growing segments of the Michigan economy. (See summary report at: [http://www.oakgov.com/peds/info\\_pub/business\\_development\\_infoandpubs.html](http://www.oakgov.com/peds/info_pub/business_development_infoandpubs.html) ). Oakland University is partnering with William Beaumont Hospital to plan an Oakland University William Beaumont School of Medicine. This new venture would energize and expand the impact of major elements of the university's mission. It continues the focus on providing innovative graduate programs in areas that serve the needs of Oakland's constituencies now and in the future; it provides a rich opportunity for collaborative research across disciplines and with external agencies; and it expands the university's portfolio of public service opportunities. In addition, as the university's first professional degree, it establishes Oakland University as one of the leaders in higher education in Michigan. The proposed establishment of this public-private medical school is being heralded as an innovative collaboration and a bright spot in a state beset by economic difficulties.

### *Michigan's Higher Education Environment*

Oakland University is one of fifteen public universities in Michigan. There is no statewide central board of control over Michigan's public universities. The individual boards of Michigan's universities have authority and responsibility for making autonomous decisions. Boards are accountable for key decisions including hiring of the president or chancellor, setting of tuition rates and enrollment targets, entering into significant contracts, and strategic planning. This autonomy is credited with delivering market driven efficiencies, positive competition and cooperation, and cost savings to the State (information taken from <http://www.pcsum.org/>).

To maintain an environment of collaboration the state's public institutions formed the Presidents' Council, State Universities of Michigan whose mission is "advocating higher education as a public good and promoting its collective value in serving the public interest and the State of Michigan".

*The Presidents Council, State Universities of Michigan serves as a forum for the presidents and chancellors of Michigan's 15 public universities to discuss and frame positions on key higher education finance and policy issues. The Council traces its roots to the late 1940s, when the presidents of the state colleges and*

*universities met on an informal basis to discuss the challenges of a rapidly growing public higher education system. In 1952, the Michigan Council of State College Presidents was formally established, and since that time the presidents and principal institutional officers have continued to meet on a regular basis... In cooperation with policymakers, trustees, students, faculty and campus administrators, the Presidents Council plays an active role in developing and proposing state higher education policy to better serve Michigan's citizens and the public good.*  
<http://www.pcsun.org/index.html>

One major area of discussion and concern within the higher education community in Michigan is the economy. The Michigan economy is a challenge for its citizens, its businesses and industries, and for its educational community. In fall of 2008 the total enrollment in Michigan's public universities was 293,649. This figure represented ten straight years of enrollment increases. During the same period state appropriations per student at Michigan's public universities (FYES) have continued to drop. The change in per-student state appropriation between 2000 and 2005 at Oakland University was -21.88 % (when adjusted for inflation this figure becomes -32.88%). All other public universities in Michigan also experienced a decline in per student appropriation. In 1992-93 state appropriations accounted for 59% of general fund operating revenues for Michigan public institutions with only 41% coming from tuition and fees. By 2005-2006 those figures had reversed with 40% of general fund revenue for Michigan's universities coming from the state and 60% from tuition and fees. Between 1980 and 2000 higher education in Michigan experienced the second lowest growth in adjusted gross appropriations for major program areas in the state. The economic downturn in Michigan has resulted in cuts in appropriations to all of the fifteen public universities in Michigan. Universities have employed operational efficiencies, such as increased use of technology, outsourcing, review and incorporation of best practices, and redesign of health care plans, to help address the decrease in state support. (*From Gateways to Opportunity*  
[http://www.pcsun.org/GatewayTo\\_Oppportunity/GatewayToOppportunity11-06.pdf](http://www.pcsun.org/GatewayTo_Oppportunity/GatewayToOppportunity11-06.pdf))

Ironically, this disinvestment in Michigan's higher education came at a time when higher education was most needed to energize the transformation of the Michigan economy, and when higher education investment was realizing a high rate of return for the state. A study by SRI International on the economic impact of higher education in Michigan indicated "no other public investment realizes such a high rate of return." According to the report, the state's investment of \$1.5 billion resulted in \$39 billion in economic impact and higher education represented 12.6% of Michigan's gross national product at the time of the study (From *The Economic Impact of Michigan's Public Universities* SRI project cited in *Gateways to Opportunity*, 2006).

In 2004 Governor Jennifer Granholm formed the Lieutenant Governor's Commission on Higher Education and Economic Growth, chaired by Lt. Governor John Cherry, Jr. Oakland University's president, Gary D. Russi, was a voting member of the Commission and a member of the subcommittee on Maximizing Economic Benefits of Higher Education. The daunting charge to the Commission was to find ways to double

the number of Michigan residents who obtain college degrees within the next ten years. The reason for this charge is evident from the comparison of Michigan with other states. Michigan is 8<sup>th</sup> in US population, 9<sup>th</sup> in median household income, 27<sup>th</sup> in terms of state and local investment in higher education per capita, and 35<sup>th</sup> in the number of adults over 25 who have a bachelor's degree or above (*President's Council, State Universities of Michigan*). Of every one hundred ninth grade students in Michigan only 18 go on to an associate degree within three years or a bachelor's degree within six years. One reason for this situation is the past availability of high wage jobs in the automobile industry for employees with less than a college education. But the industrial economy of the twentieth century has been replaced with the information and service economy of the twenty-first century. In this new economy future prosperity will be "fueled by the knowledge and skills of the nation's best-educated population." Appointment of the Commission by the Governor represented recognition of a need for fundamental change in Michigan's economy and the role that higher education needs to play in that change. A list of the nineteen recommendations of the Commission can be found in the final report at <http://www.cherrycommission.org> (click on the word "plan").

These two factors, the decline of state appropriations for higher education and the State's emphasis on the role of higher education in addressing the economic needs of Michigan, have had major impacts on how Michigan's public institutions carry out their missions. Public universities have become more entrepreneurial, forming partnerships with the community, businesses, and other educational institutions in order to survive and to lead the way in fueling Michigan's economic transformation.

Oakland University has been fortunate to have two key elements that have contributed to success during this difficult period. First, Oakland County and the southeast Michigan area are home to numerous national and international businesses. Second, Oakland University's leadership and faculty have had the vision necessary to capitalize on this setting to form partnerships that enrich the learning environment, contribute to the local and state economy, and form a strong foundation for institutional survival and growth. As a result, Oakland University has maintained quality and been able, so far, to avoid cuts to its programs and faculty while addressing many of the recommendations of the Cherry Commission that will improve higher education and the economy in Michigan.

For example, Oakland University has created Macomb 2 Oakland (M2O), the state's first concurrent enrollment program with a community college. The program is the centerpiece of a partnership between the two higher education institutions to bring more meaningful degree-program options directly to the residents of Macomb County. This new partnership addresses the Cherry Commission recommendation to *Expand Access to Baccalaureate Institutions and Degrees*. Oakland intends to expand on this partnership and is creating a satellite campus to serve the needs of Macomb county and eastern Michigan. Oakland University is also in the process of partnering with William Beaumont Hospital to plan a new medical school. Once implemented, the new medical school will address the Cherry Commission recommendation to *Align Postsecondary Education with Economic Needs and Opportunities*. Health professions are projected to be one of the fastest growing sectors of Michigan's future economy. Oakland University also created OU INCubator., a SmartZone business incubator that "provides

entrepreneurial resources and strategic solutions to develop intellectual property.” OU INCubator is a collaboration with Automation Alley, the Great Lakes Interchange, the Michigan Economic Development Corporation, Oakland County and the City of Rochester Hills. The establishment of the OUIINCubator and SmartZone address the Cherry Commission recommendation to *Commercialize More Research*. OU has created the Fastening and Joining Research Institute (FAJRI), a collaboration between OU, the U.S. Congress, the National Science Foundation and Chrysler Corporation. It is the only facility of its kind in the world. FAJRI has served the needs of corporations and government entities including Chrysler Corporation, NASA, DTE Energy and the U.S Army’s Tank Automotive Research Development and Engineering Center. This Institute addresses the Cherry Commission recommendation to *Create a Culture of Entrepreneurship* by giving OU students hands on experience with real world problems. Recently, DTE Energy had a problem with a bolted joint that shut down the Fermi nuclear power plant for weeks costing DTE \$1million per day. A team of faculty and students from FAJRI found a solution to the problem and within four days the plant resumed functioning. These are only a few examples of Oakland’s engagement with the external community. Within its mission as a public institution Oakland University is answering the call of the State of Michigan to forge a new economic future built on a well educated work force while continuing to instill the values of citizenship that the foundation of a liberal education affords its students. For more on the role Oakland University is playing in the Michigan economy visit [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4737](http://www4.oakland.edu/view_news.aspx?sid=34&id=4737) .

### *Significant Changes Since 1999*

Oakland University continues to develop toward a shared vision of the future.

- *Growth*

Oakland University has shown impressive growth during the past decade. The student population has grown from 14,726 students in fall of 1999 to a student body of 18,169 in fall of 2008. To meet the needs of this expanding student body the number of baccalaureate programs offered by Oakland University increased from 109 to 129 between 1999 and 2008. Graduate and certificate programs increased from 63 to 100 during the same period. The number of tenure track teaching faculty steadily increased between 1999 and 2008 from 366 to 477 (including Library and ERI faculty – 461 without) an increase of 30%. This increase in full-time faculty is significant because it shows a commitment to quality education since it occurred during a time of financial difficulties for the state of Michigan and declining state appropriations. (OU Data Book and Fact Sheet.) [https://www2.oakland.edu/secure/oira/data\\_frame.htm](https://www2.oakland.edu/secure/oira/data_frame.htm),

- *Planning for the Future*

Building on Strategic Plan 1995-2005, Oakland University continued an inclusive process of strategic planning to create OU in 2010. In addition to internal discussion among administrators, faculty, staff, and students OU in 2010 also drew on information from the earlier *Creating the Future* initiative that involved input from business and industry leaders about needs for the future in key areas. In order to monitor progress on achievement of the goals of OU in 2010, key administrators at OU submit initiatives that have been implemented in their areas. This evidence based assessment is available in hard copy in the Resource Room: 2010 Profile Implementation Activities. OU in 2010 can be found at: <http://www3.oakland.edu/oakland/aboutou/2010profile.htm> OU has now begun the process of developing Oakland 2020. A bold plan designed to take the university to a new level (<http://www4.oakland.edu/?id=20&sid=24>).
- *Building a Financial Foundation for the Vision*

The desire to realize the goals of OU in 2010 and to develop a secure funding base for the institution in difficult economic times led Oakland University to undertake its first comprehensive capital campaign. The five year campaign *Innovation and Opportunity – The Campaign for Oakland University*, started in 2005. By spring of 2008, the campaign has reached \$100 million of its 2010 goal of \$110 million. See: The Campaign <http://www4.oakland.edu/?id=98&sid=105> Priority Needs <http://www4.oakland.edu/?id=788&sid=105>
- *Record Campus Construction and Renovation*

Oakland University has continued to keep pace with growth by providing new and advanced academic research and support facilities. Some examples include the:

  - Renovated Hannah Hall
  - Elliott Hall of Business and Information Technology
  - Pawley Hall of Education and Human Services
  - Renovation and Expansion of Oakland Center
  - Student Apartments
  - Parking Structure
  - Student Technology Center
  - Joan Rosen Writing Laboratory

Recently, Oakland's Board of Trustees approved \$4,971,994 to renovate Kresge Library to house e-Learning facilities, to create a new career center for students, and to renovate basic science research and teaching space in the College of Arts and Sciences. In addition the Board has approved \$268,000 for classroom technology, \$52,000 in learning space upgrades for Dodge Hall, \$200,000 for the Center for Student Activities and \$305,030 for Art and Art History studio upgrades.

- *Advancing Distinctive Undergraduate Education*

Over the past decade several initiatives have been undertaken to enhance undergraduate education at Oakland University. Three prominent examples include:

*A Renewed General Education Program*

Oakland University undertook a four year process of general education reform between 2000 and 2004. This process led to a renewed general education program with stated learning outcomes that was unanimously approved by the University Senate in April of 2004. Traditional first-year students began taking the new general education program in the fall of 2005 and transfer students began the new general education program in fall of 2008 (the report for the focused visit on General Education is available in hard copy in the Resource Room.)

*Building a Culture of Assessment*

An assessment plan was created in 1992 and updated in 2001 and 2005 to reflect the current understanding of the importance of assessment of student learning and bring it in line with current assessment practice. The plan continues to be reviewed periodically to insure its currency. The Assessment Committee, a standing committee of the University Senate, is responsible for receiving and reviewing academic unit assessment plans and reports. This committee made substantial progress between 2003 and 2005 under the leadership of its two faculty chairs. The Committee began a collegial approach to assisting departments and has received positive feedback from faculty. Since 2005, teams from the committee have been available to consult with departments acting as facilitators and coaches. The use of teams, supported by dedicated administrators, is designed to encourage a culture of shared responsibility for assessment rather than policing. In 2005 the provost initiated a department assessment award program for the department with the most outstanding assessment plan and improvements. The award provides \$5000 to the department. Today virtually all departments have assessment plans and evidence is accruing of the instructional improvements that are being made based on assessment results. For more on OU assessment, see:

<https://www2.oakland.edu/secure/oira/assessment.htm>

*First Year Initiative*

Oakland University undertook an inclusive process of evaluating its first year student experience and making recommendations that could lead to greater student success and retention. This three year process began in 2005-2006. Oakland was selected as one of 27 institutions nationally to participate in the Foundations of Excellence (FOE) program of the Policy Center on the First Year of College. An FOE Council composed of over seventy faculty, staff and students accumulated evidence regarding nine dimensions of excellence for the first year

of college. During 2006-2007, an interim First Year Council created an Action Plan based on the FOE findings and discussed how the first year experience fits into a distinctive undergraduate education. During 2007-2008, the Council created nine plans for specific recommendations to improve the first year. These recommendations were taken to the Oakland University leadership and to the University Senate. Parts of the recommendations are already in process. For example, OU's beginning writing course is being redesigned as a common first year experience.

- *Expanded Use of Technology in Teaching and Learning*

Oakland University began creating online courses in 2000. In 2004 OU appointed an Assistant Vice President for E-learning and Instructional Support and created an E-learning support center for faculty. Since that time, growth has been dramatic with over 2000 online enrollments in 2008. The number of OU online courses on- and off-campus has also grown from 10 courses in 2000-2001 to 88 online courses in Fall 2008. One third of all of Oakland's course sections are providing some level of web supplemented activity. Oakland also launched an online degree program in Nursing. The online RN/BSN completion of a Bachelor of Science in Nursing was approved by the Higher Learning Commission. Other OU academic units have created 16 programs that are partially to a majority online, in the School of Nursing, Education and Human Services, and Health Sciences. The use of technology to provide baccalaureate and graduate degrees and certificates is one way that Oakland University is actively increasing educational access for place-bound Michigan students and offering new opportunities to students on campus as well (see also <http://www2.oakland.edu/elis/>).

Oakland University has technologically enhanced its classrooms with over 100 classrooms now featuring state of the art teaching technology including:

- Multimedia workstations containing: rack mounted computer hardwired to the campus network; a digital document camera; an electronic whiteboard; a rack mounted VCR/DVD combination player; an interface to plug in user laptop; an interface to plug in an accessory analog audio/video device; speaker system; and an electronic push button control system
- Ceiling mounted video/data projection systems connected to the multimedia workstation
- Wireless network providing OU NET access to the desktop

- *Building a Research Portfolio*

In consultation with faculty and staff, Oakland University separated oversight and development of research from graduate studies. The new position of Vice Provost for Research was created to assist the deans and faculty in their pursuit and administration of grants and contracts. The Vice Provost for Research (VPR), as the University's chief research officer, leads the development of a clear vision for research at Oakland University, inclusive of all disciplines. The VPR is

committed to promoting excellence in research and creative activities. Although fundamental research still plays a critical role in the advancement of new research findings, current research trends give emphasis to inter-disciplinary, technology-driven, and product-oriented team efforts. Today, Oakland's research portfolio has reached almost \$10 million. Provost Moudgil has also instituted a program to increase the participation of undergraduate students in research. Students and their faculty sponsors can apply for awards of up to \$1500 from the Provost's Undergraduate Research Award fund. In 2003 the Provost's Graduate Student Research Award was begun. For more on research visit:

[http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=1](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=1)

- *Community and Business Partnerships*

Numerous partnerships have been formed over the past ten years with community and business constituencies to enhance the educational experience of Oakland University students, to engage and connect the institution to the external community, and to serve the needs of constituents. For a listing of university partnerships see: <http://www4.oakland.edu/?id=1443&sid=139>.

The university's commitment to developing community and business partnerships is also evidenced in the appointment of OU's first Vice President for Outreach in June 2008.

- *Administrative Changes*

The following changes in executive administrators have taken place since 1999.

*Vice Presidents*

- Senior Vice President for Academic Affairs and Provost, Virinder K. Moudgil, formerly Chair of the Department of Biological Sciences, appointed Vice President for Academic Affairs and Provost in 2001, to replace Louis Esposito (1999-2001) and David J. Downing (1998-1999). The position title was changed in 2008 to include "Senior".
- Vice President, John W. Beaghan, formerly Vice President for Business and Finance at Eastern Michigan University, appointed in 2005, replacing Lynne Schaefer (1998-2004).
- Vice President and Executive Director of Oakland University Foundation, Susan Davies Goepf, formerly Director of External Relations at Michigan State University, appointed in 2000, replacing David Disend (1993-2001).
- Vice President for Legal Affairs and General Counsel, Victor A. Zambardi, formerly the assistant general counsel was appointed General Counsel and Secretary to the Board of Trustees in 1999 to replace Susan Gerrits (1989-1999). The position title was changed in 2008.

- Vice President for Student Affairs and Enrollment Management, Mary Beth Snyder, title change from Vice President for Student Affairs in 2008.
- In 2008, the university created a new vice president position: Vice President for Outreach – Mary L. Otto, formerly Dean for the School of Education and Human Services was appointed.
- Vice President for Government Relations, Rochelle A. Black, formerly Director of Government Relations, was appointed in 2008 to this new position.

*The seven Executive Officers of the university currently consist of three males and four females, one of whom is African American.*

#### *Deans*

- College of Arts and Sciences--- Dean Ronald Sudol (2006-2009) from Interim Dean (2005-2006) to replace Dean David J. Downing (1999-2005).
- Kresge Library---Dean Julie Voelck (2004-2009), to replace Dean Elaine Didier (1999-2004), to replace Interim Dean Indra David (1998-1999).
- School of Business Administration---Dean Mohan Tanniru (2008-2009), appointed Interim Dean (2007-2008)\*, to replace Dean Jonathan Silberman (2005-2007), to replace Interim Dean John Tower (2004-2005), to replace Interim Dean Miron Stano (Aug-Sept 2004), to replace Dean John Gardner (1996-2004).
- School of Education and Human Services---Interim Dean William Keane (2008-2009) to replace Dean Mary L. Otto (1994-2008).
- School of Engineering and Computer Science---Dean Pieter Frick (2001-2009) to replace Dean Michael Polis (1993-2001).
- School of Health Sciences---Dean Kenneth Hightower (2004-2009), to replace Dean Ron Olson (1987-2003).
- School of Nursing---Dean Linda Thompson Adams (2003-2009), to replace Associate Dean Catherine Vincent (2002-2003) who assumed Dean responsibilities, to replace Dean Kathleen Emrich (2000-2002), to replace Dean Justine Speer (1995-2000).

*The seven deans consist of five males and two females, one of whom is African American.*

*\* Note: Associate Dean Ron Tracy assumed the responsibilities of Dean for one month between Silberman and Tanniru, but was not appointed Interim Dean.*

*Within the President's Division, several reporting and organizational changes were made:*

- Formerly reporting to the Vice President for University Relations, the Department of Communications & Marketing began reporting to the President in 2002.
- In 2004, the Internal Audit Department, formerly reporting to the Vice President for Finance and Administration, was revised to functionally report directly to the Board of Trustees and administratively to the President for day-to-day activities. This change was necessary to maintain Internal Audit's independence, comply with NACUBO's recommendations on implementing Sarbanes-Oxley requirements, and to coincide with standard reporting structure within higher education.
- The Oakland University SmartZone Business Incubator was established in 2004 and reports to the President.
- Formerly reporting to the President, the Office of University Diversity & Compliance began dual reporting to the President and the Vice President for Legal Affairs and General Counsel in 2004. Joi M. Cunningham has been the Director since 2003, replacing Sharon Abraham (1996-2002).
- The reporting function for the Department of Athletics moved to the Presidents Division from the Division of Finance and Administration in 2000. Jack Mehl served as the director from 1995-2005. Tracy Huth was appointed interim director in 2005, and appointed Director of Athletics in 2007.

*Within the Division of Academic Affairs the following organizational and reporting changes have occurred:*

- The appointment of a Senior Associate Provost that combines oversight of Undergraduate Education and Graduate Study. Susan Awbrey, formerly vice provost for undergraduate education, was appointed Senior Associate Provost.
- An Associate Provost to assist with academic affairs. Position is currently unfilled.
- An Assistant Provost to assist with academic affairs. Position is currently filled by Tamara Machmut Jhashi, formerly Interim Assistant Provost.

- Appointment of a Chief Information Officer to replace the position of Vice Provost for Information Technology. Position is filled by Theresa Rowe, formerly Assistant Vice President of University Technology Services.
- Appointment of an Assistant Vice President of Classroom Support and Instructional Technical Services. Position is filled by George Preisinger. Position was formerly part of the role of the Associate Provost for Strategic Initiatives position that was eliminated.
- Appointment of an Assistant Vice President for E-Learning and Instructional Support. Catheryn Cheal was appointed to this position. The position was formerly part of the role of the Associate Provost for Strategic Initiatives position that was eliminated.
- Appointment of an Assistant Vice President for Strategic Programs. Position currently vacant.

Within the Division of Student Affairs and Enrollment Management the following organizational changes have occurred:

- Appointment of an Assistant Vice President for Student Affairs, Admissions to replace the Vice Provost for Enrollment Management in the division of academic affairs. Eleanor Reynolds holds the position of Assistant Vice President for Student Affairs, Admissions.
- Appointment of Assistant Vice President for Student Affairs and Dean of Students. Glenn McIntosh currently holds this position (promoted from Dean of Students). The position was formerly held by David Herman.
- Appointment of a Director for Financial Aid. Cynthia Hermsen currently holds this position. Financial Aid moved from Academic to Student Affairs.
- Appointment of Director of Campus Recreation. Position is currently held by Gregory Jordan. The Division of Campus Recreation was created in Student Affairs.

## *Chapter Two*

### *OVERVIEW OF THE SELF-STUDY*

#### *Goals of the Self-Study*

The 2007-2009 Self-Study process was designed to:

- Reaffirm Oakland University's ongoing mission to provide rigorous educational experiences, advance knowledge through research and scholarship, serve the needs of constituents through public service and cultural enrichment, and integrate cognitive learning with the personal growth of students
- Demonstrate that Oakland University has met or surpassed the Higher Learning Commission's criteria for reaccreditation
- Demonstrate that Oakland University has addressed the 1999 recommendations of the Higher Learning Commission accreditation team
- Provide information that can assist with strategic planning by:
  - Reviewing and suggesting improvements in Oakland University's approach to the first year of college including how the first year fits into an overall strategy of distinctive undergraduate education
  - Demonstrating how the new medical school fits within Oakland University's mission and that Oakland University and its partner, William Beaumont Hospital, have engaged in a rigorous planning process in preparation for the medical school
  - Reviewing the policies, procedures, and assessment in place for online education and demonstrating that Oakland University is ready to expand the number of educationally sound, online programs that it offers
  - Identifying how a satellite campus in Macomb County will enhance educational opportunities for Michigan residents and grow Oakland's enrollment
- Identify opportunities for improvement and challenges to the pursuit of the university's mission

#### *Audience for the Self-Study*

The self-study has a number of audiences. These include the university community composed of students, staff, faculty, administrators, and the Board of

Trustees; Oakland University's constituents and partners; the Higher Learning Commission of the North Central Association; and the general public.

### *Self-Study Process*

The 2007-2009 self-study process was coordinated by Dr. Susan Awbrey, Senior Associate Provost, and by associate coordinator, Associate Professor Mildred Merz, Kresge Library. The coordinators worked closely with a Core Group of individuals playing key roles in the development of the self-study. Members of the Core Group include Ms. Dawn Aubry, Associate Director of Admissions; Dr. Catheryn Cheal, Assistant Vice President for E-Learning and Instructional Technology; Ms. Peggy Cooke, Interim Assistant Vice President for Academic Affairs; Ms. Kay Palmer, Research Associate Institutional Research; Ms. Claire Rammel, Director of Graduate Study; Mr. Steve Shablin, University Registrar; Ms. Laura Schartman, Director of Institutional Research and Assessment; and Mr. Steve Szalay, Electronics Resource Manager.

To insure campus-wide input, information for the self-study was drawn from across the institution by a 27 member Steering Committee composed of faculty and staff representing each academic unit and major division of the university. Three Steering Committee members served as chairs of subcommittees that assisted in the self-study process, organizing and contributing information for each of the Criteria. Subcommittee chairs include Dr. Tamara Machmut Jhashi, Dr. Diane Norris, and Dr. Robert Stewart. A complete list of the membership of the Steering Committee can be found at <http://www4.oakland.edu/?id=4422&sid=163>.

Input to the self-study drafts was provided by the university community.

### *Organization of the Self-Study Document*

The Oakland University self-study uses the Higher Learning Commission Criteria for Accreditation and Core Components as a framework. Embedded within the discussion of the Criteria are the four cross-cutting themes of the Commission including orientation to the future, focus on learning, connectedness, and distinctiveness. Three foci particular to Oakland University are also imbedded in the document. These include distinctive undergraduate experience and the first college year, the planned Oakland University-William Beaumont Hospital medical school, and E-learning.

*Chapter One* provides an introduction and the institutional context.

*Chapter Two* provides an overview of the self-study process.

*Chapter Three* reviews the findings of the 1999 comprehensive visit and significant changes that the university has made in response to the recommendations of the consultant evaluator team report.

*Chapters Four through Eight* each address one of the five criteria for accreditation and focus on the intersection of the criteria with the themes and foci described above.

*Chapter Nine* discusses challenges and opportunities facing Oakland University and makes a request for continued accreditation.

*Chapter Ten* includes two Requests for Change: the first, regarding the approval process for online degree programs and the second regarding creation of a satellite (branch) campus in Macomb County.

These chapters are followed by supporting appendices. It should be noted that further supporting evidence referenced in the document can be found online and in the hard copy files found in the resource room in the Science and Engineering Building (SEB).

## *Chapter Three*

### *RECOMMENDATIONS OF THE 1999 COMPREHENSIVE VISIT AND MEASURES TO ADDRESS THEM*

#### *Challenges identified in the 1999 Comprehensive Visit to Oakland University*

Eight challenges were identified by the visiting consultant evaluator team in 1999. Two of these challenges resulted in recommendations for focused visits – one on international programs and one on general education and assessment. A list of these challenges appears below followed by information regarding the measures Oakland University has taken to address them.

1. *There is a noticeable absence of a land use and facilities master plan*

*Sailing into the Future: Oakland University's Physical Master Plan*

The Board of Trustees initiated the master planning process in March of 1999. They stated, a “comprehensive master plan shall be presented to the Board of Trustees for approval by March 2001.” An inclusive task force led by the provost and vice president for finance and administration had representation from a cross section of the campus. The new master plan was designed to provide guidance on physical aspects of the university from 2001 through 2020. The plan was published in 2003 and is to be used as a working document for sound campus planning, decision making, and managed growth. Among its elements the plan includes the following:

- physical master planning principles
- master planning design principles
- campus master plan maps
- historic preservation
- facilities
- parking and circulation
- utilities

The plan can be viewed at:

<http://www2.oakland.edu/masterplan/masterplandraft6.htm>

2. *The university does not yet have the resources to match planned growth as a “graduate intensive” institution*

*Growth of Selected Graduate Programs*

Oakland University's philosophy regarding graduate programs is stated in its mission and vision documents. OU in 2010 states that:

- Oakland University will offer a wide range of masters and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.

- Oakland University will offer a limited number of Ph.D. programs focused on areas with a concentration of faculty expertise and of critical need to the state, region, and nation.

Oakland University has provided resources to increase the number of graduate degree and graduate certificate programs since 1999. In fall of 1999 there were 32 masters degrees. In fall of 2008 the number had climbed to 50 (55.6% increase). In 1999 Oakland University had 8 doctoral programs. In 2008 the university had expanded that number to 16. The number of graduate certificates and post masters certificates went from 23 to 33 (43% increase). Growth in graduate programs has been measured and graduate students are being served through growth in certificate programs. In 1999 Oakland had 3072 graduate students. By fall of 2007 the number had grown to 3992 graduate students. However, the number declined by fall of 2008 to 3772 due in some measure to the impact of the economic crisis in Michigan. Since 1999 several changes have taken place in the Graduate Study. These include a new Graduate Admissions and Graduate Marketing and Recruitment facility housed in North Foundation Hall.

3. *Communication between the faculty and administration continues to be a concern*

*Building an Environment of Inclusion and Recognition*

Oakland University's administration has taken several steps to improve communication with faculty and staff. Examples include:

- Board of Trustee members are invited to individual college or school events and meetings as appropriate.
- Board members are involved with specific areas of interest within the university. For example Trustee Nicholson often participates in Honors College events and Trustee Pawley participates in the activities of the Pawley Learning Institute.
- The OU News that highlights faculty accomplishments and research is regularly sent to members of the Board of Trustees.
- The accomplishments of faculty members' work and research are highlighted by the senior vice president for academic affairs and provost at designated Board of Trustees meetings.
- Faculty members were heavily involved with the deans in the development of the working vision for "Oakland University in 2020" document.
- The president annually presents a budget and university update to the University Senate. (See Senate Minutes for 9/20/2001, 9/19/2002, 10/16/2003, 9/23/2004, 11/17/2005, 10/19/2006, 11/15/2007: <http://www.oakland.edu/senate/archive.html> )
- The president regularly updates the faculty (and staff) by broadcast E-mails in areas such as the State budget process and the proposed medical school. (See notebook "Faculty and Staff E-Mail Communications, 2001 to Present.")

- The president annually hosts a faculty recognition luncheon to recognize the accomplishments of the faculty. The twelfth annual luncheon was held on April 16, 2008. [http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4629](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4629)
- The president provides an annual University Update to the entire university community. For example
  - The December 6, 2005 University Update provided the community with a look back from 1995 to the present (a decade of significant progress) and information on the planning work underway for Oakland 2020. [http://www4.oakland.edu/view\\_popup.aspx?id=4079&sid=167](http://www4.oakland.edu/view_popup.aspx?id=4079&sid=167)
  - The January 31, 2008 University Update shared the current state of the university and presented a working vision for OU in 2020. (Link to video of address and to PowerPoint slides: [http://www4.oakland.edu/view\\_popup.aspx?id=5283&sid=167](http://www4.oakland.edu/view_popup.aspx?id=5283&sid=167) )
- The president hosts an annual Colloquium Series that provides a distinctive opportunity to highlight the intellect, talent, and excellent work of exceptional faculty.
- The senior vice president for academic affairs and provost meets once a month with the academic deans and key administrators.
- The senior vice president for academic affairs and provost holds regular meetings with the academic department chairs.
- The senior vice president for academic affairs and provost acts as the head of the University Senate.

4. *The lack of coordination of international programs is a concern*

*Strengthening International Programs at Oakland University*

In 2000 Oakland University underwent a focus visit on the international program in Vienna and its planned Beirut, Lebanon program (view hard copy of team report in Resource Room). The team recommended a progress report on the Lebanon program. Because of an uncertain environment in Lebanon, the development of this program was not pursued and the Higher Learning Commission was notified. No further update was required.

International students began studying at Oakland University in the 1970s. By 1975, OU had created its British Studies at Oxford program for study abroad. In 1980 OU became a founding member of the Midwest Consortium for Study Abroad, composed of eleven regional institutions. Following the comprehensive visit of the NCA in 1999, Oakland University created a task force on international education to examine the challenge of organizing its support of international education. The task force was appointed jointly by the provost and the vice president for student affairs and enrollment management. A copy of the task force report, *The Oakland International Imperative*, is available online (<http://www.oakland.edu/senate/intnlstudies.html> ) and in the Resource Room.

This report outlined strategies for moving the institution forward in international education based on recommendations from the 1999 review. Based on the work of the task force, a new International Students and Scholars Office (ISSO) was created within the division of Student Affairs and Enrollment Management. ISSO handles all aspects of support for foreign students attending Oakland University including: immigration-related advising, social and cultural counseling, and orientation sessions. The ISSO staff act as student advocates and the office provides information on health insurance, employment, and transfers. In 2008 Oakland University had 405 international students from 53 countries studying on its campus.

In 2003 in response to the need to create a central office for students studying abroad, the Office of International Education (IE) was created in the division of Academic Affairs. IE is charged with oversight of OU student participation in consortia study abroad programs including AHA International programs in Argentina, Australia, Austria, Chile, England, France, Germany, Ghana, Greece, Ireland, Italy, Mexico, New Zealand, and Spain; and student participation in the Japan Center for Michigan Universities. International Education is also responsible for: maintaining a central repository of current international agreements, guidance for faculty taking students abroad, and oversight of university level study abroad scholarships including the OU Alumni Association, James A. and Bessie T. Sharp, and Vicente Fox scholarships. The IE office provides study abroad fairs to recruit OU students and orientations and information meetings for students and the parents of students interested in studying abroad. The Director of International Education represents the university in state and national associations for study abroad and international programs. An International Education Council of faculty and staff has been created to advise the Director of International Education.

In addition to consortia programs the schools and college at OU offer study abroad opportunities. Study abroad programs in the College of Arts and Sciences include: Orleans, France; Oldenburg, Germany; Nagoya, Japan; Beijing, China; Ireland and South Africa. The College has a Center for International Programs that assists in this process. In the Honors College programs include: London, England; and Jamaica. In the School of Engineering and Computer Science programs include: Vienna, Austria; Mannheim, Germany; Istanbul, Turkey; and China. Faculty led study abroad opportunities in the School of Education and Human Services include: Guizhou, China; Auckland, New Zealand; Brazil, England, Italy, Belgium, and Holland. In the School of Nursing programs include Bangalore, India; Padua, Italy; and Northern Ireland. The School of Business Administration has programs in India, China, Korea, and Europe.

In 2007 OU had 260 students studying abroad. Oakland University has one international degree program, the Masters of Engineering Management in Vienna, Austria. This program has recently been redesigned and a new agreement drafted for the program. Both the ISSO and IE maintain current web sites for student information and assistance. These can be found at:

<http://www4.oakland.edu/?id=108&sid=115> and <http://www2.oakland.edu/ie/>.

Staff of the ISSO includes a full-time director, a full time assistant director, and two clerical staff. The Office of International Education is staffed by a half-time director and a half-time clerical assistant. The creation of the ISSO and IE offices represent an administrative commitment to international education. The International Education website features a letter from the director that links the purpose of international education to the university's vision. It states: "Oakland University's vision is to provide students with cultural and social experiences to prepare them to be effective contributors and leaders in tomorrow's workplace and society. One way Oakland achieves this is by offering extensive and innovative international education programs." The International Education Office maintains a master list of international initiatives at OU. A process for notifying relevant offices regarding various types of international programs was created and shared with the Academic Council and is available in hard copy in the resource room. The creation of an International Education Council provides a forum for sharing information regarding international programs, practices, and models. All international agreements now require review by the General Counsel's Office. There has been significant improvement in the coordination of international agreements and support for foreign students studying at OU. To fully reach the vision described in *Oakland's International Imperative* and to enhance the central assistance for, and coordination and assessment of, faculty-led study abroad programs in the academic units, a commitment of further resources will be required for International Education.

5. *There is insufficient diversity in faculty, staff, administration and students*

*The Challenge of Diversity*

Oakland University seeks to provide a diverse environment for its faculty, staff, and students. Its strategic planning documents emphasize the importance of diversity. OU in 2010 states: Oakland University will select students, faculty, and staff to build a scholarly community that reflects the diversities of available talent pools. The mission of the Office of Diversity and Compliance (ODC) states that, "The Oakland University Board of Trustees has made an unwavering commitment to equality of opportunity for all persons. In a society that relies on an informed, educated citizenry, no one should be denied the opportunity to attain his or her fullest potential. (View OU's Equal Employment Opportunity Policy at <http://www4.oakland.edu/?id=1990&sid=154>.)

*Students*

Oakland University's commitment to diversity is evidenced by the establishment of the Oakland University Academic Success Fund (OUTAS Fund). The Board of Trustees approved a resolution "utilizing the proceeds from the sale of land to the City of Auburn Hills for scholarships and campus wide programs designed to enhance diversity among the student population while complying with applicable state and federal laws. The scholarships and programs must be

designed to meet the Fund goal of increasing the recruitment and retention of a diverse student body, and expanding the cultural horizons of all students in order to prepare them for employment in an increasingly multicultural world upon graduation.” The OUTAS program was originally administered by the Office of Equity. Since that time, the name of the Office of Equity has been changed to the Center for Multicultural Initiatives (CMI) which is housed in the Division of Student Affairs and Enrollment Management.

Between 1999 and 2008, the Board approved \$2,268,343 for the OUTAS Fund. In 2001 the program received a national award from the Noel-Levitz Retention Excellence Awards Program. The awards program is established “to honor retention achievements of postsecondary institutions throughout North America. These awards recognize innovative programs and services that impact student retention by promoting student success and satisfaction. Nominees are judged by a panel of higher education administrators and consultants on identifiable and measurable institutional outcomes, originality and creativity, use of resources, and adaptability to other institutions.”

The Center for Multicultural Initiatives (CMI) established to “advance Oakland University’s commitment to diversity has established a goal to build a community that welcomes and honors all persons and provides equal opportunity in education and employment consistent with all applicable laws.” The CMI provides services and events including: Brothers and Circle of Sisterhood, Welcome Cookout, Peer Mentor Program, Study Tables, Hispanic Celebration, Cultural Awareness Celebration, African American Day, Martin Luther King Jr. Celebration, Keeper of the Dream Celebration, and the Students First program. <http://www2.oakland.edu/cmi/>

Oakland’s Office of Disability Support Services helps ensure that all students with disabilities have equal access to educational opportunities. Project Upward Bound, a college preparatory and enrichment program, serves about 120 students per year. It is “under the umbrella of TRiO Programs, established when Congress passed the Higher Education Act of 1965. ... Its mission is to provide academic, social, cultural, and career enrichment that prepares students to succeed in higher education.” For more information see:

<http://www2.oakland.edu/stuaff/upwardbound/> . In fall 2008 OU offered the first lesbian, gay, bisexual, and transgender (LGBT) peer mentoring program in Michigan. Oakland University’s provost supports a variety of diversity initiatives such as hosting the 2008 Michigan Equity Conference for higher education professionals from across the state (<http://www2.oakland.edu/provost/equity/pages/index.cfm>).

Because of programs like these and a strong commitment on the part of faculty, staff, and the university’s administration, Oakland has been experiencing moderate success in its attempts to increase the diversity of its student body. In 1999, 85.5% of the student body was white. By 2008, that figure had declined to 82.8%. In 1999, 6.5% of Oakland’s students were African American. The

percentage of African American students grew to 8.4% by 2008. Figures for Asian-Pacific students are 3.3% and 4.1% respectively. Hispanic students show a very slight increase from 1.3% to 1.8%. Only Native American students showed no percentage increase (.5%). The overall percentage of minority students increased from 13.6% to 14.8% between 1999 and 2008. Because Oakland's student body has grown as well, there was a 34.2% increase in the actual number of minority students on campus between 1999 and 2008 (versus a 19.3% increase in the number of Caucasian students).

### *Faculty and Staff*

The Office of Diversity and Compliance works with departments engaged in faculty and staff searches to ensure equal opportunity in recruiting and the selection process. The ODC also provides departments with a website of resources that can assist in the recruitment of a diverse faculty and staff. This site is found at:

<http://www4.oakland.edu/?id=2745&sid=66>

Recruiting and retaining more faculty of color, especially African American faculty, remains a challenge and a goal for Oakland University. Over the past ten years the numbers of Asian and Hispanic faculty members have risen slightly. Overall the percent of minority full-time faculty has remained approximately the same at 21% with African Americans making up approximately 5% of full-time faculty. The number of female faculty has increased by approximately 2.8% of total faculty since 2001 (from 40.1% to 42.9%) while the number of male faculty has fallen by 2.8% of total faculty (from 59.9% to 57.1%). This increase in women faculty also adds to the overall diversity of Oakland University's faculty. In 2008 the relative percentages of men and women in tenure system faculty ranks was approximately 46/54 for assistant professors, 58/42 for associate professors and 79/21 for full professors. It should be noted that the number of women at the rank of associate professor rose by 7.6% between 2001 and 2007.

In 1999 the percentage of minority staff was 19.7%. By 2008 this figure had risen to 21%. The number of African American staff decreased slightly from 13.5% in 1999 to 13.3% in 2007. Other minorities increased from 6.2% to 8.8% during the same time period.

6. *The institution is not able to articulate goals of the General Education Programs in ways that permit assessment of students' learning outcomes within the program; there is a similar concern about assessment of student skills in mathematics and writing.*

### *Renewing General Education*

Oakland University reformed its general education program and developed learning outcomes for the components of the new program. In 2005 the university underwent a focused visit by the Higher Learning Commission of the NCA. The

consultant evaluation team indicated evidence demonstrated that OU had addressed the concerns of the 1999 review. The 2005 team writes: “through a broadly consultative and highly deliberate process, Oakland University has indeed made substantial progress in addressing the concerns regarding General Education set forth by the 1999 review.” A copy of the General Education self-study completed for the focused visit is available in the resource room. This document fully describes the successful four year process of general education reform completed by Oakland University. The consultant evaluator team did not require follow-up until the comprehensive visit in 2009. A copy of the report of the focus visit is available in the resource room.

The new general education program focuses on the importance of writing and expands the writing requirement. The focus visit team notes, “A thoroughgoing stress on effective writing emerges as a salutary characteristic of the new program.”

In addition to the emphasis on writing in the new general education program the university has established the Joan Rosen Writing Laboratory to provide assistance in the improvement of student writing. The formal reasoning component of the new general education program which contains mathematics also has identified learning outcomes.

7. *There is uneven implementation of the program for assessing student academic achievement*

*Building a culture of assessment*

Oakland University has made substantive progress in the area of assessment. This progress was reviewed in a 2005 focus visit by the Higher Learning Commission of the NCA. The consultant evaluation team writes, “As described in earlier sections of the report, the most impressive accomplishment of the University with regard to assessment of student academic achievement has been the change in the collegial climate and the level and sophistication of dialogue concerning assessment of student learning. The persistent and patient efforts of the Office of Undergraduate Education, the change in approach of the assessment committee from a “policing” role to one of “encouraging and supporting,” and the support of the administration have changed the climate with regard to assessment from one of active faculty resistance to one of active faculty engagement in the processes of assessment of student academic achievement. With submitted and improved assessment plans from almost all departments, the campus is ready to move forward in its assessment efforts to the maturing stages of continuous improvement.” A copy of the self-study for the focused visit and a copy of the team report from the 2005 visit are available in the Resource Room.

Since the 2005 visit, the Assessment Committee has continued to make progress in building a culture of assessment on campus by offering consulting to departments involved in developing assessment plans and reports. The Office of

Institutional Research and Assessment maintains an assessment website with valuable information for faculty members and departments. Oakland University's Senior Vice President for Academic Affairs and Provost, Virinder K. Moudgil, has also created a \$5000 assessment award for departments that do an outstanding job of academic assessment.

8. *References in promotional literature to the percent of full-time faculty teaching are misleading, and, in some areas, there is an over-reliance on the use of adjunct faculty.*

Since the 1999 NCA visit, Communications and Marketing has taken references to the percent of full-time faculty teaching courses out of major university publications and advertisements such as the Viewbook and recruiting advertisements. The only reference made now is to the small percentage (less than 1%) of courses taught by graduate students/assistants. As the producers of these materials, the office of Communications and Marketing is responsible for the message. Department writers, editors and proofreaders have been made aware of the approved phrasing.

Overall, Oakland University has grown at a rate of about 3% a year for the past 10 years, with credits increasing by 4% per year. During periods of sustained growth, it is always a challenge to maintain the desired proportion of full-time faculty. However, Oakland is committed to maintaining a strong full-time faculty, as noted above, even in this difficult economic time. In order to keep up with the growth in enrollment, the number of full-time faculty has increased by 3% per year, while part-time has grown by 3.5%. Full-time faculty made up 55% of the faculty headcount in 2008, compared to 56% in 1998. However, full-time faculty make up a larger proportion of the FTE (full-time equivalent), 67% in 2007 compared to 64% in 1998. During this time, the proportion of credits taught by full-time faculty also increased from 57% in 1998 to 60% in 2008.

One of the areas to use the largest number of adjunct faculty has been Rhetoric which teaches the beginning writing courses taken by most first year students. The Rhetoric program was housed in the department of Rhetoric, Communications and Journalism (RCJ). In 2008 RCJ was divided into two departments, the department of Writing and Rhetoric, and the department of Communications and Journalism. This change is designed to strengthen the writing of Oakland University's students. The new program will now have majors as well as teaching general education courses. This change will provide more mentoring opportunities for non-tenure system faculty and should add to the number of full-time instructors available to teach writing.

[http://www4.oakland.edu/view\\_news.aspx?sid=182&id=4691](http://www4.oakland.edu/view_news.aspx?sid=182&id=4691)

## *Chapter Four*

### *Criterion One: Mission and Integrity*

*Oakland University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

The preamble to Oakland University’s “Role and Mission” summarizes the university’s three-fold mission, a mission that is central both to its planning and to its evaluation of its achievements. *Oakland University offers instructional programs of high quality that lead to degrees at the baccalaureate, masters and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership.*

The university carries out its mission with integrity by operating within established governance structures and institutional processes that involve the Oakland University Board of Trustees, university administrative leadership, faculty, staff, and students.

*Core Component 1A: Oakland University’s mission documents are clear and articulate publicly the organization’s commitments.*

*1A1: The Oakland University Board of Trustees has adopted role and mission statements, has participated in the creation of vision, values, goals, and strategic plans, and has led in the implementation of organizational priorities that together clearly and broadly define the organization’s mission.*

Oakland University’s mission and core strategic documents are clear and effectively communicate with the university’s internal and external constituencies, which include administration, faculty, staff, students, members of the local and regional community, and the State of Michigan. Oakland University views the role and mission statement as the rudder that provides stability to an ever changing institution. Oakland University’s emblem, the sail of Ulysses, makes this a very apt analogy. OU’s mission identifies the institution’s purposes and principles. This guiding document serves as a foundation for the strategic plans and vision statements that keep the implementation of the institution’s mission up-to-date and aligned with the needs of today’s students and the external community. The role and mission and the planning documents are available on the “About OU” portion of the university’s website, and include the following:

- Role and Mission Statement  
[http://www4.oakland.edu/view\\_popup.aspx?id=1654&sid=106](http://www4.oakland.edu/view_popup.aspx?id=1654&sid=106)

- Oakland University *Strategic Plan, 1995-2005* (pp. 21-25 of <http://library2.oakland.edu/information/departments/archives/OUMagazine/1995falloumag.pdf> )
- *Oakland University in 2010* (includes Core Values, University Goals, and Vision Statement) (<http://www3.oakland.edu/oakland/aboutou/2010profile.htm>)
- *Oakland University in 2020* (<http://www4.oakland.edu/?id=20&sid=24>)

### *Role and Mission*

The following role and mission statement for the university was adopted by the Oakland University Board of Trustees on July 21, 1982. It emphasizes four essential ingredients for the direction of the university: excellent and relevant instruction; high-quality basic and applied research and scholarship; responsive and effective public and community service; and a comprehensive schedule of student development activities. This document guides and undergirds the development of the ongoing strategic documents that renew this mission and maintain its currency.

### ***Role and Mission***

*As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership.*

- ***Instruction***

*Oakland University provides rigorous educational programs. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.*

*The university offers master's programs that meet demonstrable needs of Michigan residents and that maintain excellence. Doctoral programs are offered that are innovative and serve needs that are not adequately met elsewhere in the state.*

*Offerings in continuing education provide Michigan residents with high-quality coursework for professional development and personal enrichment.*

*Oakland University is selective in its admission standards and seeks both traditional and nontraditional students, ensuring equal opportunity to all who can profit from its offerings. While serving principally Michigan residents, it welcomes*

*qualified applicants from other states and countries. A special effort is made to locate and admit disadvantaged students with strong potential for academic success and to provide the support conducive to the realization of that potential. The faculty and staff cooperate with nearby community colleges to ensure that their students who seek to transfer to Oakland University are well prepared for work at a senior college. In recruiting and admitting students, enrollments are not permitted to exceed numbers consistent with preserving the high quality of instruction.*

*The university strives to remain current and relevant through an adequate program of continuing faculty development and the exploration of innovative schedules, methods and curricular design in keeping with the various needs of its diverse students, many of whom commute, work or are older than the traditional college-age student.*

*Oakland University offers, and will continue to offer, only those programs for which adequate resources and well-prepared faculty are available and for which a demonstrable need is expressed through the attraction of qualified students.*

- **Research and Scholarship**

*Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students. The university's research and scholarship mission takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems to contributions to literature and the arts. Within its means, the university provides internal financial support for research and scholarship. Simultaneously, it pursues with vigor external sources of support. Research institutes, financed primarily by outside grants, make an important contribution to this mission.*

*In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.*

*In carrying out its research and scholarship mission, the university seeks especially to be responsive to the needs of Michigan, particularly of the populous southeastern sector. Application of research and scholarship to problems and concerns of the state's business and industry and to its scientific, educational, governmental and health and human-service agencies serves also to reinforce the public service role of the university.*

- **Public Service**

*Oakland University serves its constituents through a philosophy and program of*

*public service that is consistent with its instructional and research missions. It cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university. It attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research and other service to rapidly changing needs. It makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university. It provides access to its programs and campus, insofar as is consistent with the role and scope of the institution, for the recreational and physical enrichment of area citizens. Cultural enrichment is provided for the community through the Meadow Brook enterprises, on- and off-campus presentations by faculty and students, and other campus events. The university aims to provide a model of socially responsible decision-making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse external environs.*

- ***Student Development***

*In direct support of its academic mission, Oakland University provides basic services and experiences that integrate cognitive learning with the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the university seeks to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship. This objective is accomplished through a variety of student enterprises, including campus organizations, athletics and other sponsored activities and events.*

*Key to its achievement is the provision of a governance system in which students play a meaningful role in the institutional decision-making processes.*

*The university takes particular cognizance of its considerable enrollment of older and nontraditional students and provides advising, counseling and other services of special value to such students in effecting career changes and developing additional personal competencies. Through the maintenance of complementary academic and extracurricular environments, Oakland University assists students in the realization that life is a continuum of growth, change and adaptation and provides them with the skills essential to the achievement of their fullest potential.*

### *Strategic Planning 1995-2005*

The Board of Trustees endorsed *Oakland University—The Future: Strategic Plan, 1995-2005* on June 8, 1995. This is the plan that was in place during the 1999 Higher Learning Commission's last comprehensive visit and that guided university

planning until *OU in 2010* was finalized. The 1995-2005 plan included the following vision statement:

*In the coming decade Oakland University will further its commitment to its constituencies through excellence in teaching, learning, research, and service; it will create a climate which encourages, and supports human diversity and development; and it will work to achieve and be recognized for national eminence in selected endeavors.*

The plan consisted of nine strategies:

- Strategy 1—*Oakland views undergraduate education as central to its mission and will ensure an environment of learning excellence in order to educate a diverse body of students to be productive, contributing members of society.*
- Strategy 2—*To sustain Oakland's reputation of overall excellence in selected areas of graduate and professional education, resources will be focused on creating and strengthening areas of graduate study in a manner that is responsive to regional and national needs.*
- Strategy 3—*To promote the recruitment, retention and success of its students, Oakland will provide an environment rich in human diversity, with dedicated support services, extensive non-classroom activities and outstanding instruction, residential and recreational facilities.*
- Strategy 4—*Research, scholarship and creative activities are among Oakland's greatest strengths and will be aggressively encouraged and supported.*
- Strategy 5—*Oakland views community outreach as an integral component of its activities, and will expand its efforts to serve the community consistent with the university's mission and vision.*
- Strategy 6—*Oakland will develop and support areas of institutional excellence and distinction that contribute to national eminence.*
- Strategy 7—*Oakland will create an empowered community of diverse, unified, committed and motivated employees who focus their collective skills, talents and knowledge toward realization of the university's mission and vision.*
- Strategy 8—*Oakland believes that continuous planning and evaluation are needed to effectively chart the future of the university, and therefore Oakland will increase its self-assessment activity.*
- Strategy 9—*Oakland will secure, allocate or redirect human, physical and financial resources in a manner that enhances the university's mission and vision.*

*Strategic Plan 1995-2005* can be viewed in its entirety at: <http://library2.oakland.edu/information/departments/archives/OUMagazine/1995falloumag.pdf> ) -- for the entire document see pages 21-25 of the June 8, 1995 Board of Trustees minutes.

### *Oakland University in 2010*

In December of 2001 the university began planning for the next phase of its development. *OU in 2010* was a product of the work of several task forces made up of faculty and staff, as well as senior administrators. The document outlined four areas of strategic emphasis: strategies to further cultivate quality academic programs, support inspired faculty, create a scholarly community strengthened by diversity, and promote community outreach and partnerships. The University's president and provost shared the components of the plan with the entire institution in early 2001 and invited dialogue from a wide spectrum of the university community. Components are outlined below:

#### *Vision*

*Oakland University fulfills its distinctive role among Michigan public universities by steadily enhancing an intellectual and ethical environment that prepares students to lead and serve in the local and world communities.*

#### *Strategies*

##### *Quality academic programs*

- *Oakland University will provide high quality and challenging undergraduate education that offers students an enriching and diverse combination of liberal arts, professional education, and cultural and social experiences.*
- *Oakland University will create a visionary general education program that provides all Oakland baccalaureate graduates with the intellectual and cultural foundation for productive citizenship and a satisfying personal life in the twenty-first century world.*
- *Oakland University's commitment to the highest quality undergraduate education will be shown by the high percentage of classes taught by full-time faculty.*
- *A majority of classes taken by Oakland undergraduates will have sizes that maximize opportunities for student-faculty interactions.*
- *Every Oakland undergraduate will have the opportunity to work with a faculty mentor in research or other creative endeavors.*

- *Oakland University will offer a wide range of masters and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.*
- *Oakland University will offer a limited number of Ph.D. programs focused on areas with a concentration of faculty expertise and of critical need to the state, region, and nation.*
- *Future growth in enrollment will continue toward a 20,000-student target matched with growth in faculty, staff, campus and student services and technological enhancements.*

#### *Inspired faculty*

- *Oakland University's academic experience will be driven by the dedication of its faculty to the teaching-learning process, research, scholarship and creative endeavors.*
- *Oakland University faculty will be known for their expertise in applied research that directly impacts society.*
- *Oakland University's faculty activities in basic research and scholarship will advance the frontiers of knowledge and inspire students to similar goals.*

#### *Scholarly community strengthened by its diversity*

- *Oakland University will provide a dynamic model of the synergism that is achieved by people with diverse cultural and ethnic backgrounds working together for common goals.*
- *Oakland University will select students, faculty, and staff to build a scholarly community that reflects the diversities of available talent pools.*
- *The Oakland environment will provide students with cultural and social experiences, community outreach activities and team learning opportunities to prepare them to be effective contributors and leaders in tomorrow's workplace and society.*

### Community outreach and partnerships

- *Oakland University will be recognized regionally for quality and responsive community outreach.*
- *Oakland University will be recognized regionally for building collaborative relationships with business, industry, education and government to meet the demands of a highly educated workforce and high-performance workplace.*

### *Oakland University in 2020*

Strategic initiatives for the next phase of Oakland University's future began in 2006 with discussions centered on Oakland University in 2020. *Oakland University in 2020* was drafted by the President's Executive Council, including the deans, and taken to individual units for input from faculty and staff. After extensive planning and dialogue, the goals set for Oakland's development included a significant commitment to achieving the status of a national university, *a destination school known for its distinctive undergraduate experience*. The president addressed the campus community in January 2008 and presented the key strategic aims of this next vision for the university. The plan repeated the vision statement of 2010 and also included core values, a principal objective, and passion statement which follow:

#### *University Principal Objective*

*Oakland University offers individualized academic student experiences linking theory and research with community engagement to produce graduates whose critical thinking skills and problem-solving spirit make them highly valued in the workplace and society.*

#### *University Passion Statement*

*Making a difference in people's lives by creating opportunities for them to succeed.*

#### *Core Values:*

- *Stewardship*
- *Innovation and Creativity*
- *Integrity*
- *Excellence*
- *Student Success*
- *Diversity*

- *External Community Engagement*
- *Knowledge and Discovery*

### *Core Components of the 2020 Vision:*

#### *National University*

*Oakland University will continue to develop, enhance and support areas of excellence to achieve national recognition as a university of distinction in teaching, learning, research and the arts as well as cultural and social experiences. OU will be a destination school known for its distinctive undergraduate experience. OU will be known as a university that prepares students to make meaningful and substantial contributions to society and the workplace.*

#### *Global Experiences*

*Through exposure to a diverse learning environment and opportunities to study and live abroad, Oakland University graduates will develop a keen sense of the global community. International exchange, international curricula, study abroad endowments and research collaboratives will expose students to an appreciation of diversity as well as the global environment in which we live and work. OU graduates will be prepared as leaders for the workforce of today and tomorrow.*

#### *Professional Schools*

*Oakland University will expand its wide range and depth of professional programs to meet marketplace demands while continuing to maintain and support a strong liberal studies program. These programs will have the capacity to deliver highly effective graduates who contribute directly to economic growth in the local community, region, state and nation. Building on these professional programs, while maintaining a strong liberal educational foundation, is critical to enrollment growth and to achieving a widespread reputation for distinction.*

#### *Engaged/Partnership*

*Oakland University will engage with communities to develop partnerships that form solutions to community needs, will resonate in the business and philanthropic communities, and will create and expand experiential opportunities for OU students. Through a multitude of partnerships with hospitals, Fortune 500 companies, individuals, cities, government agencies and educational institutions, Oakland will continue to help the community solve problems and build thriving sustainable businesses. These associations also reward students with internship opportunities and university researchers with access to the latest technology resources.*

### Research Intensive

*OU will broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities, meet the needs of corporate partners, effectively expand external and internal funding, and increase the university's presence in the global research community. OU will advance in reputation for its program of applied research that directly impacts society and advances the frontiers of knowledge.*

### Student-Centered

*Oakland will offer a student-centered education with flexible learning methods and improved classroom and housing facilities, student services, classroom technologies, labs, internships, undergraduate and graduate research opportunities and challenging degree programs. Oakland will create unique and distinctive learning experiences, resources and environments that will provide students with a rich and well-rounded education. Graduates entering the workplace will be able to think critically and creatively, communicate effectively, manage and use information technology, and interact well with others.*

### 25,000 Students

*Future growth and enrollment will continue toward a 25,000 student target with growth also in faculty, staff, campus and student services and technology enhancements. Oakland will provide a high-quality educational experience within an environment rich in human diversity, with dedicated support services, extensive non-classroom activities and outstanding instructional, residential, cultural and recreational sport facilities.*

### Satellite Campuses

*OU will continue to extend its reach into the community through the development of satellite campuses and partnerships with other institutions of higher learning. Oakland will build collaborative relationships with other educational institutions to offer students convenient, effective opportunities for learning. OU will extend these opportunities into other communities and expand student enrollment and opportunities for an Oakland education.*

### For-Profit Programs

*OU will provide opportunities for entrepreneurship through additional resources and programs to meet corporate training needs. Oakland University's SmartZone Business Incubator (OU INC) will continue to offer entrepreneurial resources and strategic business solutions to develop intellectual property. The incubator will engage faculty, students and partners in support of existing and growing new technology-based and life science businesses using university resources, decision support technology, business counseling services and financial/capital acquisition assistance.*

1A2: The mission, values, and goals documents define the varied internal and external constituencies that Oakland University intends to serve.

The role and mission statement clearly identifies the primary populations that the university engages: undergraduate and graduate students enrolled in degree programs, as well as life-long learners seeking continuing education in the state of Michigan. The various needs of Oakland's diverse student population are at the forefront of the university's activities and goals, including offering rigorous academic programs leading to baccalaureate, master's, and doctoral degrees offered in the College of Arts and Sciences and the five professional schools: Business Administration, Education and Human Services, Engineering and Computer Science, Health Sciences, and Nursing.

The mission statement articulates the university's continual commitment to traditional and non-traditional students, as well as disadvantaged students who may need special support services to achieve academic success. Affirming that *the university takes particular cognizance of its considerable enrollment of older and non-traditional students and provides counseling advising, counseling, and other services of special value to such students in effecting career changes and developing additional personal competencies*, the mission statement reflects the University's appreciation for a wide-ranging student population. *OU in 2010* highlights the distinctiveness and quality of the education that Oakland will provide for these students. *OU in 2020* also emphasizes this quality in its goal to achieve *distinction in teaching* and to provide *a student-centered education with flexible learning methods*.

Serving a diversity of public and community entities has long been a chief aim of Oakland University. The university seeks and maintains cooperative relationships with businesses, governmental agencies, health care institutions, and cultural groups, as well as an array of corporate and industrial entities that promote research and technical development in conjunction with the aims of the university. In doing so, Oakland University recognizes *that institutional strength derives from an effective interaction with the institution's diverse external environs*.

The strategies in *OU in 2010* also speak to the university's responsibilities to the greater community both by preparing students to serve in the community and by *building collaborative relations with business, industry, education, and government*. *OU in 2020* further linked to the goals of the university, asserting that the university will engage with external constituencies to develop partnerships *that will resonate in the business and philanthropic communities, and will create and expand experiential opportunities for OU students*. *OU in 2020* reaffirms the university's commitment to cultivate partnerships with hospitals, Fortune 500 companies, educational institutions, along with municipalities and government agencies. In addition, it expresses a commitment to reach into the community through the development of satellite campuses and collaborative relationships with other educational institutions.

1A3: The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher education.

Throughout the mission, core values, and strategic planning statements, the university's dedication to excellence in instruction, research, and scholarship are evident. Achieving academic distinction in its degree programs is at the forefront of the mission of Oakland University. In addition to offering the highest quality instruction from world-class faculty, the university promotes research and scholarship as central to the core academic mission of the institution.

In *OU in 2010*, a key strategy identified the university's determination to provide undergraduates with a majority of classes that "have sizes that maximize opportunities for student-faculty interactions." Oakland's commitment to a 19 to 1 student to faculty ratio encourages this interaction. Promoting close interaction between student and faculty has been a key factor in creating a distinctive undergraduate experience.

To those same ends, Oakland University actively promotes student involvement in research projects, both at the undergraduate and graduate levels, through a grant program funded internally by the provost to support worthy research projects under the mentorship of faculty in all areas of the university, including the arts and humanities as well as the sciences (Provost's Multidisciplinary Undergraduate Research Award: [http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=33](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=33) ; Provost's Undergraduate Student Research Award: [http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=37](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=37) ). Working closely with a faculty member in research or a creative endeavor is another component of creating a distinctive undergraduate experience. *OU in 2020* is looking forward to continued commitment to high academic standards by striving for national recognition as a destination school known for its distinctive undergraduate experience.

The recognition that Oakland University gives to outstanding faculty evidences its commitment to the excellent instruction, high-quality research, and effective public service called for in its mission. The most prestigious honor it makes is that of distinguished professor, an award it has given to eight faculty members since 1999. A recipient must demonstrate preeminence in scholarship, in teaching, or in public or professional service. Quite often a recipient excels in all three areas. The university also recognizes approximately 20 faculty members each year at the annual Faculty Recognition Luncheon for their dedication to teaching, scholarship, research, or service. At this event the Senate Teaching and Learning Committee awards two teaching excellence awards (one to a full time faculty member and one to a special instructor), and the Senate Research Committee awards two research awards (one to a junior faculty member and one to a tenured faculty member). The president supports an annual colloquium series to showcase faculty research. The Senate Research Committee selects the speaker from among the applications it receives, and the faculty member makes a presentation before university faculty and staff, members of the Board of Trustees, and invited community members.

The university also highlights faculty who have received honors from outside the university. Such honors have recently included the Distinguished Teaching Award from

the Michigan section of the Mathematical Association of Michigan, a citation by Physics Web of a professor's paper as being one of the 12 best works in 2006, the distinguished service award from the National Reading Conference, and several Fulbright awards. Faculty members also show their commitment to high academic standards by the grants they receive to support their research. In fiscal year 2007 the university had over \$12.8 million in grants and contracts including over \$8 million from federal awards. The Eye Research Institute usually receives 12 percent of the total National Eye Institute funding to the state of Michigan, directly behind only the university of Michigan and Wayne State University.

Particular Oakland University programs also have received recognition for excellence. The University's teacher education programs ranked at the top when examined by the Michigan Department of Education. In 2004 U.S. News and World Report named the graduate nurse anesthesia program as the sixth best in the country. Professional societies and specialized accrediting agencies have granted accreditation to many university programs. These range from the National Association of Schools of Music to the Accreditation Council of the American Assembly of Collegiate Schools of Business. The seeking of this accreditation and its achievement reveal the high standards and goals that these academic programs have.

*1A4: The mission and strategic planning documents state goals for learning to be achieved by its students.*

A consistent thread that begins in the mission statement and echoes in the strategic planning documents is that a *strong core of liberal arts and sciences is the basis on which undergraduates develop the skills, knowledge, and attitudes essential for successful living and active, concerned citizenry.* In the fall of 2005 Oakland implemented a completely revised General Education component of undergraduate education. *OU in 2010* refers to the university's *visionary general education program that provides all Oakland baccalaureate graduates with the intellectual and cultural foundation for productive citizenship and a satisfying personal life in the twenty-first century world.* Student learning is the foundation for the university's mission and is the crucial component of every facet of the work of the institution. From their experiences at Oakland, students are expected *to be effective contributors and leaders in tomorrow's workplace and society [OU in 2010] and to make meaningful and substantial contributions to society and the workplace [OU in 2020].* A key to this is the *critical thinking skills and problem-solving spirit* that Oakland emphasizes in its "University Principal Objective." In response to changing environments and technology, *OU in 2020* expressed a concern for *student-centered learning that will create unique and distinctive learning experiences, resources and environments* by offering *flexible learning methods and improved classroom and housing facilities, student services, classroom technologies, labs, internships, undergraduate and graduate research opportunities and challenging degree programs.*

1A5: Oakland University regularly evaluates, and, when appropriate, revises the mission documents.

The institution has actively focused on planning and has created strategic planning documents to meet changing needs and goals. However, the role and mission statement, approved by the Board of Trustees in 1982, has proven to be a stable and versatile document that still accurately reflects the university's central purposes. Each time the university creates a new strategic plan or vision it bases the documents on the original mission of the institution.

At the beginning of the current ten year review period, the university had, in addition to the role and mission, the *Strategic Plan 1995-2005* (see PDF pages 22-25: <http://library2.oakland.edu/information/departments/archives/OUMagazine/1995falloumag.pdf>) and the *Creating the Future* (see copy in Resource Room) documents as the solid foundation for planning Oakland's future (detailed in the OU Self-Study document prepared for the 1999 NCA Accreditation Review). Then, in 2000, the provost named several task forces to look at significant areas of the university. These included information technology, research and graduate studies, nursing and health sciences, assessment, enrollment planning, general education, and teaching and learning. Working with the reports of these bodies, the president then conducted numerous retreats in 2000 and 2001 with the President's Executive Council (president, vice presidents, and academic deans) and the campus community to begin the formulation of a joint understanding of potential strategic moves to secure OU's future and to develop the next phase of Oakland's transformation – a vision for 2010.

As a result of the planning sessions listed in the President's Retreat History and consultations with the campus community, cabinet officers, deans, and academic administrators developed a university profile for the next 10 years. The president and provost then presented this to the campus community and asked for opinions and feedback. In March 2001 input on the preliminary document was also received from the Washington Advisory Group (a university think tank made up of former university presidents and chancellors). In December 2001 the university community began its first reporting cycle of initiatives directly related to implementing *OU in 2010*. In May 2002 *OU in 2010* was approved by the Senate after being revised by the Senate Planning Review Committee. The document officially became *Oakland University in 2010*. In February 2003 the Senate approved the vision statement that serves as the leading statement in both *OU in 2010* and *OU in 2020*.

(see Senate minutes for 2/03: <http://www.oakland.edu/senate/feb1303.html>).

In June 2004 the president requested that the President's Executive Council revisit and refocus their efforts on long-term strategies that would lead the university beyond 2010. At that time the president asked the team to read Jim Collins' book, *Good to Great: Why Some Companies Make the Leap—and Others Don't* (New York: HarperBusiness, 2001). At subsequent retreats it was determined that Oakland University needed to refocus and redefine its vision of the future. Each of the university divisions developed key strategic initiatives for the future Oakland.

During 2005, the President's Executive Council examined the "Hedgehog Concept" from the *Good to Great* book to answer the following questions:

What is this institution passionate about?

What can we be the best in the world at?

What drives our economic engine?

The president shared this work with the community during his December 6, 2005 President's Update. In February 2006 at a planning retreat, the president, vice presidents, and deans made the initial presentation on *OU in 2020* to the Board of Trustees, and there continue to be updates to the Board about this evolving plan. There were 135 separate planning sessions with academic council, faculty assemblies, staff, divisional retreats, and department heads to discuss and formulate the nine components and descriptors as referenced in *OU in 2020*. As a result of these retreats and consultations with faculty, department chairs, advisory boards, and staff each division and academic unit developed their *Principal Objective, Passion Statement and Goals*. These documents are viewed as evolving documents and may be changed at any time to reflect environmental changes and new opportunities (<http://www4.oakland.edu/?id=5223&sid=24>).

In July 2006 the university community began its first reporting cycle for strategic initiatives directly related to implementing Oakland University in 2020. Each division or unit provides quarterly reports for 2020 Strategic Initiatives to the president with the status of their annual goals directly related to their long-term 2020 goals which support components of *OU in 2020*. In January 2008 the president presented Oakland University in 2020, including division goals and passion statements, to the university community.

*1A6: Oakland University makes the mission documents available to the public, particularly to prospective and enrolled students.*

The Oakland University role and mission is available in print in both the undergraduate and graduate catalogs, as well as on the OU web site:

<http://www3.oakland.edu/oakland/aboutou/>

From the web site one can also access the president's 2008 update to the university <http://www3.oakland.edu/oakland/president/speeches.asp>, along with the mission statement, *OU in 2010*, and *OU in 2020* as noted above. In addition, the mission statement is available on links from the Current Students and Future Students homepages.

<http://www3.oakland.edu/oakland/currentstudents/> ;

<http://www4.oakland.edu/?id=13&sid=16> (All About OU)

*Core Component 1B: In its mission documents, Oakland University recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

*1B1: In its mission documents, Oakland University addresses diversity within the community values and common purposes it considers fundamental to its mission.*

In its Role and Mission statement, and as one of its core values, Oakland University addresses diversity and the necessity of meeting the needs of its diverse set of learners through academic programs and co-curricular activities. Specifically highlighted in the mission are disadvantaged students and those students older than the traditional college-age student. *OU in 2010* calls for a *scholarly community strengthened by its diversity*. *OU in 2020* not only has diversity as one of the core values, but it also includes *global experiences* as one of the core components of the 2020 vision. Here the goal is to *expose students to an appreciation of diversity as well as the global environment* in which they will live and work.

Logically following from the emphasis on diversity in its mission and planning documents, Oakland has established a multitude of programs, services, and policies that address diversity in its admissions, recruitment and hiring processes, and curriculum. The Office of University Diversity and Compliance, which is administratively under the president, is central to furthering diversity at the university. It works with university departments to guarantee equal opportunity in staff and faculty recruitment, provides training to faculty and staff regarding discrimination and harassment prevention, and promotes “a supportive climate for all who work at the university.” Services for students with disabilities are coordinated through the Office of Disability Support Services (DSS) and include a myriad of accommodations, ranging from accessible housing and parking to alternative testing, auxiliary aids, interpreters and note-takers. A statement from the DSS office reaffirms the university position: “Our staff works with other departments on campus to provide and coordinate reasonable accommodations and be a resource to students with disabilities, the university and surrounding community.”

Oakland University has established the Gender and Sexuality Center on campus as a resource center for women as well as the LSBTQA (lesbian, gay, bisexual, transgender, questioning and ally) community. Its mission statement describes the work of the center as “dedicated to providing services and education on issues of gender and sexuality for the Oakland University community through resources, referrals, programs and advocacy.” The Center’s expressed aim is to strengthen and sustain an inclusive campus community that supports and welcomes people of all sexual orientations and gender identities. S.A.F.E. on Campus (Students, Administrators & Faculty for Equality), affiliated with the Gender and Sexuality Center, is a group of faculty, staff, and students who have undergone training to provide support for anyone on campus facing issues related to sexual orientation or gender identity. Both the Center and S.A.F.E. on Campus serve as vital aspects of the university’s approach to inclusiveness in the community.

The Oakland University Student Congress has articulated a mission statement that addresses the institution’s commitments: “Oakland University Student Congress strives

to represent the student body and increase pride and unity on campus through dynamic leadership, a commitment to diversity, and an ongoing devotion to the quality of university life. We aim to meet the needs and address the concerns of our fellow students and encourage students to voice their ideas to help us create the best possible ‘Oakland experience.’” The Legislative and Multicultural Affairs Committee of Student Congress particularly strives to embrace diversity by creating “an open and understanding campus environment that is respectful of various opinions, beliefs and views.”

In addition, as has been mentioned, the Role and Mission statement refers to the university’s commitment to its considerable number of older and non-traditional students and provides advising, counseling, and “other services of special value to such students in effecting career changes and developing additional personal competencies.” For example, the Bachelor of Integrative Studies provides non-traditional students the opportunity to create a plan of study leading to a bachelor’s degree that is based on their talents, interests, and previous educational experience. The increasing number of online courses offers place-bound adults the opportunity to take courses in a more convenient format. Oakland University is planning to expand its available online degree programs to better serve this community. Oakland also provides special assistance for veterans and service members through various veteran support services in the Registrar’s Office (<http://www2.oakland.edu/registrar/vc.cfm>) and in Student Affairs (<http://www4.oakland.edu/?id=7220&sid=224>).

It should also be noted that the Oakland University student body has a large percentage of women students. (In fall 2008, 61.0% female/39% male at Undergraduate Level and 66.7% female/33.3% male at Graduate Level.)

1B2: The mission documents present Oakland University’s function in a multicultural society.

Both *OU in 2010* and *OU in 2020* speak to the university’s role in a multicultural society. *OU in 2010* speaks of the *synergism that is achieved by people with diverse cultural and ethnic backgrounds working together for common goals*. *OU in 2020* emphasizes *Global Experiences* as part of the aim of having students *develop a keen sense of the global community*.

To aid in the advancement of the university’s mission in a multicultural society, the Center for Multicultural Initiatives (formerly the Office of Equity) serves to increase the recruitment, retention, and graduation of a culturally diverse student body and to provide them with the services and strategies to achieve both academic and social success. The Center’s efforts are particularly sensitive to underrepresented racial and ethnic groups (African American, Latino, and Native American). The International Students and Scholars Office both provides support for our international students and scholars and also serves the entire university by its efforts to “nurture global citizenship and multicultural appreciation.” Integrating the international students and scholars into the university community creates a global experience for everyone on campus.

Multiculturalism is also a central part of the undergraduate curriculum. The General Education program requires completion of courses in foreign languages and culture and global perspectives. Students also complete a US diversity requirement in general education.

1B3: The mission documents affirm Oakland University's commitment to honor the dignity and worth of individuals.

Throughout the mission and strategic planning documents, an emphasis on cultivating individual growth and potential is pervasive. A respect for individual difference is a cornerstone of academic inquiry, and integrity is expressed as a core value of the institution. The Role and Mission statement speaks to the university as a *model of socially responsible decision-making and ethical institutional behavior* and commits itself to ensure *equal opportunity to all who can profit from its offerings*.

The unit level passion statements that are part of *OU in 2020* also reflect a strong institutional commitment to honor the worth of individuals. For example, the passion statement of the College of Arts and Sciences directly addresses this concern: "The College of Arts and Sciences is passionate about the intellectual and creative empowerment of individuals." Another statement reads: "The School of Education and Human Services is passionate about empowering human potential." Clearly, the university's role in honoring the dignity and worth of individuals is an enveloping precept in every facet of the academic mission.

The Equal Opportunity Policy, approved by the Board of Trustees on May 20, 1981, and amended on June 8, 1995, is another important document that honors the worth of all individuals. It states that: "Oakland University reaffirms its unwavering commitment to equality of opportunity for all persons. In a society that relies on an informed, educated citizenry, no one should be denied the opportunity to attain his or her fullest potential. The university shall strive to build a community that *welcomes and honors all persons* (emphasis added) and that provides equal opportunity in education and employment consistent with all applicable laws."

1B4: Oakland University's codes of belief or expected behavior are congruent with its mission.

Policies and programs that support the university's values of integrity, respect for individuals, and diversity are found throughout the university and are in keeping with Oakland's mission to create the highest standards for the academic environment.

The Oakland University Student Handbook outlines the elements that comprise the Code of Student Conduct. Available in full from the Office of the Dean of Students' web page <http://www4.oakland.edu/?id=68&sid=75>, the Code describes succinctly the expectations of student behavior that are consistent with the university's academic mission: "Oakland University students are expected to practice civility and uphold the highest standards of academic and personal integrity. These campus community values are reflected through campus standards and regulations. The purpose of Oakland

University's Code of Student Conduct is to foster the growth and development of students by encouraging self-discipline, assist in creating the educationally supportive environment, and to protect the well-being of the campus community." The Code of Student Conduct applies to undergraduate and graduate students, as well as to student organizations (see Student Organization Regulations in the Student Handbook), and is used to guide both nonacademic and academic conduct.

New first year students are provided with the First Year Philosophy and First Year Student Goals that include a discussion of the goal of Personal Responsibility and the importance of the ability to "respect the ideas of others". First Year Goals are published in the Undergraduate Catalog both in print and online.

The Office of Diversity and Compliance (ODC) provides an online training module concerning sexual harassment for each new employee. When the module was first made available, all current employees also viewed it. ODC provides, on its web site, guidelines for preventing discrimination and guidelines for handling discrimination complaints. ODC and Academic Affairs hold workshops for all faculty search committee chairs to aid them in securing a diverse pool of applicants. Materials used in the presentation are linked from the Academic Human Resources web page (<http://www2.oakland.edu/provost/web/acadhr/index.cfm>). The ODC web site also includes a sampling of links to aid in the recruitment of diverse employees for faculty and staff positions. University Human Relations links to the sexual harassment module and also to one on the prevention of workplace violence. From both the UHR web site and that of the dean of students, there is a link to "The Drug-Free Schools and Workplace Guide for Oakland University Employees and Students." The president's office issued an administrative policy on the ethical "Use of University Information Technology Resources." This policy can be accessed from the UHR web site and from University Technology Services "Policies and Guidelines" web page. The Grants, Contracts, and Sponsored Research web site ([http://www2.oakland.edu/research/research\\_new/pages/index.cfm?CFID=1962408&CF\\_TOKEN=88836071&jsessionid=dc304ca161dd359656e4](http://www2.oakland.edu/research/research_new/pages/index.cfm?CFID=1962408&CF_TOKEN=88836071&jsessionid=dc304ca161dd359656e4)) links to the university's policies on the use of human subjects (Institutional Review Board for the Protection of Human Subjects), bio-safety, animal care and use, radiation safety, and laboratory safety and compliance. The site also provides access to several tutorials on these topics.

*1B5: The mission documents provide a basis for Oakland University's basic strategies to address diversity.*

The university's mission statement and its strategic planning documents all address diversity, and they all point to strategies to achieve it. The Role and Mission indicates that the university will serve the needs of disadvantaged students and that it must also provide the necessary support for those students to succeed. Faculty members are called upon to participate in development programs and explore innovative methods to meet the needs of the diverse students of the university. *OU in 2010* recognizes that providing students with cultural and social experiences is a part of strengthening the community through diversity. *OU in 2020* is the most specific in highlighting

requirements to provide students with a *global experience*. It lists international exchange, international curricula, study abroad endowments and research collaborations. From these strategies the university has sought to achieve diversity in many ways.

The most fundamental strategy to foster diversity at the university is the Equal Opportunity Policy approved by the Board of Trustees. In addition, the Office of University Diversity and Compliance at Oakland University ensures that the promotion of diversity within the campus community is a priority of the institution. A statement provided on the Diversity and Compliance website asserts that “Oakland University, as an equal opportunity and affirmative action employer, complies with all applicable state and federal laws regarding anti-discrimination, equal opportunity and affirmative action.” Moreover, the purpose of the ODC is to serve as a resource, and is “charged with promoting and furthering the university’s commitment to the principles of diversity and equal opportunity.” Employee Resource Groups (ERGs) are coordinated through the ODC; they are volunteer, employee-managed groups that promote the interests of their respective constituencies. Currently, there are four ERGs: Women, Asian-Indian, Black/African-American, and Lesbian, Gay, Bisexual and Transgender (LGBT).

Another basic strategy is enrolling diverse students in the university. The Oakland University Trustee Academic Success Scholarship begun in 1995 and funded by the sale of Oakland University property has supported, as of May 2008, 458 scholarships and 50 campus-wide programs. Administered by the Center for Multicultural Programs the fund enhances the goal of diversity by augmenting the resources available to support a diverse student population through scholarships and campus-wide programs. For 2007-2008 the fund provided a total of \$225,000 in scholarships (for over 100 students), \$50,000 to support a peer-mentor program, and \$10,000 for a student retention fund (to aid students with unexpected expenses). The annual Keeper of the Dream Scholarship makes awards based on strong citizenship, scholarship and leadership in breaking down cultural stereotypes and promoting interracial understanding. Six students received this scholarship in 2008. The Human Relations Award given at the commencement ceremony is one of the most prestigious awards the university confers. Student Congress in its mission recognizes the centrality of diversity which is also highlighted in the mission statement’s discussion of students. “Oakland University Student Congress strives to represent the student body and increase pride and unity on campus through dynamic leadership, a commitment to diversity, and an ongoing devotion to the quality of university life.”

The university strives to provide students with “global experiences” both by encouraging them to study abroad and by bringing exchange students to OU. Oakland currently participates in student exchange programs with foreign institutions and consortia that allow OU students to study in: Argentina, Australia, Austria, Belgium, Brazil, Chile, China, England, France, Germany, Ghana, Greece, Holland, India, Italy, Jamaica, Japan, Korea, Mexico, New Zealand, Spain, South Africa, and Turkey <http://www2.oakland.edu/ie/>. OU has signed agreements with over a score of institutions in other countries.

The Division of Student Affairs and Enrollment Management offers many opportunities to highlight diversity. Through its Center for Student Activities, it sponsors over 20 multicultural groups. The Student Life Lecture series has brought to the campus

many well known speakers that reflect diversity—for example, Spike Lee, James Earl Jones, Barbara Ehrenreich and Dr. Ben Carson. Student Affairs serves as a primary sponsor each year of the African-American Celebration, the Hispanic Celebration, and other international student cultural celebrations.

The recognition in *OU in 2010* that social and cultural experiences strengthen diversity is embodied in the diversity elements that are a required part of the General Education program. The university also continues to expand its entire curricula to reflect diversity and the global experience. Since 1999 the university has added a major in women and gender studies, a major in international relations, a major in Japanese, and minors in Islamic studies, Judaic studies, and Christianity studies. These programs join the university's strong offerings in international studies coordinated by the Center for International Programs that draws from courses offered by several departments in the College of Arts and Sciences.

- *Core Component 1C: Understanding of and support for the mission pervade the organization.*

1C1: The Board, administration, faculty, staff, and students understand and support the organization's mission.

As mentioned previously, Oakland University's Mission Statement appears in the undergraduate and graduate catalogs and is posted on the University's web site at [http://www4.oakland.edu/view\\_popup.aspx?id=1654&sid=106](http://www4.oakland.edu/view_popup.aspx?id=1654&sid=106) It is included in material distributed to board members and the administration and is reviewed and discussed at planning retreats. To ensure all faculty and staff have a clear understanding of the university's mission, the president has determined that the Role and Mission Statement be presented and distributed to faculty and staff during new employee orientations. Likewise, the mission statement is presented and distributed to new students in their orientation materials during orientation.

The mission statement was approved by the Board of Trustees and by the University Senate. Its opening paragraphs are included in the *OU in 2020* planning document (with a link to the full statement). The faculty agreement references the mission in Article X: "The professional responsibilities of the faculty are consistent with the mission of the university and include teaching, research and creative activity, and service." The Administrative Personnel Policy Manual in Section XVII acknowledges the role and mission: "The Association strives to promote a climate wherein the university can best fulfill its role and mission and still offer opportunities for professional contribution, professional development, and job security for its Administrative-Professional employees." The new online performance appraisal system uses employee goals that are linked to carrying out the mission of the university to award merit increases. The welcome statement on the Division of Student Affairs and Enrollment Management web site echoes the mission's statement concerning student enterprises and

campus organizations that “facilitate the development of those personal skills that will contribute informed decision making and productive citizenship.” The vice president for Student Affairs and Enrollment Management explains why students should participate in activities outside the classroom “because many of these programs will complement your studies and ultimately help you achieve greater academic and personal success in your life.” The provost on his web site summarizes the entire mission: “While the university has shown impressive growth and change, the core academic mission has stayed the same: to deliver an outstanding education that prepares students with a portfolio of skills and values necessary for success in the workplace and society.” The divisions, college and schools each has developed its own principal objective statement that directly relates to and supports the university’s mission.

1C2: Oakland University’s strategic decisions are mission-driven.

The President’s Executive Council meets weekly and also participates in planning retreats to evaluate and review strategic initiatives and to ensure that these initiatives remain mission focused and mission driven. Executive leadership and administrators from all of the university’s divisions submit quarterly and semi-annual reports detailing the status of goals in their units which are relevant to *OU in 2010* and *OU in 2020*.

All new academic program proposals must include information concerning how the program will help promote the role and mission of the university. Two Senate committees have as their charges “review of university plans, goals, objectives, role, and mission.” Assessment plans for all programs “must flow from the university’s Role and Mission Statement” and must cite appropriate goals from the mission.

1C3: Oakland University’s planning and budgeting priorities flow from and support the mission.

The vice-presidents of each university division make budget recommendations to the president who bases his decisions on values and guidelines that recognize the institution’s core mission of educating students and keeping our strategic focus on developing Oakland University’s vision. Within Academic Affairs, deans make budget recommendations to the senior vice president for academic affairs and provost who reviews them for adherence to the mission and presents budget requests to the president.

The 2009 Operating Budget Request ([attachment to the 1/3/2008 agenda of Board of Trustees’ Finance, Audit, and Investment Committee:](#)

<http://www4.oakland.edu/upload/docs/BOT/Agendas/010308/Budget%20Request%20A.doc>) submitted to Michigan’s Office of the State Budget clearly reflects the university’s mission and its strategic planning documents.

Component one, “distinctive General Education program,” calls for the creation of Centers for Civic Engagement, Global Understanding, and Information Literacy. Each of these foci derives from important aspects of the university’s mission and planning documents. Preparing students for “active, concerned citizenship” is mentioned early in the instruction section of the university mission. For example, Global Experiences, including a “keen sense of the global community,” is one of the nine components in *OU in 2020*. Information Literacy

is central to the library's passion statement developed in the 2020 planning process: "Kresge Library is passionate about teaching students to be information literate lifelong learners." Component two of the Operating Budget Request concerns undergraduate research opportunities. The mission statement, *OU in 2010*, and *OU in 2020* all highlight the importance of students being involved with faculty in research.

*1C4: The goals of the administration and academic subunits of the organization are congruent with the organization's mission.*

The university's units and divisions (<http://www4.oakland.edu/?id=5223&sid=24>) each developed goals as a part of *OU in 2020*. Central to this process was the focus on the mission statement, and the goals thus clearly reflect the mission. For each goal it is easy to match it with the related portion of the mission statement. Here are a few examples of the goals and how they relate to the mission:

*Division of Academic Affairs:*

Goal: promote opportunities for undergraduate research

Mission Statement: Whenever possible students are involved in research projects. . . .

*School of Business Administration:*

Goal: Make an important contribution to Michigan economic development

Mission Statement: In carrying out its research and scholarship mission, the university seeks especially to be responsive to the needs of Michigan, particularly of the populous southeastern sector.

*School of Health Sciences:*

Goal: Obtain an integrated learning, teaching and research focus in SHS

Mission Statement: Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.

*Student Affairs:*

Goal: Foster student learning in all co-curricular and first-year experiences

Mission Statement: In direct support of its academic mission, Oakland University provides basic services and experiences that integrate cognitive learning with the

personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains.

Complete copies of the goals of the subunits can be found at (<http://www4.oakland.edu/?id=5223&sid=24>)

*1C5: Oakland University's internal constituencies articulate the mission in a consistent manner.*

Oakland University's departments are asked to use the university mission in their planning and assessment activities. This is designed to enhance university understanding of the mission and alignment with the mission throughout the institution. For example, academic units relate their assessment plans to the university's mission.

- *Core Component 1D: Oakland University's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

*1D1: Board Policies and practices document the board's focus on the organization's mission.*

Oakland University derives its authority from Article VIII, Section 6, of the 1963 Constitution of the State of Michigan. The university was created under Public Act 1970, No. 35, effective July 1 (MCLA 390.151). In 1970 Oakland University was granted independence from Michigan State University and placed under the authority of its own eight-member Board of Trustees appointed by the governor for staggered, renewable eight-year terms. The Board is a body corporate constituted as provided by law to exercise its constitutional powers and duties. The Board of Trustees is charged with the general supervision of the university, including control and direction of all expenditures from the institution's funds. The Board elects a chair and vice chair who may serve up to two years, and it has a standing Finance, Audit, and Investment Committee. The Board also appoints the university president as well as the secretary to the board and the treasurer to the board. Consistent with state law and the university's enabling legislation, the president serves *ex officio* on the Board of Trustees. The Board created the positions of student liaisons to the Board in 1994. The Board functions under bylaws it approved in 1971 and last revised in 1997 (<http://www.oakland.edu/senate/btbylaws.html>). Board agendas and minutes are both available from the Board web site (<http://www4.oakland.edu/?id=28&sid=32>).

The Board approved the current role and mission statement in 1982 and participates in strategic planning retreats with the President's Executive Council. Board of Trustees actions document its continued support of the university's role and mission. For example, with regard to the instructional mission, the Board has approved new programs "that meet demonstrable needs of Michigan residents." The Board also reviews and approves all new faculty appointments, reappointments, as well as promotion and tenure decisions. It approves major enhancements to instructional facilities and capital

projects such as the building of Pawley and Elliott Halls and the Technology Learning Center in Kresge Library. The Center will include an information commons and will allow for the relocation and expansion of E-Learning and Instructional Support. Whenever the Board discusses funding and tuition rates, Board members always highlight the focus of the university to offer “instructional programs of high quality,” and they seek to maintain a balance between affordable tuition and the quality of education the university offers.

The Board continues to fund Trustee Academic Success Scholarships and initiatives both to increase the diversity of the student body and “to provide the support conducive to the realization” of these students’ potential. The Board also reviews grants and contracts associated with the research mission of the university. The Board is very active in maintaining the public service mission of the institution. For example, in considering the budgets of the university’s ancillary operations, the Board not only weighs the self-supporting potential of the activities, but it also considers how they “enhance the quality of life in the service areas of the university.” An important example of this involved Meadow Brook Theatre (MBT). The Board heard opinions from faculty, staff, and students and from community members wishing to retain the Theatre and approved a proposal that would keep a high quality, professional theatre on campus. It entered into an agreement with the Theatre Ensemble (composed of theatre professionals involved with MBT) that removed the university from having to maintain the financial obligations for the Theatre and also strengthened the Theatre’s ties to the academic portion of the university. The Board has approved capital projects that support the student development mission of the university. For example, in 2002, the Board approved the 30,000 square foot expansion to the Oakland Center which includes an additional 330 seats in the food court area, a 7,000-square-foot multipurpose room that seats 600, and a 24-hour computer lounge featuring wireless Internet access. The Board of Trustees also approves executive leadership appointments and reorganizations.

1D2: The board enables the organization’s chief administrative personnel to exercise effective leadership.

The organization chart for the President’s Division appears on the following page. Acting on authority delegated by the board, the president assumes primary responsibility for all the university’s educational, financial and administrative functions and serves as the chief executive and administrator of the university. The president is the principal liaison officer and official contact between the Board and the faculty, staff, and students of the university. The president’s responsibilities include seeing that the university operates according to policy, voicing its needs as it moves toward the future, and communicating the needs of the institution to the Board of Trustees. The president is also responsible for communicating to the entire university community, including the Board, the economic and political realities confronting the institution, for providing leadership, and for serving as the chief external spokesperson of the university. The president also serves as an *ex officio* member of the Board.

Gary D. Russi has served as Oakland University’s president since 1996 and was interim president from 1995 to 1996. Under his leadership Oakland completed its first

strategic plan, 1995–2005. The 10-year plan paved the way for Oakland’s unprecedented growth in stature and size and set the university on a course to realize its 2010 vision and position it to strategically plan for a vision for 2020.

Under President Russi’s leadership the university has introduced over fifty new degree programs. The student population has grown from 14,379 in the fall of 1997 to 18,169 in the fall of 2008. The number of fulltime faculty has also increased—from 380 in the fall of 1997 to 496 in the fall of 2008. In addition Oakland has invested — often with state support — more than \$190 million to enrich environments for teaching, researching, learning, and living. Capital improvements include a \$43-million Science and Engineering building, a \$37-million Recreation and Athletics Center, the \$17.5-million R. Hugh and Nancy Elliott Hall of Business and Information Technology, the \$32-million Carlotta and Dennis Pawley Hall, and \$20-million new student apartments. Oakland University is a top-rated academic institution that is widely recognized as a university on the rise.

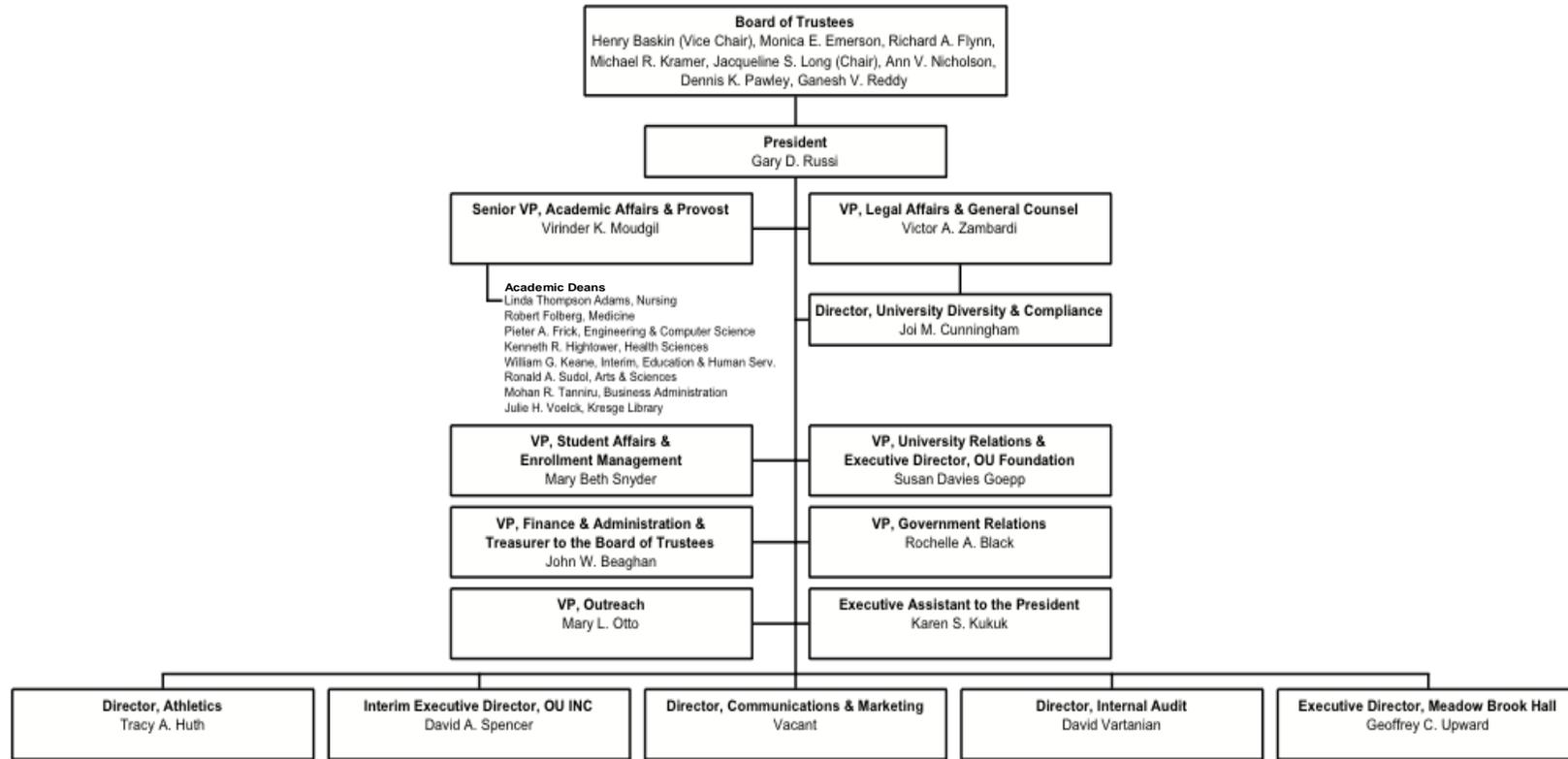
The president works closely with the President’s Executive Council (formerly known as the President’s Cabinet) and the academic deans to oversee the daily operations of the university. The President’s Executive Council, chaired by the president, consists of the senior vice president for Academic Affairs and provost, all of the vice presidents, and the executive assistant to the president, Karen Kukuk.

The president is delegated the authority to create a structure that ensures effective leadership of the institution. The President’s Division is made up of the following departments: Office of the President, Office of Government Relations, Office of Legal Affairs and General Counsel, Office of Outreach, Communications and Marketing, Internal Audit Department, SmartZone Business Incubator (OU INC), and Athletics.

The Office of Government Relations, established in 1995, is responsible for increasing awareness of and support for Oakland University among elected officials. The office was created to promote effective communication between representatives of the university and government officials and members of their staff. Rochelle Black is the Vice President for Government Relations. The office is responsible for the development and implementation of goals and strategies to support public funding and improve the overall image of higher education and the university among key groups, especially at the state level, and is responsible for monitoring passage of the university’s legislative agenda, operating and capital outlay budget priorities.

The Vice President for Legal Affairs and General Counsel, Victor Zambardi, is appointed by the Board. The vice president is responsible for all legal matters for the Board of Trustees and the university. Typical duties include reviewing policies, drafting and reviewing contracts, advising on governance issues, providing legal advice, and defending the university against legal claims, including litigation. He is responsible for keeping a public record of all actions of the Board and is the custodian of the corporate seal and uses it at the direction of the Board. The vice president handles the preparation, review and distribution of Board materials in conjunction with the scheduling of Board of Trustees meetings.

## Organizational Chart



The Outreach Office was established in 2008 to strengthen the university's strategic relationships and provide key leadership in reaching out to other communities in southeastern Michigan and beyond. Mary L. Otto is the vice president for Outreach and is responsible for academic outreach administration, corporate relations, public relations, and other outreach efforts that advance the university's mission and strategic plans.

The Department of University Communications & Marketing (UC&M) is a proactive, strategic partner providing counsel and support to help Oakland University units and departments advance the university's mission and vision. UC&M strategies help to increase student enrollment, alumni participation, donor involvement, and university visibility. UC&M centralizes marketing, advertising, communications, and media relations activities across the university and creates major university publications. UC&M supports university units in producing marketing-related web sites, informational and promotional communications, and marketing and advertising campaigns. UC&M also is responsible for creating and maintaining the university's graphic identity program and editorial style guidelines. The position of director of UC&M is currently vacant.

The Department of Internal Audit independently examines and evaluates university activities as a service to the president and Board of Trustees. The department provides analyses, appraisals, recommendations, and evaluations of internal controls to assist members of the university in the effective discharge of their responsibilities. Findings are reported to the Board of Trustees and senior management. Internal Audit reports functionally to the Finance, Audit, and Investment Committee of the Board of Trustees and administratively to the president. David Vartanian serves as the director of Internal Audit.

The Oakland University SmartZone Business Incubator (OU INC) was established in 2004 and provides entrepreneurs with a unique environment to start, establish, and grow successful businesses. It provides flexible office space, professional business services, and access to capital and business development programs and resources from early stage until the graduation stage of growth. Client companies may become resident tenants at OU INC or may choose an affiliate membership status that does not necessitate an on-site leased office. The executive director, David Spencer, is responsible for the OU INC operation.

The Athletics department oversees the university's 16 intercollegiate sports. Competing in Division I of the NCAA, Oakland is a member of the Summit League (formerly known as the Mid-Continent Conference). The department maintains a strong commitment to academic integrity and student-athlete welfare while serving as a source of institutional/community pride and alumni re-entry to campus activities. Tracy Huth is the director of Athletics.

Meadow Brook Hall is the fourth largest historic house museum in the United States and is renowned for its superb craftsmanship, architectural detailing, and grand scale. Currently, the hall welcomes more than 100,000 visitors each year to participate in tours, educational programs, and a variety of special events. This historic house museum also provides a sense of tradition for Oakland University and is a research, scholarship, and training resource for students and faculty. Geoffrey Upward is the Executive Director of Meadow Brook Hall.

1D3: The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

### ***Delegated Administrative Authority***

The president has delegated authority over the major functional operations of the university to four divisional vice presidents who serve as operating officers of their respective divisions.

- Senior Vice President for Academic Affairs and Provost, Virinder K. Moudgil
- Vice President for Student Affairs and Enrollment Management, Mary Beth Snyder
- Vice President for Finance and Administration, John W. Beaghan
- Vice President for University Relations, Susan Davies Goepp

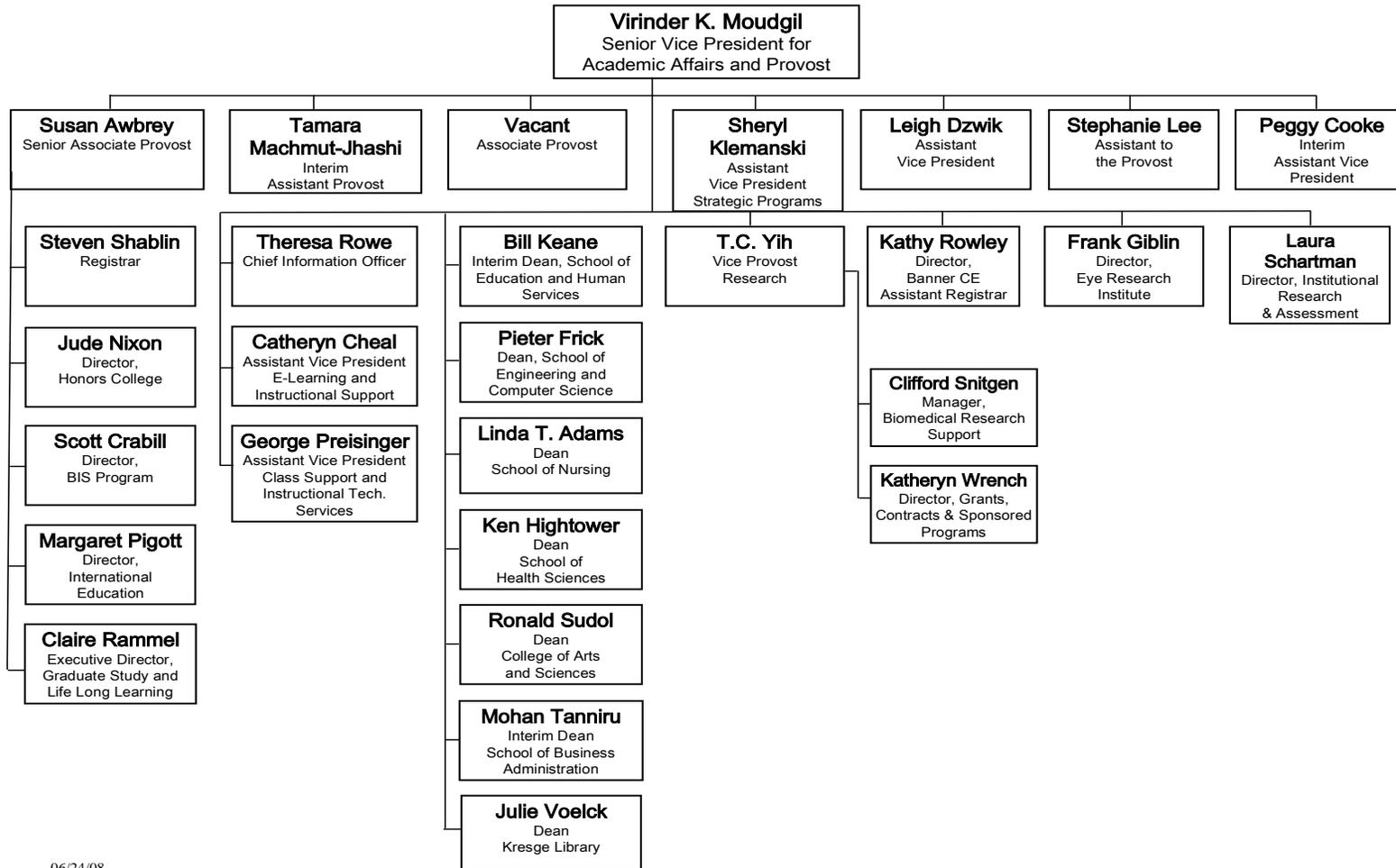
### **Division of Academic Affairs**

The organization chart for the Division of Academic Affairs appears on the next page. The Division of Academic Affairs, under the direction of the senior vice president for Academic Affairs and provost, Dr. Virinder K. Moudgil, ensures the quality of education and research at the bachelor's, master's, and doctoral levels. Provost Moudgil describes the central mission of Academic Affairs as follows: "to deliver an outstanding education that prepares students with a portfolio of skills and values necessary for success in the workplace and society." In chairing the Deans' Council, the Academic Council, and Council of Department Chairs and Program Directors, the provost works directly with senior academic administrators and faculty on the campus to achieve this mission. All three of these groups meet monthly. Working with the deans of the schools, the college, and the library, the senior vice president for Academic Affairs and provost has authority for the overall administration of academic programs.

There are six academic units plus the library. Deans of these units compose the Deans' Council which is chaired by the provost.

- The College of Arts and Sciences, Dean Ronald Sudol
- The School of Business Administration, Dean Mohan Tanniru
- The School of Education and Human Services, Interim Dean William Keane
- The School of Engineering and Computer Science, Dean Pieter Frick
- The School of Health Sciences, Dean Kenneth Hightower

## Division of Academic Affairs



- The School of Nursing, Dean Linda Thompson Adams
- Kresge Library, Dean Julie Voelck

The Academic Council which is chaired by the provost includes the deans and the following key academic leaders:

- Senior Associate Provost, Susan Awbrey
- Vice Provost for Research, T.C. Yih
- Associate Provost for Academic Affairs (Vacant)
- Interim Assistant Provost, Tamara Machmut-Jhashi
- Chief Information Officer, Theresa Rowe
- Registrar, Steven Shablin
- Assistant Vice President for E-Learning and Instructional Support, Catheryn Cheal
- Assistant Vice President for Classroom Support and Instructional Technology Service, George Preisinger
- Assistant Vice President for Academic Human Resources, Leigh Settlemoir Dzwik
- Interim Assistant Vice President, Peggy Cooke
- Director of the Eye Research Institute, Frank Giblin
- Director of Institutional Research and Assessment, Laura Schartman
- Executive Director of Graduate Studies and Life Long Learning, Claire Rammel
- Assistant to the Provost, Stephanie Lee

The Senior Vice President for Academic Affairs and Provost also works closely with the university's academic governance system, chairing both the University Senate and its Steering Committee. Representatives of the faculty, staff, and students serve on the Senate.

## **Division of Student Affairs and Enrollment Management**

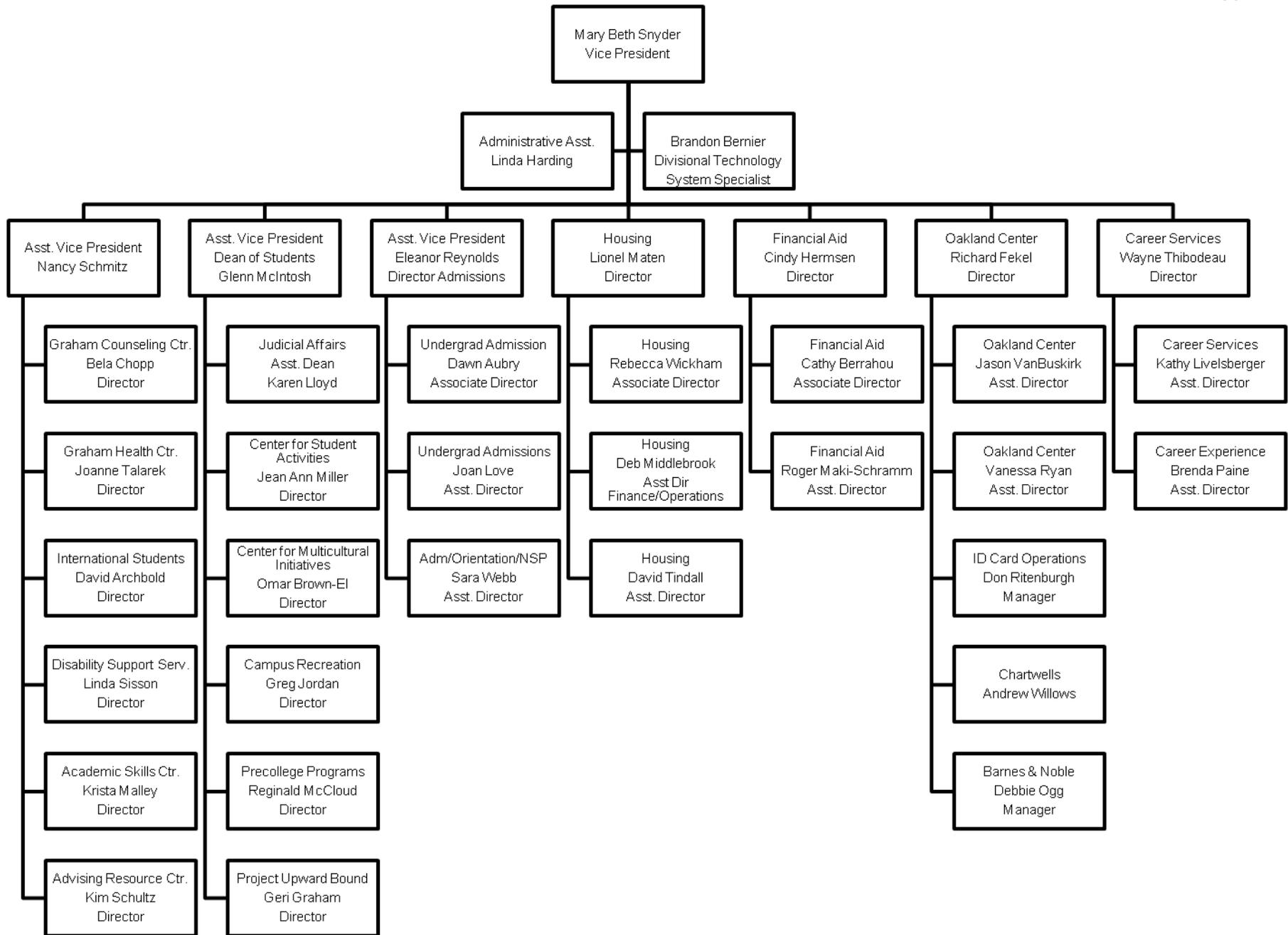
The organization chart for the Division of Student Affairs and Enrollment Management appears on the next page.

The purpose of the Division of Student Affairs and Enrollment are to make a positive difference in the lives of students by providing an environment that promotes learning both inside and outside the classroom and to ensure that university undergraduate enrollment goals are achieved. It provides co-curricular services and programs that not only contribute to the students' learning but also contribute to what the university mission describes as "the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains." In fulfilling its purposes, Student Affairs helps the university achieve student recruitment and retention goals and contributes to higher levels of student satisfaction. Divisional staff members support the central academic mission of the university by conducting their work in ways that:

- Assist students in their development through opportunities to apply knowledge in their daily lives;
- Help students develop coherent values;
- Forge partnerships with academic units that advance student learning;
- Use resources to meet ever-changing student service needs; and
- Reinforce high academic expectations for students.
- Achieve university recruitment and retention goals for undergraduates.

Reporting to the vice president for Student Affairs and Enrollment Management are the following:

- Assistant Vice President for Student Affairs and Dean of Students, Glenn McIntosh
- Assistant Vice President for Student Affairs and Director of Admissions, Eleanor Reynolds
- Assistant Vice President for Student Affairs, Nancy Schmitz
- Director of the Oakland Center, Richard Fekel
- Director of Financial Aid, Cindy Hermsen
- Director of University Housing, Lionel Maten
- Director of Career Services, Wayne Thibodeau
- Director of Campus Recreation, Greg Jordan



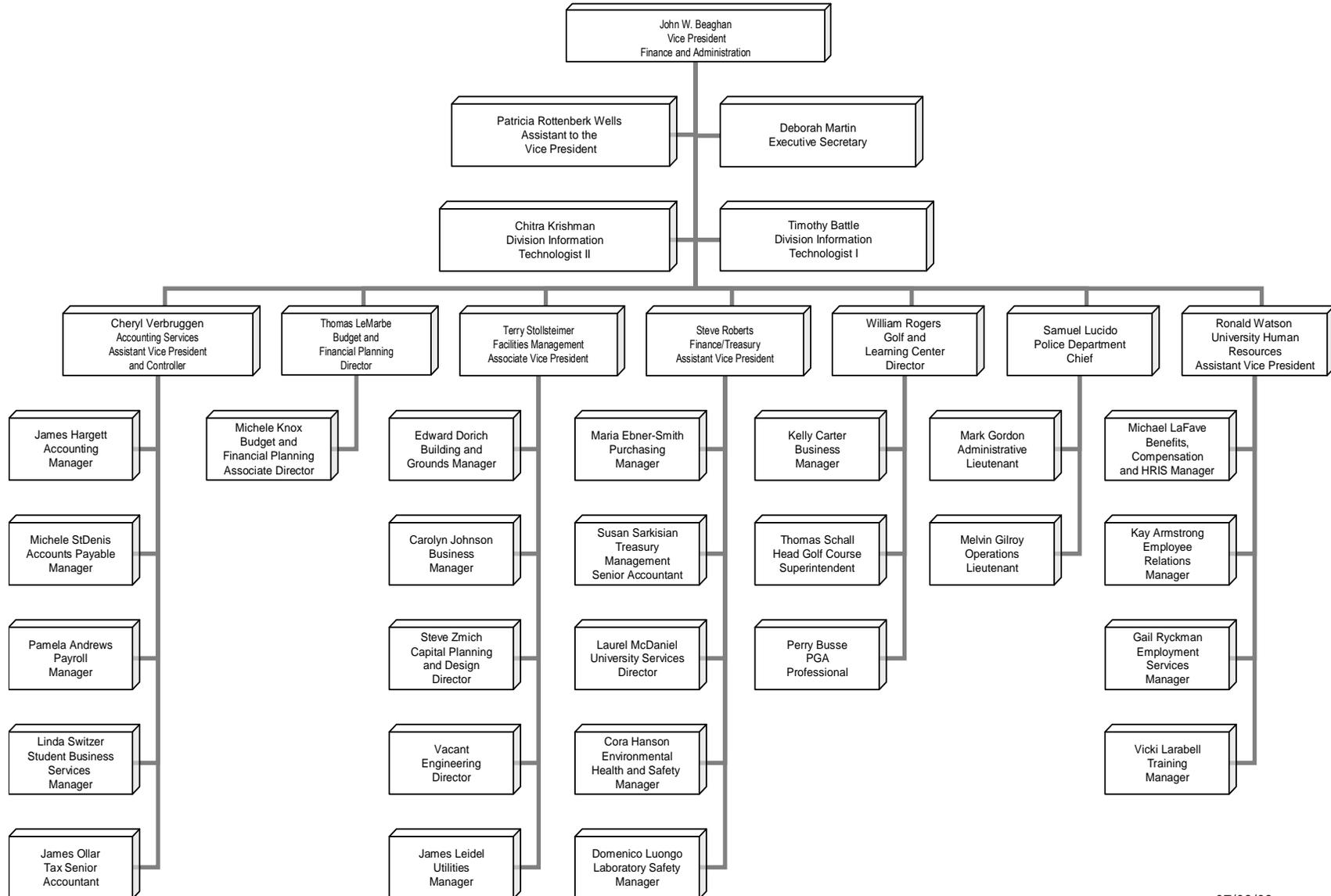
Major units of the division include:

- Academic Skills Center
- Advising Resource Center
- Campus Recreation & Intramurals
- Career Services
- Center for Multicultural Initiatives
- Center for Student Activities
- Dean of Students
- Department of Pre-College Programs
- Disability Support Services
- Financial Aid
- Graham Health & Counseling Center
- ID Card Office
- International Students & Scholars
- New Student Programs
- Oakland Center
- Orientation and New Student Programs
- Project Upward Bound
- S.A.F.E. On Campus
- Student Technology Center
- Undergraduate Admissions
- University Housing & Food Service

### **Division of Finance and Administration**

The organizational chart for the Division of Finance and Administration appears on the next page. Centered in the Division of Finance and Administration are the financial and business services functions of the university. The division oversees the university's day-to-day financial operations, non-academic human resources, facilities, police, purchasing and risk management, business services and the Golf and Learning Center. The vice president serves as treasurer to the Board of Trustees and chief financial officer to the Oakland University Foundation. Central to the division's principal objective is to provide "wise stewardship of the university's human, financial and physical resources." The division is organized under four associate/assistant vice

# OAKLAND UNIVERSITY Finance and Administration



presidents and three directors:

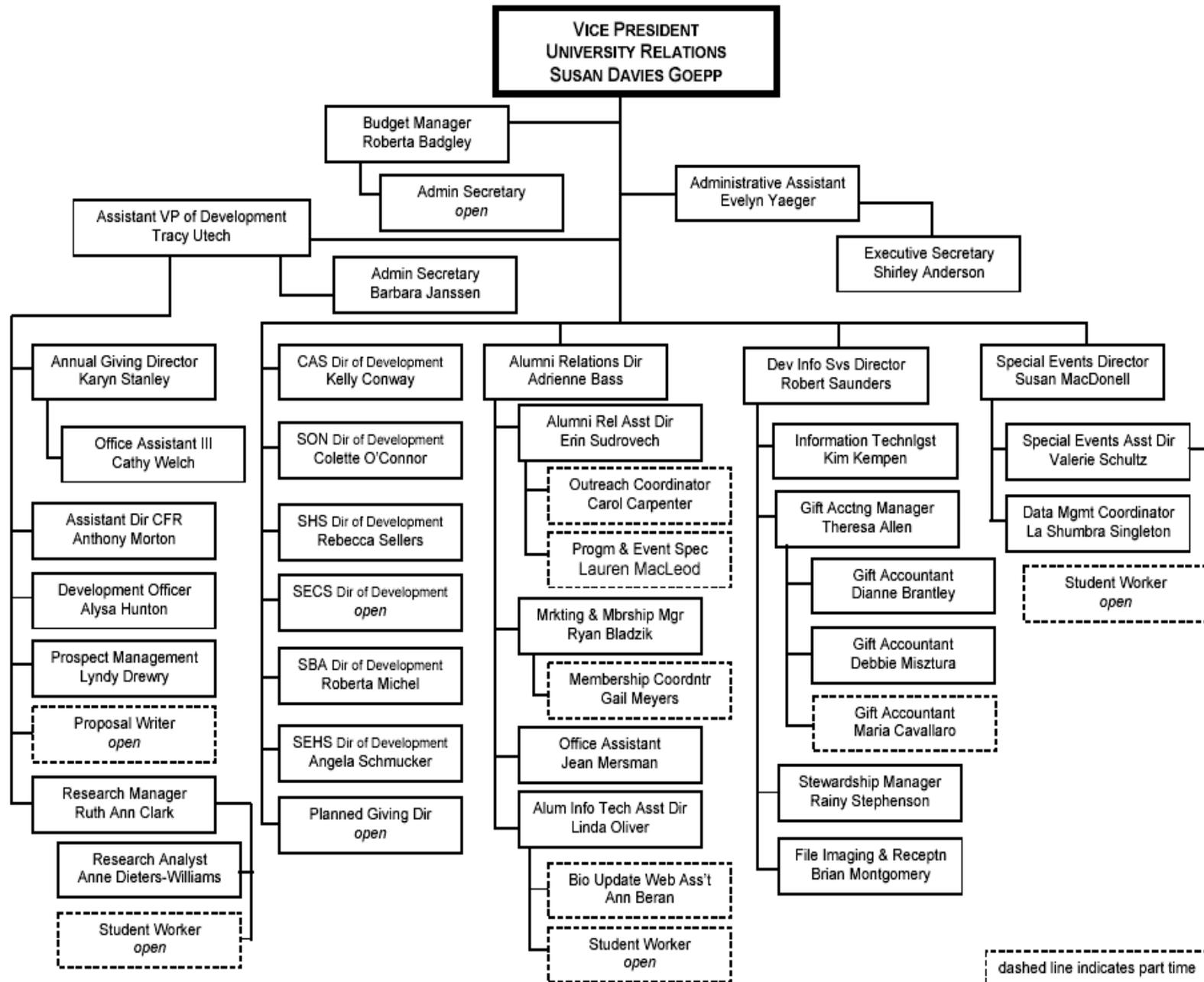
- Associate Vice President for Facilities Management, Terry Stollsteimer,
- Assistant Vice President for Finance, Steve Roberts
- Assistant Vice President for Accounting Services and Controller, Cheryl Verbruggen
- Assistant Vice President of University Human Resources, Ronald Watson
- Director of Budget and Financial Planning, Thomas LeMarbe
- Chief of Police, Samuel Lucido
- Director of the Golf and Learning Center ,William Rogers

The Division has overall responsibilities for:

- Budget Management
- Financial Controls and Reporting
- Facilities Management
- Human Resources
- Treasury Management
- Risk Management/Environmental Health and Safety
- Police
- Purchasing and Property Management
- Golf and Learning Center

### **Division of University Relations**

The organization chart for the Division of University Relations appears on the following page. The major purpose of the Division of University Relations is found in its “principal objective” developed for *OU in 2020*. “University Relations fosters lifelong relationships that encourage students, faculty, staff, alumni and friends to share their resources of time, talents and financial support to advance the mission of Oakland University.” These relationships with strategic partners--individual, corporate, non-profit, and governmental—will help sustain the university over time.



Reporting to the Vice President for University Relations are the following:

- Assistant Vice President for Development and Director of Corporate and Foundation Relations, Tracy Utech
- Director of Alumni Relations, Adrienne Bass
- Director of Development Information Services, Robert Saunders
- Special Events Director, Susan MacDonell
- Director of Annual Giving, Karyn Stanley

In addition, the Vice President for University Relations oversees the Oakland University Foundation, a private, nonprofit corporation that provides financial support and advice to the university.

The division is comprised of the following areas:

- Development Services
- Alumni Relations
- Development Information Services
- Special Events
- Annual Giving

### ***Shared Governance***

Collaborating with this administrative structure is an extensive system of shared governance that plays a crucial role in the establishment of university policies and programs. The University Senate, the AP Assembly, and the University Student Congress, each recognized by the Board of Trustees bylaws, are essential parts of this shared governance structure. In addition to these bodies there are also collective bargaining groups that, through agreements with the university, set terms of employment with respect to wages and working conditions for their members. Under Oakland's traditional form of participatory governance, change happens deliberately after consideration by numerous, sometimes overlapping, constituencies.

### ***University Senate***

The Senate is an all-university governance body whose membership includes administrative officers, students, and faculty members and staff elected or appointed for multi-year terms to represent their units. The senior vice president for Academic Affairs and provost is its presiding officer. It serves as a legislative forum that meets monthly during the academic year. The Senate recommends new degree programs to the president and the board and must approve the constitutions of colleges and schools. It determines

academic policies and provides opportunity for public deliberation on issues of importance to the university.

The Senate Constitution calls for the establishment of a faculty assembly by each of the schools, the College, and the Library. These assemblies each have a constitution approved by the Senate and have the authority to recommend to the Senate on matters of academic policy (including course approval, degree requirements, and candidates for degrees and honors) and on issues of concern to that unit.

The Senate carries out its work through its committees, staffed predominantly by faculty members but including student and *ex officio* administrative members as well. Its steering committee, chaired by the senior vice president for Academic Affairs and provost and composed of six senators elected for two year terms, review proposals directed to the Senate from other governance bodies, sets the Senate agenda, refers issues to appropriate standing committees, establishes *ad hoc* committees as needed, and nominates faculty members of standing committees. The Senate Standing Committees are as follows:

- **Academic Computing Committee**

**Charge:** To advise the University Senate on all matters pertaining to the use of computers for instruction and research. It is expected to define and be responsive to the needs of students and faculty using the university computer facilities. It is given primary responsibility for devising and directing the implementation of plans to develop appropriate levels of computer literacy. It is required to prepare annually a recommendation to the Senior Vice President for Academic Affairs and President on requirements for improvements and additions in computer facilities (both hardware and software) to meet the anticipated computing needs for the subsequent five-year period.

To advise the Chief Information Officer as necessary and assist in developing services, schedules, and priorities for academic computing usage in relation to total university computer usage. It should, periodically, examine patterns of use and charge systems, and make recommendations for such modifications as may be necessary.

- **Academic Conduct Committee**

**Charge:** To review, propose, and implement policies concerning academic dishonesty.

- **Academic Standing & Honors Committee**

**Charge:** To review, propose, and implement university policies concerning academic probation, dismissal, and readmission; to present to the Senate the Registrar's list of candidates for graduation with any recommendations for deletions or additions to the list; and to review and transmit to the Senate nominees for University Honors.

- **Assessment Committee**

**Charge:**

1. To coordinate and advise on the planning and implementation of assessment by academic units;
2. To prepare an overall University Assessment Plan which meets the requirements of the North Central Association of Colleges and Schools and to consult with the staff of that Association, as appropriate, to insure that the Plan and its implementation continue to meet Association standards;
3. To advise and cooperate with the General Education Committee in planning and carrying out assessment of the University's general education programs;
4. To advise the Senior Vice President for Academic Affairs and Provost, the University Committee on Undergraduate Instruction, and the Graduate Council on the findings of the assessment program and their implications for specific program reviews and for maintaining and improving the quality of undergraduate and graduate instruction in general; and
5. To report to the University Senate and the Assemblies of the organized faculties on the findings of the assessment program and their implications for maintaining and improving the quality of undergraduate and graduate curricula and instruction at the University.

- **Athletics Committee**

**Charge:**

1. To advise the Athletics Director and the President on matters related to the administration of the university's athletics programs.
2. To receive timely and regular reports from the Athletics Director and the Vice-President for Finance and Administration on current and proposed plans and policies that affect the athletics programs, including plans and policies on buildings, facilities, budgets, services, academic support and NCAA compliance, and to advise and make recommendations on same.
3. To receive reports and recommendations from other committees and to advise and make recommendations to the Senate and its committees, as needed.
4. To take on additional duties as directed by the Senate Steering Committee.
5. To report to the Senate at least annually on the status of Oakland University's Intercollegiate Athletics programs.

- **Budget Review Committee**

**Charge:**

1. To work with the President, vice presidents, and Senate Planning Review Committee in the implementation of university plans, goals, objectives, role, and mission;
2. To receive from the President reports on available resources and their allocation to the university divisions and, jointly with the Senate Planning Review Committee, to advise the President regarding priorities for such allocations;
3. To receive from the Senior Vice President for Academic Affairs reports on available resources and their allocation to the university's academic programs and, jointly with the

Senate Planning Review Committee, to advise the Senior Vice President for Academic Affairs regarding priorities for such allocations;

4. To report to the Senate on the current university budget and its role in advancing university goals and objectives;

5. To advise the Senate concerning the budgetary implications of relevant changes affecting the organization of the university;

6. To report to the Senate and its committees (as needed, UCUI, the Graduate Council, the General Education Committee) on the university-wide budgetary implications of proposed new academic programs or the discontinuance or major reorganization of existing academic programs as may be proposed; and

7. To meet jointly, as needed, but at least once each semester with the Senate Planning Review Committee.

- **Campus Development & Environment Committee**

**Charge:** To consider the aesthetic and ecological effects of both present practices and future plans for the physical maintenance and development of the campus, to recommend policies in these areas, and to advise the administrative officers responsible for campus development. Such issues as new construction, location of utilities and parking facilities, aesthetic accouterments, maintenance practices, and the identification of areas for outdoor education shall fall within the purview of this committee.

- **General Education Committee**

**Charge:**

To recommend to the Senate policies and requirements for undergraduate general education, to function as a curriculum committee for a university-wide program of general education, to respond to petitions of exception relating to that program in accordance with Senate authorizations, to communicate through regular exchange of minutes with the University Committee on Undergraduate Instruction, and to provide information on petitions of exception regarding General Education to the University Committee on Undergraduate Instruction for preparation of a university-wide annual report on petitions of exception.

- **Honorary Degree Committee**

**Charge:** To consider and recommend candidates for honorary degrees, according to the attached criteria and procedures.

- **Library Committee**

**Charge:**

1. To serve as a liaison between the library and the faculty and students of the University; to bring faculty and student opinion before the library and to interpret library policies to faculty and students;

2. To advise the library and the University Senate in the formulation of broad general policies on collections, buildings, facilities, and services. These policies shall be

- presented to the University administration by the Dean of the Library;
3. To receive timely and regular reports from the Dean of the Library on current and proposed library plans and policies;
  4. To receive timely and regular reports from the Vice President for Academic Affairs on current and proposed university plans and policies which may impact the library and to advise and make recommendations on same;
  5. To receive reports and recommendations from other duly constituted committees and to advise and make recommendations to the Senate and its committees, as needed;
  6. To take on additional duties as directed by the Senate Steering Committee; and
  7. To meet regularly, but at least once each semester.

- **Planning Review Committee**

**Charge:**

1. To work with the President, Senior Vice President for Academic Affairs, other vice presidents, the Senate Budget Review Committee, and other duly constituted committees in the review of university plans, goals, objectives, role, and mission;
2. To advise the President, jointly with the Senate Budget Review Committee, regarding priorities for university resource allocations;
3. To advise the Vice President for Academic Affairs, jointly with the Senate Budget Review Committee, regarding priorities for academic resource allocations;
4. To make recommendations to the Senate on any changes affecting the academic organization of the university;
5. To advise the Senate on the university-wide implications of relevant changes affecting the organization of the university;
6. To report to the Senate regarding the outcome of organizational changes;
7. To report to the Senate and its committees (as needed, UCUI, the Graduate Council, the General Education Committee) on the university-wide implications of proposed new academic programs or the discontinuance or major reorganization of existing academic programs as may be proposed;
8. To receive reports and recommendations from duly constituted committees, to maintain communication with the Graduate Council, the Senate Budget Review Committee, and the University Committee on Undergraduate Instruction through regular exchange of minutes, and to advise and/or make recommendations to the Senate, as needed;
9. To take on additional duties as directed by the Senate Steering Committee; and
10. To meet jointly, as needed, but at least once each semester with the Senate Budget Review Committee.

- **Research Committee**

**Charge:**

To encourage and promote scholarship, advanced studies, and research among the faculty and staff of the University. The Committee's responsibilities include, in particular, the evaluation of applications for intramural research funds and the allocation of these funds. More generally, they include the protection and development of practices and policies conducive to scholarly activity.

- **Senate Elections Committee**

**Charge:** The Elections Committee of the University Senate shall conduct elections and referenda and make apportionments as described in the various articles of this Constitution.

- **Student Academic Support Committee**

**Charge:** To promote the academic success of students by considering, evaluating, and recommending policies and procedures in the areas of advising, financial aid, registration, admissions, student life, career development, and any other areas of student academic interest that may be brought before it.

- **Teaching and Learning Committee**

**Charge:** To promote the teaching function and the learning process by sponsoring incentives for good teaching and by publicizing within the University significant ideas and approaches to teaching and learning; and to provide for a more structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession.

- **University Committee on Undergraduate Instruction**

**Charge:**

1. To recommend to the University Senate academic policies and procedures concerning undergraduate education and, when necessary, seek advice from other appropriate bodies concerning the impact of these policies and procedures;
2. To evaluate and monitor petitions of exception regarding university-wide undergraduate academic requirements except for university-wide general education requirements;
3. To prepare an annual report on all petitions of exception to be shared with the Office of Academic Affairs, the Registrar, individual Committees on Instruction, and the Senate Planning Review Committee;
4. To make recommendations to the University Senate regarding proposed and existing undergraduate programs, including recommendations for program modification, suspension, or discontinuance;
5. To advise the Senate Planning Review Committee (SPRC) and the Senate Budget Review Committee (SBRC) concerning proposed new undergraduate programs and to maintain regular communication with SPRC and SBRC through exchange of minutes;
6. To cooperate with the General Education Committee in overseeing undergraduate instruction throughout the University and to maintain regular communication with that committee through exchange of minutes;
7. To schedule and monitor decennial reviews of all undergraduate programs in timely fashion and report findings to the Senate Planning Review Committee and the University Senate;
8. To evaluate ongoing and proposed undergraduate programs for their consistency with University academic policies and mission, to monitor catalog copy to ensure compliance with all such policies; and to monitor all catalog changes impacting outside of the

Committee on Instruction making the change;

9. To construct the list of courses designed to meet the university wide ethnic diversity requirement from among those courses submitted for this purpose by the academic units and to maintain and update this list. Nothing in this provision is intended to authorize or permit UCUI or Oakland University to require courses or parts of courses to have a certain ideological framework or any other framework of interpretation as a condition for satisfying the ethnic diversity requirement; and
10. To advise the Senate on all matters that body or its Steering Committee may refer to the Undergraduate Committee on University Instruction concerning undergraduate instruction and the general requirements within which the specifics of undergraduate degree programs function.

Although it is not Senate committee, the Graduate Council, which operates under its own bylaws, functions in a role analogous to that of the University Committee on Undergraduate Education

- **Graduate Council**

**Charge:**

1. To recommend to the University Senate academic policies and procedures concerning graduate education; and, when necessary, seek advice from the Senate Planning Review Committee, the Senate Budget Review Committee, and other appropriate bodies concerning the impact of these policies and procedures.
2. To recommend to the University Senate concerning new graduate programs;
3. To confer with the Associate Vice President for Academic Affairs and Dean of Graduate Study about program support or other activities in graduate education, as the Associate Vice President for Academic Affairs and Dean of Graduate Study may seek such advice;
4. To recommend and approve modifications in graduate programs with advice from other appropriate bodies as needed;
5. To render advice concerning existing programs or alterations in them as the Associate Vice President for Academic Affairs and Dean of Graduate Study may seek such advice;
6. To review all programs in timely fashion and report findings to the Senate Planning Review Committee and the University Senate;
7. To recommend, when necessary, to the Senate Planning Review Committee and the University Senate, with advice from other appropriate bodies as needed, program suspension or discontinuance based on findings from the program review process;
8. To appoint subcommittees necessary to assist the Graduate Council in the conduct of its responsibilities;
9. To assist in all evaluations of ongoing and proposed graduate programs for their consistency with the goals and objectives of the University;
10. To maintain regular communication with the Senate Planning Review Committee through exchange of minutes; and
11. To approve all candidates for degrees and report this approval to the President of the University.

### ***AP Assembly***

The AP Assembly is a governance body operating in the non-academic sphere, representing the administrative-professional staff. The Assembly serves in an advisory capacity to the president of the university and provides representation to the University Senate on issues of importance to the AP community. The Assembly holds a general meeting each year for all AP's and disseminates information on its activities through an organizational web page. Additionally, the Assembly facilitates the personal and professional development of its members by sponsoring professional development programs and hosts annual recognition programs such as the New AP Welcome and Outstanding AP of the Year Award.

The affairs of the AP Assembly are managed by an elected volunteer executive board that carries out its responsibilities under Association Bylaws approved by the membership. The executive board establishes policies and procedures, formulates strategic plans, initiates and evaluates Assembly activities, programs and services, and is responsible for the Assembly's budget. The executive board meets monthly.

### ***University Student Congress***

The Oakland University Student Congress is the student governance body, tied to the academic governance system by its three senators and its many appointees to Senate committees. Congress is the primary student government organization and functions as the students' representative body to the faculty, administration, and Board of Trustees. Heading University Congress is an elected student body president (elected as a ticket with the vice president) who appoints Congress committee chairs, university senators, an administrative assistant, a Student Activities Funding Board chairperson, Student Program Board chairperson, Financial Affairs director, Student Services director, and one other member of the Executive Board. The organization's membership consists of a legislative body of twenty-three elected students, the presidents of the Residence Hall Council and Commuter Council (or their designees), and the university president (or his/her designee). Congress approves its budgets and student presidential appointments and passes resolutions on issues of importance to students. It may also create *ad hoc* committees to investigate pressing concerns outside the spheres of its major standing committees. The standing committees are as follows:

- Student Activities Funding Board (SAFB).
- Student Program Board (SPB).
- Student Services Committee (SSC).
- Legislative Affairs Committee (LAC).
- Elections Commission (EC).
- Steering Committee.

- Judiciary Committee.
- Research and Review Committee.
- Scholarship Committee

Congress's elections are held each winter semester, with all students eligible to vote. In representing student interests and ensuring student input into the decision-making process, Congress's greatest strengths lie in its administrative autonomy within the university and the institutionalized rapport that exists between its leaders and top university administrators. The president of the university meets with the president and vice president of the Student Congress twice a semester in fall and winter.

### ***Student Liaisons to the Board of Trustees***

In 1994 the Board of Trustees authorized two student liaison positions to the Board. The vice president for Student Affairs and Enrollment Management appoints a screening committee that includes a University Student Congress representative selected by Congress, one university staff member, and one faculty member that recommends at least five students (from applications and nominations) to the president for appointment. Student Liaisons attend all scheduled open meetings of the Board and provide the Board with a cross-section of student views and opinions. Appointments are for two years.

### ***Academic Bargaining Unit***

The Oakland University Chapter of the American Association of University Professors (<http://www.oaklandaaup.org/>) endorses, and is guided by, the principles of the national organization. These include support for academic freedom and shared governance. Listed first among its roles is "improving the quality of Oakland University." The Chapter is run by an elected ten member Executive Committee and maintains a full-time office on campus with an executive director. As the collective bargaining agent, the Association represents only full-time faculty and eligible part-time faculty. Contractual agreements are negotiated typically at three-year intervals. The current agreement, which expires August 14, 2009, recognizes the Board of Trustees (referred to in the agreement as Oakland) as the "legal authority to control all final decisions regarding its academic and non-academic programs." Informal meetings followed, if necessary, by formal grievance procedures address interim matters of dispute.

Central to the AAUP agreement is the establishment of procedures for reviewing bargaining unit faculty for re-employment, tenure, and promotion. Each of the Schools, the College of Arts and Sciences, and the Library has a Committee on Appointment and Promotion (CAP) that establishes procedures and guidelines which must be approved by the university. Using these procedures each CAP reviews candidates from its unit for re-employment, tenure, and promotion and forwards its recommendations to the university. In cases of tenure and promotion CAP also sends its recommendations to the Faculty Re-

Employment and Promotion Committee (FRPC). FRPC then reviews each case and makes a final recommendation to the university.

### ***Other Bargaining Units***

In addition to the AAUP there are four other unions representing university employees. The Michigan Education Association/National Education Association (MEA/NEA) represents about 234 full-time regular clerical-technical staff. The MEA/NEA also represents about 123 full-time regular service-maintenance staff, including skilled trade personnel. Two smaller unions represent the OU Police Department personnel: Police Officers Association of Michigan represents the eighteen officers and four dispatchers, and the Police Officers Labor Council represents the three sergeants. The assistant vice president for University Human Resources serves as the chief negotiator for the Board of Trustees in the collective bargaining process with these four unions.

*1D4: People within the governance and administrative structures are committed to the mission and are appropriately qualified to carry out their defined responsibilities.*

The prominence of the mission on the web site, in all planning deliberations, and in university policies and procedures indicates commitment to the mission. The mission is referred to in both the faculty bargaining agreement and in the “Tenure & Promotion Statement.” All of this indicates a commitment to the mission administratively. Individuals demonstrate their commitment in many ways. The president highlights the role and mission in his updates to the university. The provost refers to it in his welcome statement on the Academic Affairs web site. Board members emphasize the importance of preparing students “to make meaningful contributions to the workplace” (July 11, 2007 Board minutes)—echoing the mission’s mention of “superior career preparation.” Faculty proposing new programs and developing assessment plans document how their programs/plans will support the role and mission. The members of the committees that review these programs and plans look for this evidence and question the proposers if they cannot find it. Administratively and individually the university emphasizes and seeks to fulfill the mission.

Evidence that people are qualified to carry out their defined responsibilities comes both from their credentials and experience and from the accomplishments of the units they lead. Resumes of the President’s Executive Council and the deans are available in the resource room.

*1D5: Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic process.*

Designated committees operating under the University Senate and the Office of Academic Affairs address curricular issues. The senior associate provost chairs the University Committee on Undergraduate Instruction (UCUI) which is a standing committee of the Senate. This body reviews changes to existing curricula, new

undergraduate program proposals, and policies related to undergraduate education. The Senate appoints faculty members representing academic units to this committee for three-year terms. Its counterpart for graduate education is the Graduate Council which oversees curricular and program modification, suspension or discontinuance of programs, review of new program proposals, and policies related to graduate education. The Senate appoints faculty members to the Council to represent each organized faculty with a graduate program. The senior associate provost also chairs the Graduate Council and appoints three at-large faculty members to the Council. Both bodies also include administrators who serve as *ex officio* members. UCUI and the Council also have in their charges the academic review of existing programs. A key aspect of every program review is the evaluation of its concurrence with university academic policies and mission.

New program proposals follow a rigorous path of review, beginning with the faculty assemblies of the academic units. Proposals require a thorough examination of the rationale for the program, in particular, addressing how the program will promote the role and mission of the university. Proposals must indicate how the program will support the goals of the unit, its potential impact on other programs, as well as its role in meeting market needs. Curricular and budgetary implications of the proposed program are also important considerations. Once the relevant unit's assembly has approved the proposal, it goes to UCUI or the Graduate Council and to the Senate Planning Review, Senate Budget, and University Assessment committees. Then the Senate reviews the proposal as revised based on suggestions from these committees. After these governance bodies approve a proposal, then the provost, the president, and the Board of Trustees rule on final approval.

The Senate mandates that each academic program be reviewed at least once every ten years. The Office of the Senior Associate Provost oversees the academic program review process. The primary purpose of program review is the improvement of programs, as measured by the quality of the faculty, the students, library, and other educational resources, the curriculum, available facilities, and the academic reputation of the program among its peers. This systematic review of academic programs is an integral part of the improvement process. It also assists in long-range planning and setting both university and departmental priorities, and it provides a mechanism for change.

The first step in the program review is a descriptive and evaluative self-study which the faculty of the department prepares. It provides basic information on the nature of the program and gives the faculty's assessment of the program's strengths and weaknesses. Programs accredited by outside agencies may submit self-studies based on their accreditation review. The process includes a report by external reviewers—the accrediting team or a reviewer specifically selected for the program review. UCUI or the Graduate Council then reviews the self-study and external reviewer report and issues its comments and suggestions that are forwarded to the department chair, dean and provost.

Another key component of the responsibility borne by faculty and academic leaders is the development of a process for academic assessment of programs and of student learning. From its outset, Oakland University has been determined to provide a rigorous course of study emphasizing the liberal arts, knowledge of diverse cultures, and opportunities for student participation in research. These commitments from Oakland's formative years are evident in its curriculum and in the approach taken by the university

Assessment Committee in guiding the assessment process. The Assessment Committee, which is the Senate standing committee that has primary responsibility for ensuring sound assessment practice, invites each academic department or unit to devise an assessment plan which the departmental faculty find credible for each of its major programs. Each plan must flow from the University's Role and Mission Statement and typically includes citation of appropriate goals from the university mission statement, specification of the program's goals, identification of student learning outcomes linked to program goals, delineation of the measures for student learning outcomes, clarification of the "feedback loop," and designation of the program faculty responsible for assessment activities. The Assessment Committee evaluates the university's assessment program as a whole, advises individual units about their plans, cooperates with the General Education Committee in the assessment of its program, and reports to various academic bodies concerning assessment and its function in improving the quality of curricula and instruction.

*1D6: Effective communication facilitates governance processes and activities*

Oakland University's governance bodies and leadership keep the university community informed of their activities and of administrative and academic policies and procedures. The Senate web site (<http://www3.oakland.edu/oakland/frames.asp?main=http://www.oakland.edu/senate/>) lists not only the agendas and minutes of its meetings since 1960, but it also provides links to standing committee membership rosters, to committee annual reports (found in "Reports and Proposals" under "Senate Committee Annual Reports"), and to proposals reviewed by the Senate. From the Board of Trustees web site there are links to the agendas and minutes of its regular meetings with attachments giving additional information about items under discussion. The web sites for Undergraduate Education and Graduate Study each has links to policies and procedures. The president sends updates to the university community regarding budget and other matters via e-mail. The provost sends e-mails to faculty and staff to share matters of importance in academic affairs. These "Friday Announcements" are part of a regular attempt to communicate with the faculty. Important initiatives (such as the upcoming accreditation visit by the Higher Learning Commission) have prominent positions on the university homepage. Communications and Marketing sends out weekly e-mails reporting on upcoming campus events (from transfer open houses to scholarly conferences); significant faculty, staff, and student accomplishments; and important campus announcements (changes to e-mail, tuition increases, etc.)

In addition to electronic communication there are also many face to face meetings to inform, seek advice, and to develop policy. The president meets regularly with his Executive Council (all vice presidents and the assistant to the president). He also presents an annual institutional update to the entire university community, speaks to the Senate annually on the state of the university budget, and makes reports to the Board of Trustees. The provost meets monthly with the Deans' Council and with the Academic Council and also with the academic department chairs and program directors. The Academic Affairs Administrative Operations Group meets monthly to discuss academic

employment and budget administration in the division. The Senate, its standing committees, the Board of Trustees, faculty assemblies, the University Student Congress, the AP Assembly, and still other groups meet regularly, share information, and maintain minutes for their members.

*1D7: Oakland University evaluates its structures and processes regularly and strengthens them as needed.*

Regular evaluation of the university's structures and processes has yielded both major and minor changes in the university's operations. In some cases outside forces determined the areas to review for change and improvement. In other cases task forces and committees investigated specific functions to determine if there were better ways of accomplishing existing goals.

Two major areas of change have been in the university's assessment of student learning and its general education program. A significant impetus for these changes was the recommendations from the Higher Learning Commission's accreditation visit of 1999. Assessment has now become an integral part of the development of new programs and the review and improvement of existing ones. The process that brought about this transformation in the assessment climate was broad participation in the development of assessment plans for individual programs, discussion and sharing among the units creating these plans, and enthusiastic and informed Assessment Committee members. An eleven member faculty task force in 2000 made recommendations about what needed to be done. Then in 2001 the Assessment Committee (13 members at that time, now 15 members) developed a revised university assessment plan which was then again updated in 2005/06. Committee members have attended assessment conferences, conducted workshops, and visited faculty and administrative bodies explaining the importance of assessment and suggesting methods to use. The Assessment of Student Learning (from Academic Affairs' Office of Institutional Research and Assessment) web site (<http://www3.oakland.edu/oakland/frames.asp?main=https://www2.oakland.edu/secure/oira/assessment.htm>) provides evidence, especially in the list of assessment plans, of the importance of assessment to the university.

The revision of the University's General Education program followed a similar process. The Higher Learning Commission made recommendations for change to Oakland's General Education program in 1999. However, for General Education there were two task forces—one established in 2000 and issuing a report in 2001 and Task Force II established in 2002 and issuing a "Draft General Education Program" in February 2003. Task Force I created the list of learning outcomes. Task Force II considered how the learning outcomes would be implemented and assessed. In December 2003 a formal proposal went to the Senate, and in March of 2004 the Senate passed "A [Proposal](#) for the Renewal of General Education," incorporating changes

suggested by four Senate committees. The process involved two hardworking task forces and took into consideration comments and suggestions from a broad group of faculty, and it is now an integral and accepted part of undergraduate education at Oakland.

Other initiatives for change arose completely from internal evaluation. An ad hoc Senate committee is now looking at the processes currently in place for the review of new programs. The committee is examining the current guidelines and will recommend changes that could streamline the process without sacrificing the necessary oversight.

In May 2006 the president and vice presidents identified and prioritized university administrative and academic processes that needed to be reviewed and examined for efficiency. The processes selected were: employee performance review; staff hiring; payroll; student advising; spending authority; and drop/add registration process. Committees for each process received “lean management” training and began identifying core problems and core issues. One group partnered with a Human Resources Development graduate class. The goals were to save resources, and some specific changes have already resulted. These include the streamlining of student registration by allowing students to drop or add classes during the first week of classes without having a written instructor permission slip, increasing spending limit authorizations, and improving position descriptions and revising review process in hiring.

The Financial Aid Office has undergone dramatic change necessitated by the huge increase in the percentage of students receiving financial aid. In 1996 18% of students received financial aid. Now 67% of Oakland University students receive financial assistance. Not only did the number of students receiving aid increase, but the technological reporting requirements related to the aid also increased. The financial aid operations suffered from a shortage of staff, inadequate training, and lack of resources. In 2001 staff from the Business Office combined with staff from Financial Aid to create a “one stop shop” for financial aid services. However, there continued to be problems since no staff member had knowledge of the complete operation. In 2004 a consultant reviewed operations and recommended consolidating financial aid operations under the Financial Aid Office in the Division of Student Affairs and Enrollment Management. The university implemented this plan in 2006. Service improved, processing speed increased, cash flow improved, and complaints decreased.

The university’s participation in the Foundations of Excellence (FOE) Project, a national initiative to engage universities in a comprehensive process to improve the design and implementation of the first year experience, has teamed Academic Affairs and Student Affairs to improve graduation and retention rates. Central to the process was a yearlong self-study. It involved two processes – 1) compiling and examining evidence regarding the current first year experience at OU and 2) identifying current faculty, staff, and student perceptions of OU’s first year experience. Over sixty faculty and staff from Academic Affairs and Student Affairs served on the FOE Council and its nine subcommittees. The First Year Council, with both faculty and Student Affairs members, has been working on an action plan, and the senior associate provost has made several presentations to the Senate about the initiative. Recommendations have been sent to senior administration.

*Core Component 1E: Oakland University upholds and protects its integrity.*

*1E1: The activities of Oakland University are congruent with its mission.*

The four parts of Oakland's mission are instruction, research, service, and student development. Both the Board of Trustees and the Senate minutes provide evidence of the centrality of these functions. Recent Board minutes include approval of new programs (instruction), acceptance of grants and contracts (research), amendment of criteria for the evaluation of applications for Public School Academies (service), and annual student liaisons' report (student development). Senate minutes also reflect the mission with extensive discussions of new programs, review of academic policies (e.g., excused absences), and updates on new student initiatives (e.g., Foundations of Excellence Project). The extensive "Year in Review" <http://www4.oakland.edu/?id=5581&sid=44>, published by OU Communications and Marketing, highlights the significant activities of the university which also reflect the mission. The areas covered in the review for 2007 included new degree programs (e.g., International Relations), construction of the Automotive Antenna Measurement Instrumentation facility, student art exhibits ("art ex libris" in Kresge Library), recognition of quality educational programs (e.g., Educational Leadership program), participation of over 100 students in the annual Meeting of the Minds undergraduate research conference, hosting of the American Cancer Society "Relay for Life," and awards presented to outstanding Oakland faculty for their research, teaching, and service.

*1E2: The Board exercises its responsibility to the public to ensure that Oakland University operates legally, responsibly, and with fiscal honesty.*

The Board of Trustees of Oakland University is constituted as provided by Public Act 1970, No. 35, effective July 1 (MCLA 390.151) to exercise its constitutional powers and duties. The Board is charged with the general supervision of the university, including control and direction of all expenditures from the institution's funds. The vice president for Legal Affairs and General Counsel is responsible for all legal matters for the Board of Trustees and the university and, as Secretary to the Board, is also responsible for keeping a public record of all actions of the Board. Agendas and minutes of the Board of Trustees meetings provide evidence of the Board's commitment to ensure the legal and honest operation of the university. Fiscal integrity is vital to the Board's mission, and all operating budgets are under direct purview of the Board and its Finance, Audit, and Investment Committee (FIAC). It regularly receives financial reports from its treasurer, the vice president for Finance and Administration, and makes these reports available either directly from its online agendas or by request to the General Counsel's office. The Finance, Audit, and Investment Committee reviews these reports in depth before they are presented to the Board. Independent public accountants, selected each year by the Board upon recommendation of the treasurer and the Finance committee, perform external audit functions for Oakland University. The university's Internal Audit department independently examines and evaluates university activities and performs its

function in a manner consistent both with university objectives and policies and with the Code of Ethics and Standards of the Professional Practice of Internal Auditing (Institute of Internal Auditors). Its core services are audits, financial and internal control consulting, and fraud investigation. Internal Audit reports functionally to the Finance, Audit, and Investment Committee of the Board of Trustees and administratively to the president. In addition, vice-presidents, deans, and other key personnel directly involved with financial activity of the university each sign a memorandum certifying accuracy and completeness of the financial statements in their areas of responsibility. The university adopted this sub-certification memorandum as recommended by the National Association of College and University Business Officers (NACUBO) in response to the Sarbanes-Oxley Act of 2002. Each signatory confirms that s/he is “responsible for the financial activity, internal record keeping, custodianship and financial integrity in my area(s) of responsibility.”

The annual financial statement of the university beginning with fiscal year 2003 is available from the university web site [http://www4.oakland.edu/view\\_popup.aspx?id=5732&sid=191](http://www4.oakland.edu/view_popup.aspx?id=5732&sid=191). The annual budget by unit with salary detail is available in printed form in Kresge Library. Most recent two years are available “on reserve” at the Circulation Desk. Earlier years are shelved in Archives.

*1E3: Oakland University understands and abides by local, state, and federal laws and regulations applicable to it.*

The vice president for Legal Affairs and General Counsel represents the interests of the university on all institutional legal matters and provides legal counsel to the Board of Trustees and president. However, many other units on campus are also involved in making sure the university is compliant with local, state, and federal laws and regulations.

The Office of the Assistant Vice President and Controller assures the university is complying with all federal, state and regulatory financial guidelines. The office provides fiscal accountability and safeguarding of the university's assets through adherence to generally accepted accounting principles and proper internal controls.

The Internal Audit Department has as its mission the independent examination and evaluation of all university activities. It provides guidelines on its web site for reporting fraud or misappropriation (<http://www4.oakland.edu/?id=759&sid=138>).

The Office of Diversity and Compliance includes within its mission statement this sentence: “Therefore, the university has established a goal to build a community that welcomes and honors all persons and provides equal opportunity in education and employment consistent with all applicable laws.” On its web site it includes information about filing both discrimination and harassment complaints.

The Grants, Contracts, and Sponsored Research office has a Regulatory Compliance Coordinator who oversees the university's four regulatory compliance committees: Institutional Review Board (IRB) for Protection of Human Subject in Research, Institutional Animal Care and Use (IACUC), Institutional Biosafety

Committee (IBC), and Radiation Safety Committee (RSC) (links to each under “Regulatory Compliance”: [http://www2.oakland.edu/research/research\\_new/pages/](http://www2.oakland.edu/research/research_new/pages/) ). These committees review research applications involving the use of human subjects, animals, biohazardous materials, and radioactive materials to ensure compliance with all relevant regulations. Each committee has an assurance with or a license from the appropriate federal and/or state regulatory agency.

The university maintains a Federal and State Notifications web site (<http://www4.oakland.edu/?id=74&sid=81>) to comply with federal and state regulations that require notification and that require specific information to be made available to current and prospective students and employees. There is a link to this site, as well as to the Digital Millennium Copyright Act, at the bottom of almost all Oakland web pages. The Federal and State Notifications site includes descriptive information and links to other sites relating to the Family Educational Rights and Privacy Act, Financial Aid, Equity in Athletics, the Drug Free Schools and Communities Act, and many other topics.

The university also has a web site on Emergency Preparedness (<http://www4.oakland.edu/?id=5410&sid=188>) that deals with safety issues from bomb threats to infection control. The Crisis Emergency team that is described there acted in April 2008 to close the university for a day because of provocative graffiti found on campus. During that incident the university police department worked with the Oakland County Sheriff’s department, the Auburn Hills and Rochester Police Departments, and federal agencies. ([http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4630](http://www4.oakland.edu/view_news.aspx?sid=34&id=4630))

The Financial Aid office dispenses aid to more than 65% of the university’s students and must do this while complying with numerous federal and state regulations. To ensure compliance with these regulations, the office employs a staff with knowledge and experience of compliance requirements, provides staff training, and conducts random audits.

*1E4: Oakland University consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituents.*

University Human Resources maintains a web site (<http://www4.oakland.edu/?id=1990&sid=154>) that features employee handbooks, contracts, and policies. The Academic Human Resources web site (<http://www2.oakland.edu/provost/web/acadhr/index.cfm>) supplements this information with policies and contracts specific to faculty. Documents include information on a wide variety of topics such as: Oakland’s drug-free workplace guide, information on employee rights and regulations pertaining to the Family Medical Leave Act, Equal Employment Opportunity Policy, and campus crime statistics. The Student Handbook (<http://www4.oakland.edu/?id=68&sid=75>) is an essential document that outlines student responsibilities and rights. In addition to explaining the code of student conduct, the Handbook outlines a list of student rights, including the protection of student records under the Family Educational Rights and Privacy Act (FERPA). A host of policies and procedures pertaining to students are available in the Handbook, ranging from the

Academic Probation and Dismissal policy to health related/psychological emergency procedures.

Oakland University's online Administrative Policy and Procedures (<http://www3.oakland.edu/oakland/frames.asp?main=http://www2.oakland.edu/audit>) provide a centralized source for the institution's approved policies and procedures. Policies are reviewed regularly with revisions approved by the appropriate bodies. An example of a key administrative policy included in the manual is the "Use of Information Technology Resources," which affects a large segment of the university community. This policy allows for proper use of all computing, data, information, communications, network and information technology resources, effective protection of individual users, equitable access, and proper management of those resources.

*1E5: Oakland University's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary services.*

Internal Audit plays a major role in monitoring the integrity of co-curricular and auxiliary services. It reviews all administrative, auxiliary, academic, and student service departments using a "risk based" audit approach. Each audit entails reviewing internal controls, information technology, evaluating processes for effectiveness and efficiency, ensuring financial integrity, university policy compliance, and adherence, if applicable, with external regulations. Final reports include findings and recommendations and are confidential going only to the department head and that person's supervisor, the president, the vice president of Finance and Administration, the vice president of the division involved, and, in the case of academic units, the relevant dean.

The Division of Student Affairs and Enrollment Management oversees the development and operation of co-curricular services and activities for the university. The division's organizational chart reveals a logical delegation of responsibility for the oversight of all of the offices and departments involved. Each office and department has a clearly defined mission and stated core elements to achieve the mission. All of this, together with the qualified individuals heading the units, contributes to the integrity of the programs and activities the division provides. In addition, several Senate committees have charges that relate to co-curricular matters and include, in addition to faculty and students, ex-officio members from Student Affairs. The committees review, propose, and implement university policies related to the particular focus of the committee and thus bring advice and involvement to co-curricular activities from outside the division. These committees include Academic Conduct, Academic Standing and Honors, Athletics, and Student Academic Support. Student organizations each has a faculty or staff adviser that helps to maintain the integrity of the student club or group.

Oakland currently classifies ten units as "ancillary activities" that are reported to the Board of Trustees. These are:

- Campus Recreation
- Graham Health Center

- Intercollegiate Athletics
- Lowry Early Childhood Center
- Meadow Brook Music Festival
- Meadow Brook Theatre
- Oakland Center
- University Housing
- Meadow Brook Hall
- Golf and Learning Center

A 2005 report on Ancillary activities (<http://www3.oakland.edu/board/BOT/June%202005/Report.pdf>) describes these activities as follows: “These activities have either a material impact on Oakland University’s financial statements or have been operations of particular interest to the Board due to their scope of revenue or activity, potential financial risk, or the need to formally approve fees/rates charged.” The Board of Trustees must approve the annual operating budgets of each. In addition to this Board scrutiny, the Financial Performance Review Committee of the Finance and Administration division, created in 2002, periodically conducts financial performance reviews of each ancillary activity. While each of the ancillary activities is connected with and in support of the educational mission of the university and reports through the university organizational structure, the financial status of each is of high importance. Budget deficits in the Meadow Brook Health Enhancement Institute and in the Meadow Brook Theatre (MBT) led to change. The university closed the Health Enhancement Institute in 2003. The MBT no longer receives direct financial support from the university but operates via a lease agreement with the Theatre Ensemble.

OU is also a member of the Voluntary System of Accountability and will be putting its College Portrait on the web during 2009.

1E6: Oakland University deals fairly with its external constituents.

Oakland University maintains a wide array of agreements, collaborations, and contracts with external agencies. One role of OU’s office of Legal Affairs and General Counsel is to ensure that agreements and contracts are executed in a fair and legal manner.

1E7: Oakland University presents itself accurately and honestly to the public.

The university represents itself in print publications and increasingly through the Oakland University web site. It also submits information to the media and participates in providing information to outside agencies.

University Communications and Marketing (UC&M) reviews and approves all communications to external, and some internal, audiences; and it also publishes the print/online OU Magazine (<http://www4.oakland.edu/?id=5806&sid=134>) and the online News@OU (<http://www4.oakland.edu/?id=30&sid=34>). UC&M's role in communications to external audiences is described in the University Communications policy (#488 on the Academic and Policies Procedures web site--  
<http://www3.oakland.edu/oakland/frames.asp?main=http://www2.oakland.edu/audit>).

UC&M works closely with both the Admissions Office and University Relations to develop publications and statements based on facts and evidence on behalf of these areas whose primary goals impact student enrollment, alumni participation, donor involvement, and university visibility. For these and other areas UC&M regularly monitors and updates publications, ads, and web sites and assists with strategic planning and positioning. The UC&M media relations team, as part of the university's policy of maintaining consistency and accuracy, distributes all information to the press. As journalism and public relations practitioners, UC&M staff is bound by a professional code of ethics that calls for honesty and truth in reporting and advertising. The university also requires and expects an evidence-based approach to all editorial and promotional content generated within the department. Staff writers and editors rely heavily on internal sources when gathering facts and statements related to university news, events, accomplishments, and positioning. Several checks and balances are also in place within the department to ensure the most accurate information possible, including fact-checking, proofing, and multi-level copy reviews.

The Office of Institutional Research and Assessment (OIRA) participates in providing information to both the internal and external community. It provides accurate and objective information to aid the university in decision making, and it also reports information to outside agencies including the Integrated Postsecondary Education Data System (IPEDS) and the Common Data Set. OIRA studies include analyses of enrollment activities and trends, enrollment projections, and systems and reports for monitoring and evaluating student performance and success. OIRA makes available on its web site both the information it submits to outside agencies and the studies prepared for internal purposes (<https://www2.oakland.edu/secure/oira/ir.html>).

The most detailed information the university provides is centered in its undergraduate and graduate catalogs. The Office of Undergraduate Education publishes the Undergraduate Catalog annually, monitoring and editing information from not only all academic units, but also from all university departments. The Catalog serves as a centralized source for almost all information needed by current and prospective undergraduate students. Not only does it include program requirements and course descriptions, but it also includes academic policies and procedures, scholarship information, and lists of faculty and administrators. The current catalog plus those from 1999/2000 forward are available online from the university web site. The Graduate Program Catalog, produced by the Office of Graduate Study and Lifelong Learning, is revised every two years. The graduate catalog includes similar information to that in the undergraduate catalog but focused on the needs of graduate students. The current catalog plus archived copies from 1999/2000 are also available on the university web site. The

graduate catalog does not include course descriptions, but these are available online as the Graduate Course Description Catalog.

*1E8: Oakland University documents timely response to complaints and grievances, particularly those of students.*

The Student Handbook (<http://www4.oakland.edu/?id=68&sid=75>) provides resource information for students who may encounter problem situations while at Oakland University. There students will find a listing of policies and procedures and information about how to file grievances and complaints. The Office of the Dean of Students assists students with complaints and maintains records of those interactions. The process for complaints regarding academic issues can be found in the Undergraduate Catalog (pp. 105-106 in the 2008-09 Undergraduate Catalog) and an “appeal of grade” can be found in the Graduate Catalog. Each academic unit is charged with establishing its own process for handling student complaints according to this process. However, the Undergraduate Catalog (pp. 105-106) outlines the basic procedure. “Generally, a student must **first contact the instructor**. If the problem is not resolved between the instructor and the student, the student **then contacts the department chair**. The department chair may then hear the facts of the case or refer it to an internal unit committee. If the problem is not resolved at this step, the student may **then contact the dean of the college or school** to continue the problem resolution process. In the case of graduate students, the school or college dean shall consult with the Director of Graduate Study.” These records are kept confidential and in academic matters the decision of the relevant dean is final. Three Senate committees are also involved with student appeals involving academic policies. The Academic Standing and Honors Committee reviews petitions of exception regarding academic dismissal. The General Education Committee responds to petitions of exception involving requirements in general education. The University Committee on Undergraduate Education evaluates and monitors petitions of exception regarding university-wide undergraduate academic requirements (other than those involving general education).

The Office of Diversity and Compliance has established administrative policies and procedures that concern the prohibition of discrimination and harassment as well guidelines for the handling of the complaints. The guidelines provide a framework for investigating any alleged violations of the University’s Equal Opportunity Policy and are intended to ensure that discrimination and retaliation complaints are handled promptly, effectively, and equitably. The Dean of Students handles discrimination and retaliation complaints in accordance with the Oakland University Code of Conduct and Judicial System. UDC and the Dean of Students refer written complaints to one another to ensure that the most appropriate procedure is used to respond to the matter.

Collective bargaining agreements for the faculty and staff covered by them provide detailed procedures to settle grievances between the employee and the university.

## *Chapter Five*

### *Criterion Two: Preparing for the Future*

*Oakland University's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

Oakland University engages in inclusive planning processes with internal and external constituents that identify mission-related goals used to form action plans and allocate resources. Oakland's planning documents reflect an achievable future for the university with goals that acknowledge the emerging demands on higher education and the university's vision to prepare students to lead and serve in local and world communities. By the year 2020, OU envisions an institution that is nationally recognized as a university of distinction in teaching, learning, and research as well as for its arts and cultural/social experiences. Oakland University's goal is to become a destination school for distinctive undergraduate experience and for selected graduate and professional degrees. OU plans to grow toward this goal through partnerships that create new opportunities for student learning, a broad research agenda that encompasses both graduate and undergraduate students, and the expansion of global experiences. This distinctive education will be delivered on campus and off via flexible, student-centered learning methods and technology, and through off-campus sites and campuses that can expand Oakland's enrollment to 25,000 students by the year 2020.

*Core Component 2A: Oakland University realistically prepares for a future shaped by multiple social and economic trends*

Oakland University uses a wide variety of methods to assess current trends, to evaluate the capacity to carry out its mission and serve the needs of its constituents, and to shape and inform its plans for the future. In determining its goals and plans for the future the university listens to the campus community. However, also essential to the planning process is attention to the environment in which the university exists. It must consider the economy of Michigan, listen carefully to the boards of visitors and advisory boards for the college and schools to learn what they expect from Oakland graduates, seek input from area executives about programmatic needs, survey recent graduates about the value of their Oakland education, and consider the educational needs of Michigan workers. A number of documents and methods are used to secure information used in planning processes for the university. Some examples include enrollment projections, market research, State of Michigan budget and planning processes, internal governance structures, environmental scanning, SWOT analyses, task forces and planning councils, surveys of graduates by the Office of Institutional Research and Assessment and by Career Services, and several forms of institutional forecasting.

2A1: Oakland University's planning documents reflect a sound understanding of the organization's current capacity

A number of strategic documents and reports inform the planning and resource allocation processes at Oakland University. Major examples include:

- *Oakland University in 2010*
- *Oakland University in 2020*
  - Division Goals
  - Academic Unit Goals
- Enrollment Projections and Student Trends
- Human Resource Trends
- Financial Planning Documents and State Budgets
- *Sailing into the Future: Physical Master Plan 2001-2020*

### ***OU in 2010***

*OU in 2010* had as its foundation the work of the *Creating the Future* task forces that were held in 1997. Members of these nine task forces, which included business and community leaders, faculty, staff, and students, developed over 500 recommendations which were assessed and many of which were incorporated into future plans for the institution. Following the 1999 visit of the Higher Learning Commission, the provost appointed faculty and staff to task forces to assess effectiveness, capacity, and need in several major academic areas of the institution. These included general education and assessment, advising, international programs, faculty development in teaching and learning as well as an enrollment planning council. The recommendations of these two groups of task forces (*Creating the Future* and provost committees) set the stage for the formulation of the next strategic plan, *OU in 2010*. Senior management (President's Cabinet and the Dean's Council) developed a preliminary plan for *OU in 2010* which was presented to the university for comments and suggestions, to an external consulting group (*Washington Advisory Group*) for external validation, to the University Senate and its committees for review and revision, and finally to the Board of Trustees for its approval. After the finalization of *OU in 2010* the president, the President's Cabinet, and Dean's Council continued their strategic planning function by regularly reporting implementation activities, reviewing and discussing current data and issues that impact the university and higher education in general, and closely monitoring changes in growth at the university.

### ***OU in 2020***

Executive leadership and the Board of Trustees, hold specific planning retreats. Retreats in 2005 and 2006 (facilitated by *Transitions Consulting Group*) led to the formulation of a passion statement, core values, and components that would emerge in January 2008 as *Oakland University in 2020*. Essential to the formulation and implementation of *OU in 2020* were the unit goals developed by faculty and staff

throughout the university. The process continues with units reporting strategic initiatives, with unit goals being modified, and with executive leadership attuned to changing conditions and needs.

Both of these planning documents (*OU in 2010 and OU in 2020*) fit with other more specific planning initiatives to monitor capacity and need.

### ***Enrollment Projections and Student Trends***

The Office of Undergraduate Admissions prepares a three-year, admissions analysis for first-year and transfer students. This analysis both evaluates where the university is in meeting goals related to student numbers and sets recruitment goals and strategies for the class fifteen months out. Copies of reports are available in the resource room.

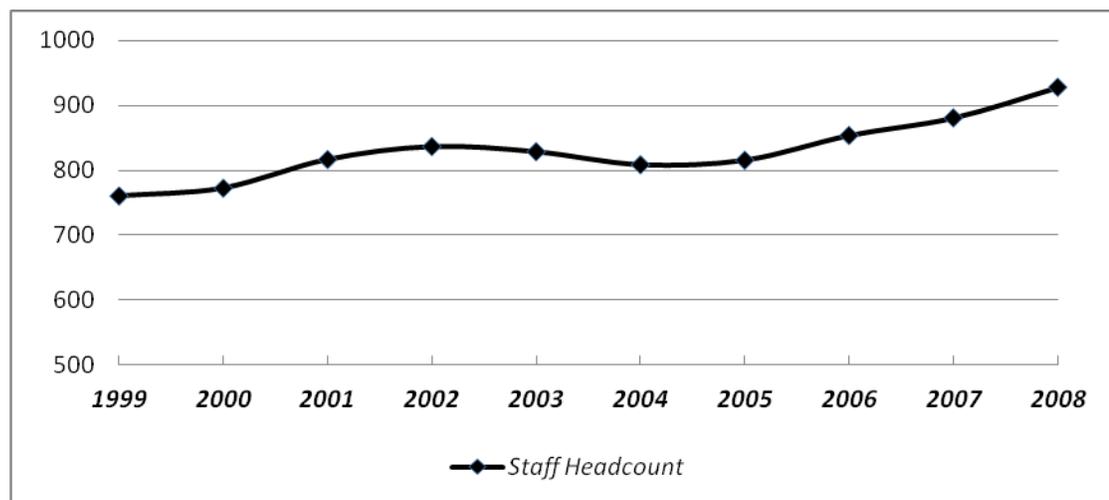
### ***Human Resource Trends***

#### ***Staff***

The office of Academic Human Resources in Academic Affairs maintains information and trends relating to faculty employment.

The number of Oakland University staff has risen for the past four years. The annualized turnover rate for full time staff employees is projected to be 8.85% for FY09.

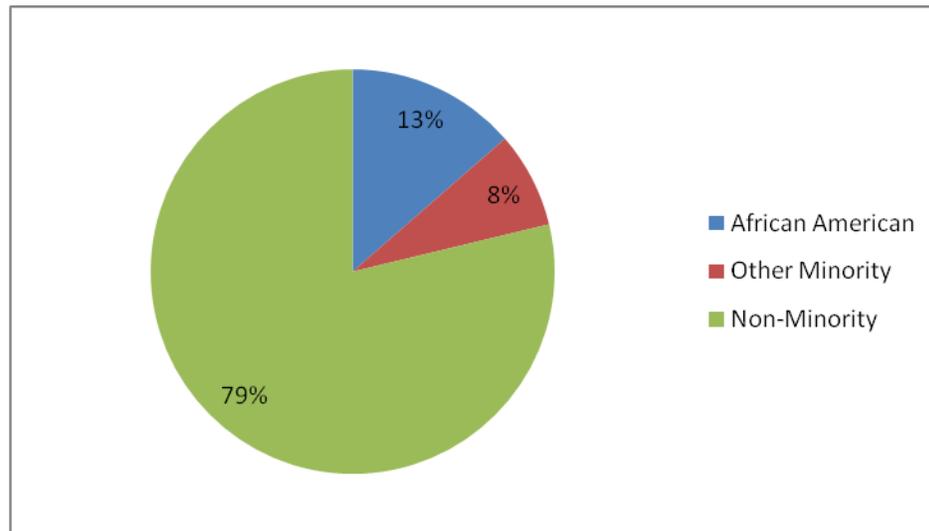
**Figure 1: Number of Oakland University Staff**



In fall 2008 the percentage of minority employees was 21 percent. The University through the University Diversity and Compliance Office continues to strive for increased diversity by sponsoring many University wide initiatives.

<http://www4.oakland.edu/?id=2739&sid=66>

**Figure 2: Percent of Minority Employees**



In 2007, a lean hiring process redesign team from across campus was formed to streamline the hiring process. The results of the lean team were presented to the President's Council which stripped repetitive steps and gave more authority to hiring managers while ensuring diversity and quality were a priority.

University Human Resources updated their Strategic Plan to provide guidance for human resources including:

- Strategic Partner – build effective relationships and provide measurable UHR initiatives
- Agent of Continuous Change – development initiatives, leadership development and succession planning
- Professional Expert – Enhance communications, improve UHR processes and technology and align UHR with strategic roles and benchmark best practices
- Employee Advocacy Resource – Develop wellness awareness, benefits consolidation, retirement counseling and campus wide self service
- Employer of Choice – Improve recruiting/hiring process, enhance employee recognition programs and expand retention strategies.

Administrators are included in several different employee categories. There are 375 full Administrative -Professional Employees (APs); 8 Executives; 8 Deans; and 18 Academic Administrators.

In December 2003 the Board of Trustees approved combining the existence of two separate groups Administrative Professionals (AP's) and Individual Contracts (IC's). The groups were performing similar functions which created confusion and a perception that one or the other group was treated favorably depending upon the issue. With the implementation of a single compensation structure in 2001 that included both groups, the University was able to address the

other differences between AP's and IC's to combine administrative, professional and managerial employees into a single group of employees. Once these groups, which include employees ranging from analyst to Associate Vice Presidents, were combined many more University wide initiatives were implemented:

- Updated AP Personnel Policy Manual
- Implemented on-line applicant tracking
- Implemented on-line job descriptions
- Implemented on-line performance appraisals
- Introduced multiple step new employee orientation process

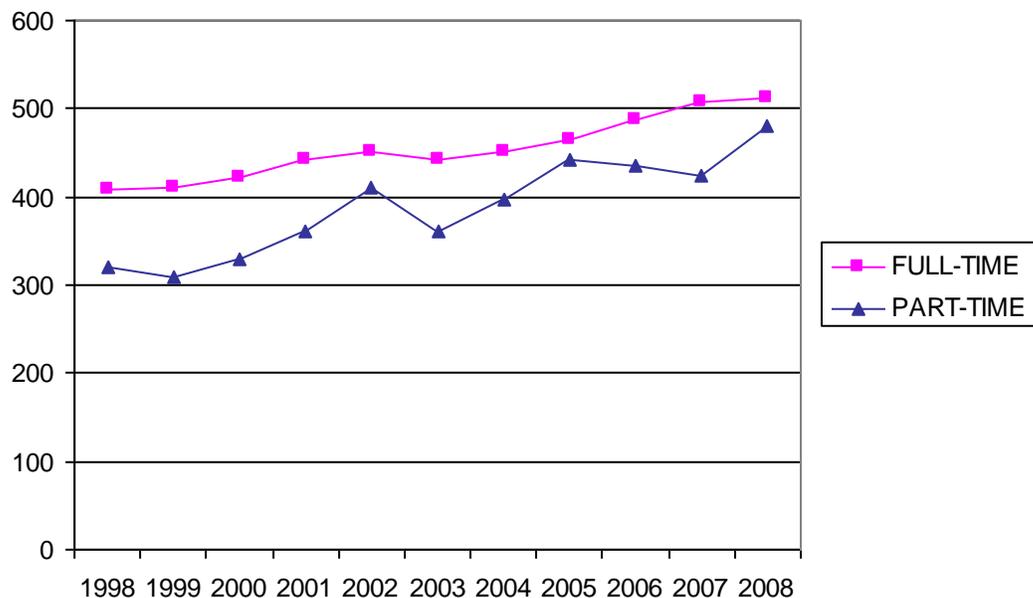
Further information on staff hiring and employment trends is handled by University Human resources. Information is available in the resource room.

### ***Faculty***

The strength of its faculty is central to the ability of Oakland University to accomplish its missions in teaching, research, and outreach. Since 1998 the faculty profile has continued to increase in diversity. Women now comprise 43% of regular full-time faculty compared to 30% ten years ago. Twenty-one percent of Oakland faculty are from minority ethnic and racial groups, and five percent are African-American.

The number of full-time regular faculty grew from 372 in 1997 to 477 in 2008, a twenty-eight percent increase. The faculty also includes 35 visitors and 480 part-time faculty for a total of 992 compared with 693 in 1997.

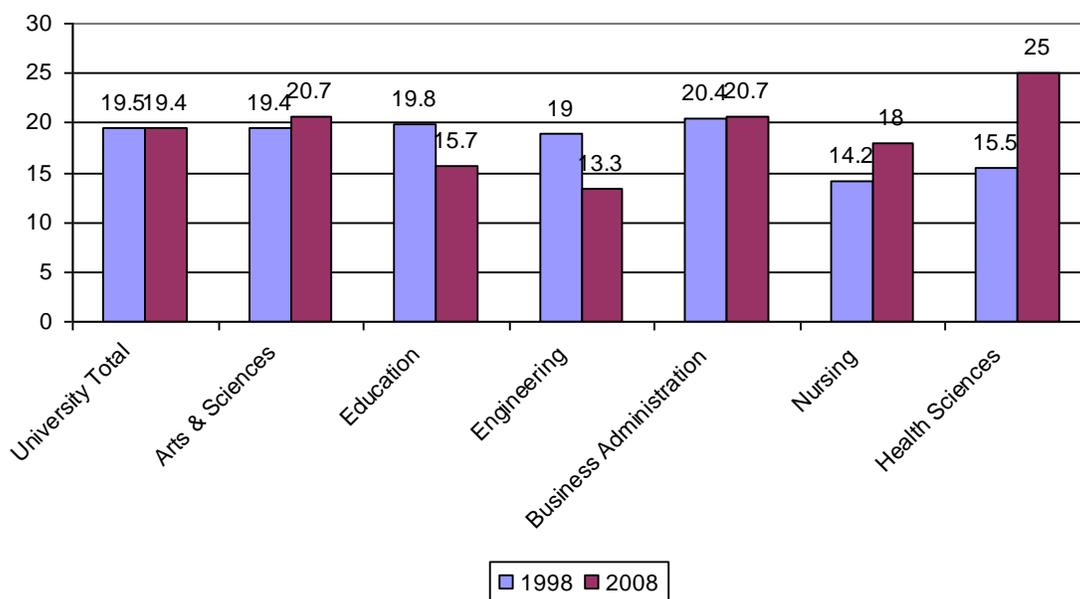
**Figure 3: Headcount: Full and Part-time Faculty 1998 to 2008**



While the number of full-time faculty has grown, enrollment has also grown at a fast rate. Given the rate of growth, it has been necessary to staff sections with part-time faculty in order to meet enrollment demand. In 2008 32% of faculty FTE were part-time and delivered 39% of credits. This increased from 30% of faculty FTE in 1997 and 36% of credits. Almost all full-time faculty in departments with undergraduate programs teach undergraduate courses.

The official student faculty ratio as defined by the agreement with the AAUP is now at 19 to 1 after a rise to 20:1 in 2003 to 2004. The ratio of student to faculty FTE is comparable to 1997, although ratios vary considerably by unit.

**Figure 4: Ratio of FTE Faculty to FYES 1998 to 2008**



The number of regular full-time faculty who hold doctoral degrees has increased since the last NCA review from 90 to 94%.

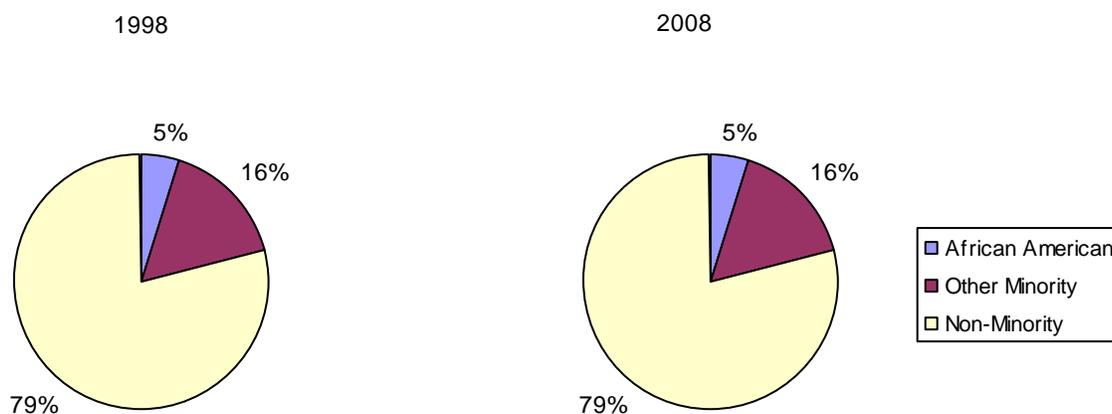
Achieving a diverse faculty is a consistent priority of the university.

- The percentage of full-time women faculty has risen to 43%.
- Minority faculty are twenty-one percent of full-time faculty, a percentage that has been maintained as the total number of faculty increased.
- The percent of African-American faculty has held steady at 5%.

Oakland University faculty express a high degree of support for diversity, both within the institutional population and as a focus in the curriculum. Responses to the 2007 HERI faculty survey indicated that, when asked about goals for undergraduate education, OU faculty place higher than average emphasis on enhancing students' knowledge of and appreciation for other racial/ethnic groups (82% rate it "very

important” or “essential” versus the national norm of 75%). Ninety-two percent (92%) of faculty respondents believe that the institution respects diverse values and that a racially/ethnically diverse student body enhances the educational experience of all students. Eighty-nine percent (89%) of respondents believe that faculty of color are treated fairly at Oakland University while 82% agree that women are treated fairly.

**Figure 5: Percentage of Minority Full-time Faculty 2008**



#### **a. Faculty Compensation**

Compensation for full-time regular (non-visiting) faculty is described in the 2006-2009 Faculty Agreement between the AAUP and Oakland University. Initial salaries are negotiated between the selected candidate and the hiring dean. These initial salaries must conform to the salary minimums set forth in the Faculty Agreement. Final approval of the initial salary requires action by the Oakland University Board of Trustees. The methodology for developing annual salary adjustments is also summarized in the Faculty Agreement. A faculty member will receive a \$2,800 base salary increase when promoted from Instructor to Assistant Professor, and a \$4,000 base salary increase when promoted from Assistant Professor to Associate Professor. Those faculty promoted from Associate Professor to Professor receive a \$5,000 base salary increase. The benefit package for full-time faculty includes health care, dental, retirement, life insurance, long-term disability and faculty professional development options. With the Faculty Agreement as a guide, initial salaries are set, annual salary adjustments are administered, and benefit options are selected to complete the compensation package of each regular full-time member.

#### **b. Retirement**

Oakland faces the potential of significant turnover in the next few years. One hundred and twenty of the full-time regular faculty (including faculty on unpaid leave and long-term disability) are age 60 or older. Another 82 faculty are ages 55-59. Thus,

41% of Oakland's faculty are closing in on retirement age. With no mandatory retirement, faculty retirement patterns are variable. Nonetheless, there will be a significant number of retirees in the upcoming years, and that transition to the next generation of faculty will be an important milestone in the University's development.

### ***Financial Planning Processes***

*Steps in the Budget Process include:*

- From December to mid-February, the Budget Director, Vice President for Finance and Administration, and President discuss the planning framework for the upcoming budget. These plans center on the expectation of state appropriation levels, assumptions on enrollment changes and central non-discretionary cost increases such as utilities, compensation, debt service, contractual obligations, etc.
- From January to March the President and the Executive Council discuss the budget and related pressures for the upcoming year. Council members provide a priority list of critical needs for their respective divisions. The entire Council reviews these submissions and agree to a list of priority items based on *their impact on the university's strategic goals and vision and core academic values*.

If appropriation reductions appear eminent, critical needs discussions may be deferred or bypassed given the university's projected ability to manage an appropriation cut against enrollment increases and/or tuition increases.

- From February to March, the President and Provost meet to discuss the academic programming and essential needs for faculty positions *deemed essential to maintain or improve academic excellence and quality*.
- During the late winter and early spring, the President and Vice President for Finance and Administration keep the Chair and Vice Chair of the Board of Trustees apprised of the State budget condition, the university's expectation on appropriation levels, and potential tuition rate changes after *considering the university's high priority and critical needs* as well as non-discretionary cost increases.
- More refined budget forecast scenarios and updates are made in April and May and are reviewed by the Finance, Audit and Investment Committee of the Board in May or June.
- A proposed general fund budget is normally presented to the full Board of Trustees for approval in June or July.

### ***State Appropriations***

Oakland University is one of fifteen public universities in the state of Michigan, each of which receives an annual appropriation from the state general fund. Therefore, one of the most important trends in future planning for the university is the economic condition of the state. The ten years leading up to the 1999 comprehensive visit of the Higher Learning Commission showed a very different economic climate than exists today in Michigan. The prior self-study states, "Since 1990, overall funding for Michigan's

universities has risen more than 30 percent—an increase of over \$330 million. In fiscal years 1997 and 1998, the overall increase in state appropriations for state universities was 5.5. and 4.4 percent respectively. As a result, Michigan’s national rank in state spending per student has risen from twenty-second in 1991-1992 to eleventh in 1996-1997.” The picture has dramatically changed since that time. State support has fallen dramatically as demonstrated in the graphs in section 2B2. The per student State appropriation fell 23% from a high of 4712 in 2001 to 3645 in 2008. The 2008 figure is less than the 1998 rate of 4290.

### *Tuition*

In 2009 tuition makes up 72% of the general fund budget while State appropriations account for 27% [1% comes from other sources].

Other financial resource information used in the planning process including university audits is available in the resource room.

There are also documents that the university submits annually to the State of Michigan that provide information about the university’s planning efforts that give descriptions of capacity. The operating budget request highlights the priority operating needs of the university as well as providing an update on cost containment efforts. The five-year capital outlay plan includes a five-year capital plan, long-term projections of enrollment, staffing, and program development. The annual capital outlay project request is the university’s request for its top priority capital project. These budget requests are all tied to the mission and to the university’s current planning documents.

### *Physical Master Plan*

In 2001 the university adopted the *Sailing into the Future: Physical Master Plan, 2001 to 2020*. The task force that produced this plan was chaired by the vice president for academic affairs and the vice president for finance and administration and included deans, faculty members, and students among its members. The group consulted widely with other campus members and used information provided by the Enrollment Planning Council, the Ad Hoc Parking Committee, the Office of Institutional Research and Assessment, and consultant reports in its deliberations. The report specifically highlights that priority is given to the academic mission of the university. Further information on physical resources is available in the resource room.

2A2: Oakland University’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

### *Technology*

*OU in 2010* and *OU in 2020* both include *technological enhancements* as a requirement for future enrollment growth. *OU in 2020* also highlights technology in other contexts. In the *Student-Centered* component *flexible learning methods* and

*classroom technologies* are mentioned along with the need for graduates to be able to *manage and use information technology*. The *For-Profit Programs* component speaks of engaging faculty, students, and partners in support of *growing new technology-based businesses*. Online instruction and the availability of online library resources are a crucial part of each of the components outlined in *OU in 2020*. The strategic plan for e-Learning and Instructional Support (e-LIS) anticipates that over the next five years the university will have a 244% growth in online courses and that help requests will also dramatically increase.

### *Academic and Administrative Computing*

The strategic plan for University Technology Services (UTS) recognizes its role in providing information technology resources in all areas of the university from teaching and research to administration and service. All of these areas support the core components of *OU in 2020*—the *distinction in teaching, learning, research, and the arts* needed to become a *National University*, the growth in *campus and student services and technology enhancements* to grow to *25,000 students*, the *building of professional programs* that meet marketplace demands. UTS's fulfillment of its plan is essential to implementing *OU in 2020*. University Technology Services' latest strategic plan is for two fiscal years, 2009 and 2010, and lists planned projects for the upcoming year and "horizon" goals describing long term projects (available in resource room). UTS engages consultants to assist with planning for university technological resources. For example, WTC ([www.wtc-inc.net](http://www.wtc-inc.net)) was hired (\$128,000) to create a 10-year network vision and plan that is now incorporated into the University Capital Asset Management plan. A blanket purchase order was created for the campus to use SunGard consulting visits for Workflow consulting. In addition Oakland University has budgeted a minimum of \$600,000 for network bandwidth and network electronics renewal every year since 2001 and \$50,000 a year in server replacement and upgrades in each of those years.

In October 2007 the senior vice president for academic affairs and provost announced the appointment of Theresa Rowe as the chief information officer. This position is responsible for the central information technology operation, including networking, technical architecture, and enterprise systems. To ensure that technology issues are considered in university planning and that the president is apprised of all major technology issues, this position is now a part of the President's Executive Council.

### *Instructional Computing*

e-Learning and Instructional Support (E-LIS), a part of University Technology Services, has developed a strategic plan for e-learning for 2008 through 2012. This plan details a history of support for technology users at the university, a description of the

current status, listings of online academic programs, and finally an assessment of what is needed for the future (available in resource room).

### ***Demographic Shifts***

Studies by the Oakland University Office of Institutional Research and Assessment inform the planning process at OU. In addition, Oakland maintains awareness of other major reports that indicate trends in enrollment and college readiness such as the 2008 ACT High School Profile Report for Michigan (<http://www.act.org/news/data/08/pdf/states/Michigan.pdf>) that indicates the percent of students meeting college readiness benchmarks in Michigan was significantly down for 2008 graduates compared to national averages and to the previous years in the five year trend for Michigan. (This is partially due to all students, not just college bound students now being required to take the test.) In September 2006, the president established the Enrollment Management Strategy Team to assist in keeping enrollment trends continuously in the strategic planning process. The team's charge is to address future enrollment issues at all levels and to develop strategies that will advance the university. Some of the topics addressed include trends and issues related to FTIAC (first time in any college) students, transfer students, the adult learner, customer service, use of technology, recruitment, financial aid and scholarships, graduation rates, and non-traditional course delivery. Current membership includes the vice president for Student Affairs and Enrollment Management, assistant vice president for Student Affairs (Admissions), the associate dean for the College of Arts and Sciences, representative from Communications and Marketing, the dean for the School of Health Sciences, the registrar, the senior associate provost, the director of Graduate Recruitment and Marketing, and the director of Graduate Admissions.

The university recognizes that enrollment is critical to receiving the revenue to fulfill its goals. The Office of Institutional Research and Assessment (OIRA) in its role to support university planning and decision making provides regular analyses of enrollment activities and trends, enrollment projections, and analysis of the current student population and sub-populations. These reports not only go to the Enrollment Management and Strategy Team and to executive leadership, but many of the reports are also available on the OIRA web site. Because high school graduation rates are declining, the university is looking at many alternatives to grow its enrollment. Initiatives include working with University Communications and Marketing to make the university more visible, highlighting the strong Honors College, recruiting actively outside the three county area (Oakland, Macomb, and Wayne), strengthening partnerships with area community colleges, and removing barriers that impede student progress once enrolled.

### ***Globalization***

The growing importance of globalization as an emerging factor in university planning is apparent in a comparison of *OU in 2010* with *OU in 2020*. *OU in 2010*

makes mention of preparing students for *life in the twenty-first century world* and for creating a *scholarly community strengthened by its diversity*. *OU in 2020* places specific emphasis on *global experiences* by making it one of the nine core components. *International exchange, international curricula, study abroad endowments and research collaboratives will expose students to an appreciation of diversity as well as the global environment in which we live and work.*

The university is addressing this emphasis in many different ways. The General Education program for all FTIAC students seeking baccalaureate degrees includes the requirement of one course in the global perspective area. The goal is to prepare students to demonstrate *knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context*. There are also other courses and entire programs that address international aspects of various fields. The Department of Political Science offers a major in international relations (approved in 2007). The Center for International Programs offers five undergraduate degrees in international studies. Introductory courses in the Modern Languages and Literature department all include aspects of culture as well as language study. Undergraduate students can minor in international management. Master of Business Administration students can elect a concentration in international business. In the Department of Sociology and Anthropology there are courses on the peoples and cultures of India and of China. Oakland also encourages its students to gain an international perspective by studying abroad. The International Education office has partnerships with more than a score of international universities. The Office of International Education has set a target of having at least 5% of Oakland University have a study abroad experience. The university is also a member of the Midwest Consortium for Study Abroad which is affiliated with AH International, giving OU students access to programs in fourteen countries. Still other study abroad programs are available to students through the Honors College, the College of Arts and Sciences, and the professional schools.

Oakland, by encouraging international students to study on its campus, brings “global experiences” to OU students who cannot study abroad. For the past two years the International Students and Scholars Office (ISSO) has partnered with various OU offices and departments in forming a delegation to visit embassies in Washington, D.C. The embassy visits provide the university with an opportunity to make its name and academic programs known to many different countries. During the embassy visits the delegation meets with the cultural attaché, educational advisor, and/or the ambassador and discusses OU’s campus, programs, and academic reputation. The delegation targets embassies that reflect the international student population at Oakland, but it also visits embassies that are not reflected in our student population in an effort to recruit students from these countries. The ISSO highlights its four scholarships specifically for new and returning international students and the many multicultural organizations and initiatives on campus.

The President’s Executive Council (formerly the President’s Cabinet) and the Dean’s Council meet regularly to discuss emerging factors and to adjust planning efforts when necessary. Many of the initiatives completed in support of *OU in 2010* and *OU in 2020* are related to technology, to demographics, or to globalization.

2A3: Oakland's planning documents show careful attention to the organization's function in a multicultural society.

As stated in core component 1B, *OU in 2010* and *OU in 2020* each speak to the university's role in a multicultural society. *OU in 2010* refers to the *synergism that is achieved by people with diverse cultural and ethnic backgrounds working together for common goals*. *OU in 2020* emphasizes *Global Experiences* as part of the aim of having students *develop a keen sense of the global community*. Other parts of 1B provide examples of how the university implements these goals. Particularly significant are activities of the Center for Multicultural Initiatives and the Office of University Diversity and Compliance. Both of these offices had administrative changes in the past ten years that reflect the importance and scope of their responsibilities. The Center for Multicultural Initiatives now reports to the vice president for student affairs and enrollment management. This change highlights the university's desire to foster a campus community appreciation for racial, cultural, and lifestyle differences at the student level. The Office of University Diversity and Compliance now dually reports to the president and to the vice president for legal affairs and general counsel. This structure stresses the university's commitment to both workplace diversity and anti-discrimination. This commitment continues to the Board of Trustees. The office presents a detailed diversity and affirmative action plan report to the Board each year informing the Board of diversity initiatives and analysis of the status of diversity in the university workforce (examples in resource room).

2A4: Oakland's planning processes include effective environmental scanning.

Meeting together, the President's Executive Council and the Dean's Council regularly do environmental scanning, typically on an annual basis. In addition SWOT analyses of OU's perceived strengths, weaknesses, opportunities and threats are conducted periodically. The SWOT analysis below resulted from the 2007 President's Strategic Planning Retreat (June 7-8, 2007). [Notes from this retreat are included in the strategic planning retreat notebook in the Resource Room.]

STRENGTHS

- High quality, committed faculty (full & part-time)
- Dedicated staff
- Academic programs
- Purposefulness of students
- Commitment to teaching and learning
- Research, including undergraduate involvement
- Collaboration and partnerships

Cultural offerings  
 Land – Beauty of the campus  
 Location  
 Successful graduates  
 The spirit of Oakland – a culture of achieving with all that you have

### WEAKNESSES

Resource constraints  
 Technology infrastructure and support  
 Diversity  
 Development efforts not yet mature  
 Resistant to change and growth  
 Outcomes assessment  
 Space and support for growth  
 Encumbering policies that slow, block progress  
 The lack of community traditions  
 The level of shared governance is both a positive and a negative  
 Student retention and graduation  
 Community outreach/economic development

### OPPORTUNITIES

Location, location, location  
 Collaboration/alliances/partnerships  
 Increase enrollments  
 Serve needs of constituencies  
 Compete for extramural funding  
 Focus research/scholarship/creative endeavors to attract national & international attention  
 Increase diversity of university community  
 Enrich quality of student life  
 Improve access to services for non-traditional students  
 Institute alternative delivery system  
 National recognition in selected areas  
 Increase fund raising  
 Develop incentives to enhance entrepreneurship  
 Foster sense of community with shared values  
 Our land  
 Out of classroom educational experiences

### THREATS

Destructive competition  
 Higher education funding  
 Public trust and perception  
 Economic fluctuation  
 Government regulations and unfunded mandates

Rapid rate of technology change  
 Environmental threats  
 Alternative delivery methods  
 Demographics  
 The change in the nature of business in SE Michigan  
 Potential for a domino impact, or fallout from Detroit's inner challenges

2A5: Oakland University's environment is supportive of innovation and change.

Oakland University began as an experimental external campus of Michigan State University and innovation and change continue to be common themes at OU. It permeates the language and focus of OU's planning documents. For example, when the university celebrated its fiftieth anniversary in 2007, it celebrated "five decades of *innovation*." The capital campaign is entitled "*Innovation and Opportunity*." The Center for Multicultural Initiatives describes itself as "creating a legacy of *innovation*, excellence, leadership, and service." University Technology Services seeks to accomplish its mission by building and maintaining a technical infrastructure and environment that emphasizes *innovation*. The Pawley Learning Institute wants to create "value for all stakeholders through *innovation* and eliminating waste."

Innovation is also reflected in the actions, not just the rhetoric, of the institution. The university provides funding for innovation. In January 2007, OU President Gary Russi announced the creation of the Resource Development Fund (RDF) and solicited proposals for projects to strategically advance and creatively position Oakland University, while also providing a significant return on investment. The projects chosen for RDF support emphasize the accrual of resources within two years to address the economic issues facing the university as a state-supported institution of higher education. An example of an RDF project is the addition of a training facility to the Student Technology Center (STC) to benefit both students and local companies. The primary purpose of the project is to provide a facility focused on technological skills where current students can gain practical knowledge and technical training. In addition, the STC director works in collaboration with the Oakland Center to promote rental of the facility to area companies for the training of their employees during spring and summer terms. STC will use revenue raised by the facility's rental to keep its resources on the cutting edge.

In 2001 Oakland was the first Michigan university to provide students with wireless network access in its residence halls. By the end of 2006 all of the main campus had wireless access, and by the end of fall 2008 the entire campus had access. In May 2008 the Board of Trustees approved almost \$1.5 million to fund the Technology Learning Center. To be located in Kresge Library, the Technology Learning Center will provide a nexus for online learning, teaching, and research. The key components will be the creation of an information commons and the relocation and expansion of e-Learning and Instructional Support. The information commons will provide students with state-of-the-art computing; flexible learning spaces designed to take full advantage of the wireless network, digital resources, CMS (Moodle), and Web 2.0 learning environments; and

immediate access to librarians for research assistance and the UTS helpdesk for computer support. The expansion of E-Learning and Instructional Support will lead to the growth of high-quality online courses and programs and stronger faculty support.

The university is also supportive of entrepreneurial programs that combine academic pursuits with research and training beyond the university. The School of Business Administration's Applied Technology in Business (ATiB) program is a distinctive and competitive business minor sponsored by leading corporations throughout Michigan. Through a blend of rigorous coursework and completion of sponsors' projects, students learn effective business problem solving and project management skills. Every project is worked on by at least two students. Even if students get to work on projects with only two or three firms over the eighteen month duration, they are exposed to all the projects others are doing through their constant interaction in the ATiB lab and the project discussions/presentations in the classes.

The School of Education and Human Services' Pawley Learning Institute promotes the use of lean thinking and applications in all sectors (the Pawley Institute is moving from SEHS to Outreach). Service-based organizations, such as schools, financial institutions, and non-profits are discovering the usefulness of lean principles and have benefitted from process-based thinking to create value and eliminate waste. The Institute provides workshops and training, offers graduate and undergraduate courses, and serves as a center for job and internship opportunities.

The College of Arts and Sciences' Center for Biomedical Research works with an advisory board to identify the educational needs in the biomedical field, particularly needs not met by other Michigan universities and colleges; build collaborative relationships with the biomedical community leading to opportunities for joint research, student internships, and research partnerships; position the center for a significant role in the Michigan Life Sciences Corridor; and obtain a share of available funding and provide opportunities for public and private funding to support the center and its educational programs, faculty, and research facilities. The School of Engineering and Computer Science's Fastening and Joining Research Institute (FAJRI) is the only known facility of its kind in the world: an academic, nonprofit research facility dedicated solely to the fastening and joining of materials. The Eye Research Institute has done vision research for over thirty-five years and is formally associated with the Department of Ophthalmology at William Beaumont Hospital. The Department of Linguistics' English as a Second Language Center offers intensive language programs in English as a second language for international students and their families and also runs a community outreach program, in cooperation with the Hispanic Outreach Services of Pontiac, to provide English language skills to Spanish-speaking residents in the Pontiac area.

The university also is open to innovation in its development of new programs. Recognizing the existing shortages of nurses the School of Nursing recognized that there is also a shortage of nurse educators. In 2003 it instituted a nursing education track in its Master of Science program and also began offering a graduate certificate program in nursing education. The Bachelor of Science in Applied Health Sciences, approved in 2007, provides those with associate degrees in healthcare the opportunity to earn a bachelor's degree. The new undergraduate major in Writing and Rhetoric not only has tracks in writing for the professions and writing as a discipline, but it also includes a track

in writing for new media. Similarly the undergraduate major in Studio Art includes a specialization in new media.

There is openness to cultural change that enhances student learning. Faculty members accept learning outcomes as an integral part of General Education. The Office of Institutional Research and Assessment and the Senate Assessment Committee have led the university in building a culture of assessment. Kresge Library has moved increasingly to the provision of online resources and to providing reference assistance and instruction online.

There is campus support for the university's next partnership, the Oakland University William Beaumont School of Medicine. When Provost Moudgil discussed the new medical school at a meeting of the Senate, comments were positive. Several senators emphasized the increased opportunity that the medical school will bring for interdisciplinary healthcare research. Other benefits mentioned were the bringing of more experts to the campus, the raised visibility and stature of the university, and the strengthening of existing relationships with Beaumont. There were large audiences for the public presentations of each of the medical school dean candidates. Innovation is central to the medical school's vision: "a partnership to lead *innovation* in patient-centered medical education and research."

2A6: Oakland University incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.



The university recently had the perfect opportunity to celebrate its history and heritage. In 2007 Oakland celebrated its fiftieth anniversary. Marking a half-century since its founding allowed opportunities for various constituencies of the campus community to reflect on the history of the institution. As the university has grown its administrators, faculty, and staff have remembered the founding principles of the new college and its benefactress, Matilda Wilson. In 2007 a multitude of events took place to celebrate Oakland's birthday including a gathering of more than 600 faculty and staff in January to kick off the celebratory year; an event in September at the Oakland Center attended by 2,400 faculty, staff, families, retirees, and friends; and an evening with two emeriti professors who spoke on current events. While the slate of events throughout the year was meant to be celebratory in nature, events brought to mind the principles espoused by the university's founders to create an innovative and rigorous learning environment with a strong basis in the liberal arts. The Honors College, an integral part of the university's distinctive undergraduate experience, also celebrated an anniversary in 2007, its thirtieth.

From the development of the first curriculum in 1959 to *OU in 2010* and *OU in 2020*, there have been certain principles that continue. “Michigan State University—Oakland Curriculum” (MSU-OC) highlighted findings of the Meadow Brook Seminars and presented the foundation for developing the curriculum. Here is a comparison of a few of the guidelines from MSU-OC that are echoed in OU’s current planning documents.

***MSU-OC:*** It has been urged, therefore, that MSUO place a major emphasis upon the development of liberally educated students, regardless of the professional field chosen.

***OU in 2010:*** Oakland University will provide high quality and challenging undergraduate education that offers students an enriching and diverse combination of liberal arts, professional education, and cultural and social experiences.

***OU in 2020:*** Building on these professional programs, while maintaining a strong liberal educational foundation, is critical to enrollment growth and to achieving a widespread reputation for distinction.

***MSU-OC:*** The students graduating from MSUO will move into a situation demanding a considerable knowledge of the world beyond Michigan and the United States. . . .An understanding of the non-western world was described as crucial for the leadership of the next generation.

***OU in 2020:*** Through exposure to a diverse learning environment and opportunities to study and live abroad, Oakland University graduates will develop a keen sense of the global community. International exchange, international curricula, study abroad endowments and research collaboratives will expose students to an appreciation of diversity as well as the global environment in which we live and work.

***MSU-OC:*** MSUO will consider as its first objective the establishment of a first-class, undergraduate program.

***OU in 2010:*** Oakland University's commitment to the highest quality undergraduate education will be shown by the high percentage of classes taught by full-time faculty.

***OU in 2020:*** OU will be a destination school known for its distinctive undergraduate experience.

***MSU-OC:*** The faculty will be encouraged to explore new arrangements for improving the learning process. Rather than prescribe new procedures to be followed, great freedom will be afforded the faculty with the hope that ways may be devised for improving the teacher-student relationship and for accelerating and enriching the educational program.

***OU in 2010:*** Oakland University's academic experience will be driven by the dedication of its faculty to the teaching-learning process, research, scholarship and creative endeavors.

***OU in 2020:*** Oakland will offer a student-centered education with flexible learning methods and improved classroom and housing facilities, student services, classroom technologies, labs, internships, undergraduate and graduate research opportunities and challenging degree programs.

Oakland's history and heritage are also respected in the physical master plan adopted in April 2001. Since 1980 the 123.5 acres and 15 structures known as Meadow Brook Farm have been included on the National Register of Historic Places. *Sailing into the Future: Physical Master Plan, 2001-2020* pays particular attention to the preservation and utilization of this historic east campus, and many of the planning principles in the plan relate to these historic areas of campus. Among the considerations



highlighted are the need for more aggressive maintenance and need to make greater effort to integrate these areas into the life of the university. In April 2004 the university received a \$7 million dollar gift from the Matilda R. Wilson Fund to help repair and restore Meadow Brook Hall (MBH). By late 2006, renovations and repairs included updating mechanical systems, replacing some of the clay roof tiles to repair the roof, and restoring selected wood beams and windows. Each year the proposed budget for the Hall, submitted to the Board of Trustees, includes how the Hall is used for Oakland's students and faculty. Students have served as interns at the Hall. In 2005 an intern designed a tour, "75 and Still Stylish: A celebration of Fine Furnishings and Interior Decoration at Meadow Brook Hall" and assisted in training docents for the tour. Students have also completed research projects involving the Hall and its grounds. Students also have the opportunity to enjoy the hall as guests. The Alumni Association honored its 2008 scholarship winners with a breakfast at Meadow Brook Hall. Faculty, staff, students, and alumni can attend the annual holiday walk at the Hall at discounted rates. The MBH web site includes a statement that recognizes its educational and historic role. "This historic house museum also provides a sense of tradition for Oakland University and is a research, scholarship and training resource for students and faculty."

*2A7: Oakland University clearly identifies authority for decision making about organizational goals*

Oakland University derives its authority from Article VIII, Section 6, of the 1963 Constitution of the State of Michigan. The university was created under Public Act 1970, No. 35, effective July 1 (MCLA 390.151). In 1970 Oakland University was granted independence from Michigan State University and placed under the authority of its own eight-member Board of Trustees appointed by the governor for staggered, renewable eight-year terms. The Board is a body corporate constituted as provided by law to exercise its constitutional powers and duties. The Board of Trustees is charged with the general supervision of the university, including control and direction of all expenditures from the institution's funds. The Board also appoints the university president as well as

the secretary to the board and the treasurer to the board. Consistent with state law and the university's enabling legislation, the president serves *ex officio* on the Board of Trustees.

Acting on authority delegated by the board, the president assumes primary responsibility for all the university's educational, financial and administrative functions and serves as the chief executive and administrator of the university. The president is the principal liaison officer and official contact between the Board and the faculty, staff, and students of the university. The president's responsibilities include seeing that the university operates according to policy, voicing its needs as it moves toward the future, and communicating the needs of the institution to the Board of Trustees. The president is also responsible for communicating to the entire university community, including the Board, the economic and political realities confronting the institution, for providing leadership, and for serving as the chief external spokesperson of the university. The Board delegates to the president the authority to create a structure that ensures effective leadership of the institution. This structure includes the Office of the President, the Division of Academic Affairs, the Division of Student Affairs and Enrollment Management, the Division of Finance and Administration, and the Division of University Relations. Four divisional vice presidents serve as operating officers of these divisions.

- Senior Vice President of Academic Affairs and Provost Virinder K. Moudgil
- Vice President for Student Affairs and Enrollment Management Mary Beth Snyder
- Vice President for Finance and Administration John W. Beaghan
- Vice President for University Development Susan Davies Goepf

While authority concerning organizational goals and all functions of the university clearly resides with the Board of Trustees which then delegates authority to the president, organizational goals are both set and implemented with the support and advice of the entire university. A key example of this is the academic program review process. The Senate mandates that all academic programs must be reviewed every ten years. The senior associate provost oversees the review. The department offering the program prepares a self-study that describes the program and assesses its strengths and weaknesses. An outside evaluator (or accrediting body) appraises the program. The University Committee on Undergraduate Education then reviews the self-study and the external reviewer report and issues suggestions that are forwarded to the department chair, the dean, and the provost.

*Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

2B1: Oakland University's resources are adequate for achievement of the educational quality it claims to provide.

During a decade when state funding as a percentage of the university's General Fund has dropped to an all-time low (see Figure 6, 7, and 8 below), the university and the Board of Trustees have protected the core education of students and have maintained the university's distinctive and valued educational programming and service. They have done this by implementing cost containment initiatives and budget reductions (see Figure 9 below) that have resulted in permanent and one time-savings, by entering into partnerships, by conservatively increasing tuition, and by having favorable investment income earnings. For example, to maximize the growth of faculty positions in areas of high demand, the university re-allocates vacant positions that result from retirements and other turnovers before making new funding decisions. Cost control actions have included outsourcing, benefit plan restructuring, organization changes, process re-engineering, utility conservation programs, etc. These measures have resulted in an efficient, lean organization that has continued to add new programs, to hire new faculty, to complete several capital projects, and to advance with technological improvements. When compared to the other fourteen Michigan public universities (see Figure 10), Oakland has had less than average growth in tuition while at the same time having greater than average enrollment increases.

The university's annual financial statements, audited by independent auditors, provide a detailed examination of the fiscal resources that support the university's mission and operational needs. The auditors, for each year, indicate that the financial statement presented to them by the university, do fairly present the university's financial position. On July 6, 2006, Moody's Investors Service affirmed the A2 rating on Oakland University's General Revenue Bonds. Moody's points favorably to Oakland's established partnerships and articulation agreements with local community colleges as a way to mitigate the coming reduction in annual high school graduates in Michigan. On August 7, 2006, Fitch Ratings reaffirmed the AAA/F1+ rating on the university's General Revenue Bonds, a rating that will expire on August 8, 2011 unless extended.

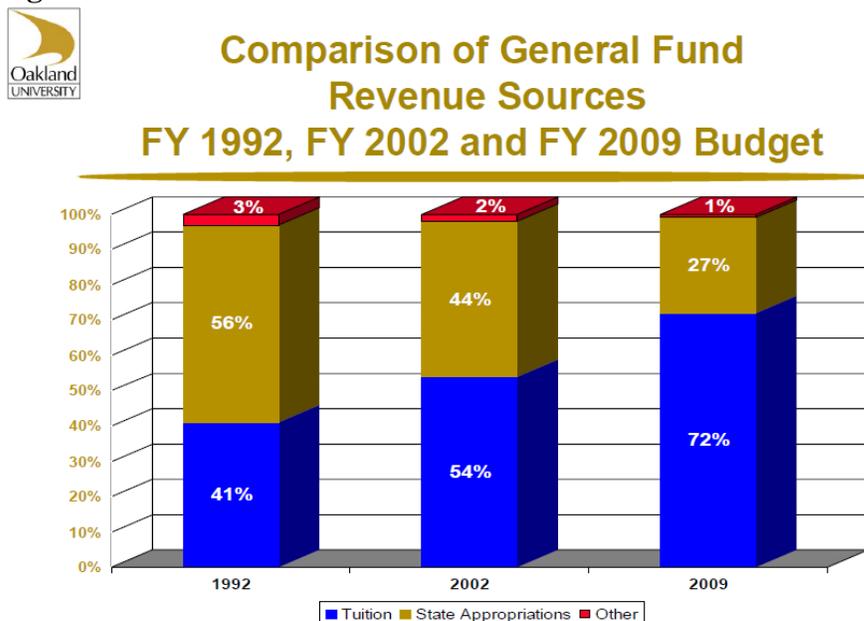
Michigan's economic challenges, by all estimates, will continue in the foreseeable future. Oakland University is poised to continue to actively cultivate partnerships and other avenues for growth in order to prevent tuition rates from escalating dramatically. The university has also initiated a capital campaign with a goal of \$110 million (\$100 million of which have already been raised). As Oakland strives to fulfill its ambitious mission and vision for the future, endowment funding is a critical component of the institution's financial health. Part of the funds raised will be endowment funds to use for scholarships, faculty positions, equipment, research, and facility upkeep. In addition Oakland University continues to present a case to the state highlighting both its achievements and its historical underfunding.

*2B2: Plans for resource development and allocation document that Oakland University is committed to supporting and strengthening the quality of education it provides*

**State Funding**

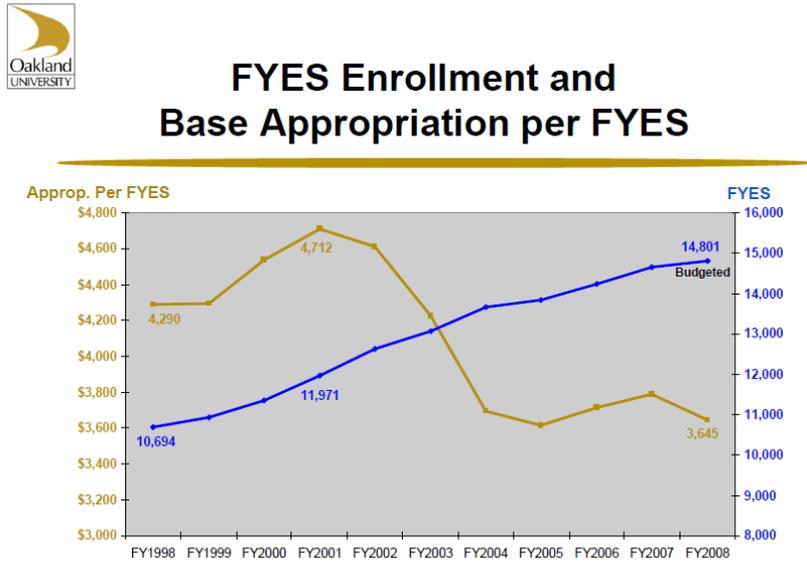
The university maintains a legislative liaison who promotes Oakland University at the State level. The president, provost, and members of the university community engage in dialog with State officials to make the case for increased resources for Oakland University.

**Figure 6: General Fund Revenue Sources**



Since 1992, Oakland University's relative reliance on tuition and fees in the General Fund has grown from 41% to 72% in 2009.

**Figure 7: State Appropriations per FYES**



**Figure 8: Base State appropriations**

**Base State Appropriations  
FY 1998 - 2008**

<u>Fiscal Year</u>	<u>Appropriation</u>
1998	42,461,000
1999	44,321,000
2000	48,083,000
2001	52,950,476
2002	52,384,700
2003	50,551,147
2004	46,633,500
2005	47,261,300 (After E.O.)
2006	51,530,500
2007	46,613,614 (After E.O. and P.A.)
2008	51,932,900 (per PA 136 of 2007)

Source: Audited Financial Statements and FY 2008 State Budget

**Figure 9: Budget reductions**

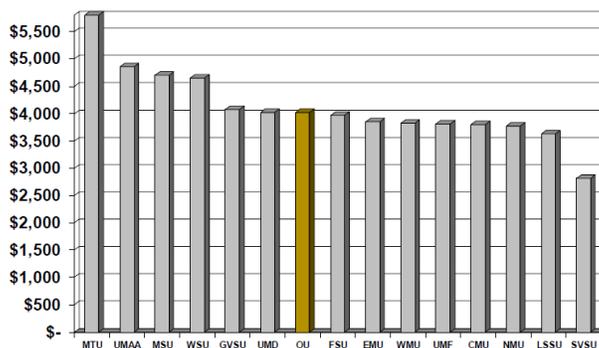
## Budget Reductions FY 2003 – 2007 Summary

	<u>Permanent</u>	<u>One Time</u>
Faculty Salaries	\$ 1,176,682	\$ 595,320
Non Faculty Salaries	1,578,074	284,338
Fringe Benefits	1,171,302	238,671
Operational Costs	2,486,389	4,507,671
Executive Order 2007-3*		2,382,200
Public Act 17 of 2007*	1,031,000	2,382,200
<b>Total Budget Reductions</b>	<b><u>\$ 7,443,447</u></b>	<b><u>\$ 10,390,400</u></b>

\* Limiting technology and other strategic initiatives, delaying hiring, departmental spending restraint, postponing classroom renovations and deferred maintenance projects, reducing year-end encumbrances, carry-forwards, contingencies and reserves.

**Figure 10: Change in tuition/fees for the 15 Michigan public universities**

### Michigan Universities 10-Year Change (FY 1998 – FY 2008) in Resident Student Tuition and Required Fees



### Capital Campaign

The university-wide priorities for the capital campaign are: faculty chairs and professorships, research endowments, academic programs, student scholarships and support, and capital enhancements. Each of these areas clearly link to the university's Mission Statement, its Vision, and to its planning documents.

### ***Faculty Chairs and Professorships:***

Oakland needs additional funds to take it to the next level of faculty and teaching excellence and to attract top students to our campus. One source of that funding is through endowments. Endowed faculty positions allow Oakland to attract and retain world-class scholars who enrich the academic and cultural life of the institution. Such funding opportunities can dramatically transform the teaching, curriculum, and learning experiences for Oakland students and faculty. Compared to other public universities of its size and scope, Oakland is underfunded in this critical area. Currently, the university has two endowed professorships, the Maggie Allesee Endowed Professorship for Gerontology and the Crittenton Endowed Chair in Nursing (position to be posted in January 2009). Four million dollars of a fifteen million dollar donation is also designated as a lead gift to the medical school to support the new medical school deanship which will be a named deanship at the time of the donor's death. Oakland University's capital campaign is targeting endowed professorships.

Mission Statement: *Oakland University offers, and will continue to offer, only those programs for which adequate resources and **well-prepared faculty** are available and for which a demonstrable need is expressed through the attraction of qualified students.*

OU in 2010: *Oakland University's **academic experience will be driven by the dedication of its faculty** to the teaching-learning process, research, scholarship and creative endeavors.*

### ***Research Endowments:***

Endowed research support allows the institution to enhance the quality of its undergraduate, graduate, and faculty research activity by providing needed funds for laboratories and equipment and matching funds for grant awards. Funding targets in this area include undergraduate research endowments, graduate research assistantships, faculty research start-up funds, and faculty research matching funds.

Mission Statement: *In addition to their intrinsic value, **research and scholarship reinforce the instructional mission** of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.*

OU in 2010: *Oakland University's faculty activities in basic research and scholarship will **advance the frontiers of knowledge and inspire students** to similar goals.*

OU in 2020: *OU will **broaden a research-intensive agenda** to enhance undergraduate, graduate and faculty research opportunities, meet the needs of corporate partners,*

*effectively expand external and internal funding, and increase the university's presence in the global research community. OU will advance in reputation for its program of applied research that directly impacts society and advances the frontiers of knowledge.*

### ***Academic Programs***

Capital campaign support in academic areas will endow and staff programs, centers, and institutes where students and faculty can study theory and applications in areas such as business, writing, and mathematics and where faculty can devote heightened attention to undergraduate instruction and assessment across the disciplines. Financial support for academic programs include needs such as technology for classrooms; field work, internships, and externships; The Honors College; The Writing Center; study abroad; and Kresge Library. Increased support for The Honors College will make it possible for a broader range of faculty to teach there. Additional funding for the library will provide online journals and other online resources so that all students have access to published materials and research regardless of their physical location or field of interest.

Mission Statement: *Oakland University provides **rigorous educational programs**. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation.*

OU in 2010: *Oakland University will provide **high quality and challenging undergraduate education** that offers students an enriching and diverse combination of liberal arts, professional education, and cultural and social experiences.*

OU in 2020: *Oakland will offer a **student-centered education with flexible learning methods** and improved classroom and housing facilities, student services, classroom technologies, labs, internships, undergraduate and graduate research opportunities and challenging degree programs.*

### ***Student Scholarships and Support***

A competitive scholarship program will allow Oakland University to attract outstanding students while maintaining high academic standards in an environment enriched with diversity. The university especially needs increased financial support to provide endowed undergraduate scholarships. Scholarships allow the university to recruit the best and brightest students, who, in turn, enhance the classroom environment and college experience of other students. The capital campaign is designed to enhance OU's ability to provide competitive scholarships.

Mission Statement: *Oakland University is selective in its admission standards and seeks both traditional and nontraditional students, **ensuring equal opportunity to all who can profit from its offerings**. While serving principally Michigan residents, it welcomes qualified applicants from other states and countries. A special effort is made to locate and admit disadvantaged students with strong potential for academic success and to provide the support conducive to the realization of that potential.*

### ***Capital Enhancement Projects***

With increased funding through the capital campaign and other sources several areas of program growth would be possible through the development of capital projects such as:

- a 63,000-square-foot engineering design center to provide instructional and research facilities for programs that support automotive, defense, and other industries critical to the economy of southeastern Michigan and the state as a whole;
- a human health building would offer students a unique and integrated learning environment as they prepare for careers in health care;
- a named center for information literacy, housed in Kresge Library, would provide the technical infrastructure and specialized staffing to help students and faculty use and apply technology tools across the curriculums;
- a new College of Arts and Sciences (CAS) building would serve as a laboratory for performing arts majors and provide opportunities for all Oakland students and the community to understand and appreciate the arts;
- expanded space for the Honors College, a longstanding program of excellence at Oakland, would make it possible to enroll increased numbers of high achieving students from Michigan and beyond.

Vision 2020: *Oakland will offer a student-centered education with flexible learning methods and **improved classroom and housing facilities, student services, classroom technologies, labs, internships, undergraduate and graduate research opportunities and challenging degree programs**.*

### **Partnerships**

Oakland University engages in numerous partnerships that advantage the university and its students as well as OU's community, business, and higher education/K-12 partners. A list of OU's partnerships is available at <http://www4.oakland.edu/?id=1443&sid=139> .

*2B3: Oakland University uses its human resources effectively.*

Oakland University is a lean institution that effectively uses its human resources to maximum effect. When compared to its seven peer institutions (Figure 11), Oakland moved from fourth in enrollment in 2005 to third in enrollment in 2006. However, it was sixth in number of instructional staff in both years and eighth in the number of total full time equivalent staff. A similar situation exists when one compares Oakland with the other Michigan public universities (Figure 12). [Complete data is available for only thirteen of the other Michigan universities.] Oakland is seventh in enrollment of the fourteen Michigan universities with complete data and eighth in number of full time faculty and full time faculty and staff.

Figure 11: 2005-2006 IPEDS Staff/ Faculty Comparison with Peer Institutions

University	2005 Enrollment	2005 Total FTE Staff	2005 Instructional FTE	2005 Executive/ admin	2005 Other prof FTE	2005 Non- prof	2006 Enrollment	2006 Total FTE staff	2006 Instructional FTE	2006 Executive /admin	2006 Other prof FTE	2006 Non-prof FTE
Indiana State University	10,679	1,822	579	73	402	768	10,568	1,761	548	67	400	746
Wichita State University	13,812	1,749	572	178	348	651	13,964	1,787	589	190	374	634
<b>Oakland University</b>	<b>17,339</b>	<b>1,378</b>	<b>602</b>	<b>52</b>	<b>327</b>	<b>397</b>	<b>17,737</b>	<b>1,457</b>	<b>622</b>	<b>55</b>	<b>372</b>	<b>408</b>
University of Missouri-St Louis	15,548	1,694	690	169	277	558	15,528	1,754	759	146	305	544
University of Nevada-Las Vegas	28,134	3,055	1,090	74	884	1,007	27,912	3,464	1,197	78	1,013	1,176
University of Akron Main Campus	21,049	2,678	979	75	544	1,080	21,882	2,663	984	78	515	1,086
Cleveland State University	15,482	1,872	718	72	659	423	14,807	1,844	707	73	658	406
Wright State University-Main Campus	16,207	2,180	740	90	691	659	16,088	2,146	757	47	727	616

Figure 12: IPEDS Fall 2006 Michigan Four-year Public Universities

Unit ID	University	Enrollment	Full_time Faculty	Staff & Faculty		
				Full	Part-time	Total
169248	Central Michigan University	26,710	760	2,126	1,244	3,370
169798	Eastern Michigan University	22,950	764	1,868	1,065	2,933
169910	Ferris State University	12,574	567	1,408	525	1,933
170082	Grand Valley State University	23,295	904	1,861	954	2,815
170639	Lake Superior State University	2,897	101	317	108	425
170976	University of Michigan-Ann Arbor	40,025	4,278	16,143	5,950	22,093
171100	Michigan State University	45,520	2,520	9,782	3,936	13,718
171128	Michigan Technological University	6,546	429	1,215	837	2,052
171137	University of Michigan-Dearborn	8,342	288	678	269	947
171146	University of Michigan-Flint	6,527	231	587	260	847
171456	Northern Michigan University	9,689	312	933	246	1,179
<b>171571</b>	<b>Oakland University</b>	<b>17,737</b>	<b>476</b>	<b>1,293</b>	<b>685</b>	<b>1,978</b>
172051	Saginaw Valley State University	9,543	266	689	436	1,125
172644	Wayne State University	32,061	1,742	5,009	2,927	7,936
172699	Western Michigan University	24,841	N/A	N/A	N/A	N/A

Oakland has participated in the University of Delaware's National Study of Instructional Costs and Productivity since 1995. Comparisons of OU data to data from the Delaware Study showed that in 2002, eighty-four per cent of departments taught as

many or more credits per faculty FTE than national averages. In 2006, 85% of faculty FTE to Student FTE ratio was at or above the national norm and 83% were at or above the ratio of peer institutions.

From 1998 to 2007 Oakland’s student population has grown from 14,289 to 18,082 (Figure 13). During this same period numbers of full-time tenure track faculty (Figures 14) have also grown each year. While numbers of part-time faculty have also grown, in the last three years their numbers have dropped in favor of adding new full-time faculty. Even in FY2003 and FY2004 when the entire university experienced budget reductions, Academic Affairs received lower reductions (3.4% compared to 5.5%) and conserving faculty positions was always a priority. Through all of this the student to faculty ratio as reported annually by Academic Affairs to the campus AAUP Chapter has remained rather constant around nineteen to one.

Figure 13:

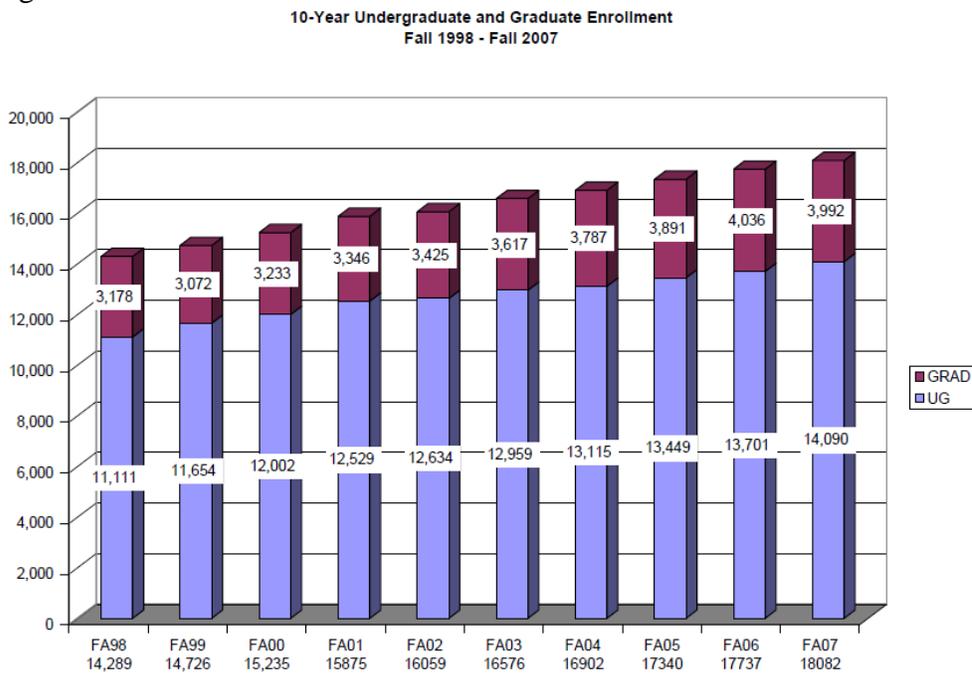


Figure 14: All faculty 1987-2007, with student to faculty ratio as reported to the AAUP.

	TENURE/ TENURE TRACK	TENURE/ TENURE TRACK TEACHING*	VISITORS	FULL-TIME TEACHING**	TOTAL FULL- TIME	TOTAL PART- TIME	PERCENT PART- TIME	TOTAL FACULTY	STUDENT FACULTY RATIO ***
2007	486	469	33	502	519	424	45%	943	19
2006	458	441	30	471	488	435	47%	923	19
2005	441	425	24	449	465	441	49%	906	20
2004	428	410	24	434	452	398	47%	850	20
2003	426	409	16	425	442	361	46%	803	20
2002	427	409	25	434	452	411	48%	863	19
2001	412	395	29	424	441	361	45%	802	19
2000	395	382	26	408	421	329	44%	750	19
1999	383	366	27	393	410	310	43%	720	18
1998	382	364	26	390	408	321	44%	729	19
1997	372	355	25	380	397	296	43%	693	19
1996	353	337	27	364	380	317	45%	697	19
1995	354	337	20	357	374	283	43%	657	19
1994	358	340	18	358	376	283	43%	659	19
1993	359	341	14	355	373	263	41%	636	19
1992	357	349	12	361	369	253	41%	622	19
1991	370	353	15	368	385	241	38%	626	19
1990	353	336	23	359	376	231	38%	607	19
1989	352	335	22	357	374	222	37%	596	19
1988	354	337	29	366	383	213	36%	596	19
1987	350								

\*Excludes Library and ERI Faculty

\*\*Includes Visiting Faculty

\*\*\*As reported to AAUP

*2B4: Oakland University intentionally develops its human resources to meet future changes*

The university provides training for faculty and staff and also gives them the opportunity to pursue professional and career development.

New tenure system and visiting faculty are invited to attend a one day New Faculty Orientation that covers numerous topics including Teaching and Learning at Oakland University, University Resources, Governance & AAUP, Promotion and Tenure, Outreach, Graduate Study, and Research. Faculty members also have numerous opportunities for professional development. Provisions in the AAUP bargaining agreement call for professional development and research leaves. The bargaining agreement specifies that faculty may receive reimbursement for attending professional or scholarly meetings. The amount available through the 2006-2009 agreement increased

from a total of \$390,000 in the first year to \$400,000 for each of year two and year three.

Faculty members are eligible for university research fellowships and grants. The University Research Committee selects the recipients for these grants which total \$216,000 in each of the years of the current bargaining agreement. The Teaching and Learning Committee annually selects recipients for educational development grants for projects involved with the development and/or use of new teaching techniques, development of a new instructional approach, investigation of a teaching/learning problem, evaluation of a teaching method, or personal development related to curricular responsibilities. In addition, the committee hosts workshops, luncheons, and coffee hours throughout the year for faculty to discuss teaching issues.

The office of the senior associate provost sponsors several types of faculty development, including faculty learning communities and attendance by faculty and staff at national meetings on teaching and learning, with particular interest in supporting faculty to attend conferences on topics related to general education and the first college year. A faculty learning community (FLC) is a cross disciplinary faculty group of 6-15 members engaging in a yearlong program with a curriculum about enhancing teaching and learning. Their activities include frequent seminars and activities that provide learning, development, and community building. Participants typically engage in bi-weekly seminars and retreats and present results to the campus. FLCs for FY2008 included knowledge integration and civic engagement, interdisciplinary research in education, and technology and junior faculty. The office of e-learning and instructional support and the office of the senior associate provost provide up to twenty registrations for faculty to attend the Lilly North Conference on College and University Teaching. Oakland also supports attendance at the annual Michigan Equity in the Classroom Conference. Still in the proposal stage is the development of a teaching and learning center for faculty development. This is one of the facets of the university's "First Year Experience Action Plan" (<http://www2.oakland.edu/undergrad/actionplan.cfm>). The center, as envisioned, would provide professional development for faculty to enhance graduate, undergraduate, and first year teaching and learning; mentor new faculty in teaching at OU; and provide a forum for discussion of teaching and learning issues and improvement at OU.

e-Learning and Instructional Support also offers workshops on Moodle (the course management system at Oakland), Camtasia, Elluminate (video conferencing system), Photo-Shop, and Second Life—all related to the university's development of online courses. e-Learning and Instructional Support also awards faculty stipends to learn how to teach and develop a fully online course, which would then be scheduled for the following year. Recipients receive assistance in the form of workshops or one-on-one consultations in order to develop the online class.

University Human Resources (UHR) offers a range of opportunities for faculty and staff training, including workshops for various utilizations of the Banner student system, use of business software, and performance management evaluation. UHR schedules these workshops throughout the year for employee development with numerous classes scheduled for newly implemented systems. For example, in the summer and early fall of 2008 UHR sponsored nine sessions to introduce faculty and staff to Google mail during the university's transition to the new system. In addition, UHR houses an extensive collection of materials for review, with subjects including

accountability and personal responsibility, communication, conflict resolution, customer service, ethics and compliance, goal setting, growth and change, teamwork and productivity.

Administrative professional personnel, campus maintenance and trades staff, police officers, and professional support staff all receive educational benefits which give them the opportunity to take formal course work either at Oakland or at other educational institutions. The major requirements are that the coursework should aid the employee in acquiring knowledge and developing skills to enhance performance on the present job or increasing the likelihood of promotion to higher level positions within the university. Staff in these groups can receive tuition reimbursement and, with proper approval, can even get released time to attend a class during normal working hours.

*2B5: Oakland University's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (for example, investments in faculty development, technology, learning support services, and new or renovated facilities).*

University Technology Services has provided information technology resources to enhance, support, and foster teaching, learning, research, administration, service, communications, and outreach. Recent technological enhancements, as reported to the state in the university's five-year capital outlay plan:

<http://www3.oakland.edu/board/BOT/November%202007%20FAIC/Capital%20Attachment%20A.doc>) include:

- Implementation of a complete administrative software suite.
- On-line registration.
- Extensive campus network to all classroom buildings and residence halls.
- Wireless Internet connections in residence halls, student apartments, east campus, all academic buildings and the Oakland Center.
- Elliott Hall of Business and Information Technology, a \$17.5-million, 74,000-square foot, technology-rich facility.
- The Pawley Hall of Education & Human Services Building with 24 enhanced technology classrooms and an all digital video recording, playback and archive system in the School's Counseling Center.
- Significant interactive television and video conferencing capability to supplement instruction and administrative program activity.
- On-line web-based course offerings to students utilizing Moodle.
- Other teaching and learning software, such as CourseWeb, Scantron, Turnitin, Second Life, Camtasia, I-clicker, and Visual Communicator.
- Major classroom renovation projects that included significant technology enhancement in older campus buildings continue to be a priority objective.

In addition to expenditures for these projects, University Technology Services has also spent, in every year since 2001, a minimum of \$600,000 for network bandwidth and network electronics renewal and over \$50,000 in server replacements and upgrades.

E-Learning at Oakland University is showing substantial growth, with expectations that on-line components of course delivery will continue to increase. Growth in on-line courses has increased 244% in the past five years, with numbers of faculty and active courses using Moodle expanding every year. Currently, online teaching and learning have been supported by the following software: Moodle (a complete Learning Management System), e-Portfolio, Elluminate, Second Life, Turnitin, i-Clicker, and Scantron. Currently 99 out of 104 general purpose classrooms are equipped with enhanced instructional technology features. In May 2008 the Board of Trustees approved almost \$1.5 million to fund the Technology Learning Center. To be located in Kresge Library, the Technology Learning Center will provide a nexus for online learning, teaching, and research. The key components will be the creation of an information commons and the relocation and expansion of e-Learning and Instructional Support. Oakland foresees moving to the next level of identifying the goals and objectives of online programs at the university, and focusing on the future of online program development in each school with the aim of increasing student access, attracting students from outside traditional service areas, growing continuing/professional education, increasing degree completion rates, enhancing institutional brand value, improving student retention, and increasing student body diversity.

In addition to expenditures for technology the university has also added several new buildings, expanded and/or remodeled others, and created new centers and laboratories.

### *Major Facilities*

1999-- **Biomedical Research Support Facility**, \$5.8 million. It is a 7,500 square foot facility that provides a high quality environment for animal research.



2000--**R. Hugh and Nancy Elliott Hall of Business and Information Technology**, \$17.5 million. It is a 60,000-square-foot four-story building that contains the School of Business Administration, general purpose classrooms, a computer lab, and the Information Technology Institute.



2002—**Student Apartments**, \$21 million. The apartment complex provides comfortable living space for more than 450 students in its six Tudor-style buildings. The apartments offer such amenities as full

kitchens, furnished bedrooms and living rooms and a community center with a lounge, fireplaces, and volleyball and basketball court.

2002—**Parking Structure**, \$6 million. The three-floor structure provides 550 spaces, two-thirds of which are covered.



2003—**Oakland Center Expansion**, \$8 million. The 30,000 square foot expansion provides 330 more seats in the food court, a 7,000-square-foot multipurpose room that can seat 600, a 24-hour computer lounge featuring wireless Internet connectivity and an 80-seat coffee shop.



2004—**Carlotta and Dennis Pawley Hall**, \$31.8 million. The state-of-the-art 130,000-square-foot building houses the School of Education and Human Services and contains 31 classrooms, 8 conference rooms, 163 offices for faculty and staff, the Educational Resources Laboratory, and the Lowry Center for Early Childhood Education.

### Smaller Facility Projects

2003-- **Crittenton Hospital Medical Center Multimedia Laboratory**. The high-tech learning laboratory in O'Dowd Hall, made possible by a \$75,000 grant from Crittenton Hospital, advances Oakland's ability to deliver a distinctive undergraduate education in the School of Nursing by providing a setting where students can practice skills, use interactive technologies, work in teams, and gain confidence.

2003--**O'Dowd Hall renovation**. OU converted a 440-seat classroom in O'Dowd Hall into three smaller, more technologically equipped classrooms.

2005--**Student Technology Center**. Located in 40 Oakland Center, the Student Technology Center (STC) provides group technology classes and personal mentors to help students learn about hardware, software and incorporating technology into their lives.

2005—**Vandenberg Dining Center.** The \$1.3 renovation of the Vandenberg Dining Center provided late-evening dining, numerous seating configurations and styles, and areas to accommodate groups.

2005, 2006, 2008—**South Foundation Hall.** The three floors received upgraded instructional technology, wall and ceiling repair, acoustical enhancements, improved classroom lighting, additional electrical circuits, and new classroom furniture.

2006—**Joan Rosen Writing Studio.** Located in Kresge Library, the Joan Rosen Writing Studio was made possible from seed money from the Mitzelfeld family and a founding grant from Joan Rosen, professor emeriti, and her husband Robert.

2006—**Hamlin Hall enhancements.** OU's largest residence hall received enhancements which included carpet and new furniture to refresh the look and feel of the 30-year-old building.

2006—**Grizzly Center for Graduates and Champions.** Located in the Athletics Center, it offers academic counseling, individual and small group tutoring, study sessions, a computer lab, and a quiet reading area.

2008—**Residence Hall Renovations.** These included replacing computers and furniture in the Hamlin Hall computer lab, carpeting Vandenberg, and modernizing Vandenberg elevators.

2B6: Oakland University's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

Reduced state appropriations have challenged Oakland's budget planning, but it has successfully responded by employing conservative budget management and creative solutions. It has implemented cost containment initiatives totaling over \$13 million of permanent and one-time savings. In addition it has managed nearly \$18 million in permanent and one-time budget reductions. Cost containment efforts have included outsourcing, utilities savings, and going paperless. In early 2002 when it became obvious that state appropriations would be reduced for FY2003, the president and vice presidents agreed on a General Fund budget development process. The process, which kept strategic issues and the mission of the university central, began at the unit level, continued to the division vice president, and then proceeded to the president and the cabinet. Ultimately the president made budget decisions based on budget assumptions (enrollment target, state appropriation increase/decrease, tuition and fee increases, and budget allocations) and funding priorities. Group one priorities, all tied to OU in 2010, included faculty (related to enrollment growth and emphasis on the undergraduate

experience), technology, staff (especially in student services), the Library, and support for the undergraduate initiative.

The state had set FY2003 cuts in state appropriations to Oakland at 6.7 percent, and the university was prepared to meet that cut. When the state then lowered its reduction to 2.9 percent, the university made a commitment that it would be students that profited—first by rolling back tuition increases and secondly by returning money to faculty lines. Since this rollback was so close to fall 2003 faculty increases were mainly in the form of part-time faculty. However, the money restored to the base allocation returned to full-time faculty by FY2005. For FY2006 the university planned for a flat appropriation by the state. When there was then a mid-year increase, the university was able to fund critical needs that had not been a part of the budget. In FY2007 the governor instituted a “delayed payment” of state appropriations. Since there was no bill to authorize reinstatement of the payment, Oakland offset the shortfall by delays in hiring, reduction of carry-forward balances, liquidation of non-General Fund reserves, other cost containment efforts, and favorable investment income earnings. When the university received the delayed appropriation in October of 2007, it held the money in reserve until a mid-year reduction became unlikely. Once more the university allocated these funds to maximize the benefit to students—first with a payment credit to students enrolled for fall 2007 and/or winter 2008 and then with six capital projects to enhance the educational and co-curricular experience of students.

2B7: Oakland University has a history of achieving its planning goals

The Office of the President has maintained records of planning goals and achievements of the divisions, units, and departments since July 1999 (resource room). These records document implementation activities keyed first to the 1995 through 2005 strategic plan, then to OU in 2010, and finally, beginning in July of 2006, to OU in 2020.

These records report the numerous steps being taken by Oakland University to achieve its goals. When taken together, it is possible to note how the university has met major goals. Examples matched to the strategies in the 1995 through 2005 strategic plan include the following:

*Strategy 1—Oakland views undergraduate education as central to its mission and will ensure an environment of learning excellence in order to educate a diverse body of students to be productive, contributing members of society.* Tied to this strategy was the goal to develop and expand the Honors’ College. This continues. The incoming class for the Honors College for fall 2003 was forty-one, for fall 2008 it was 158. Coupled with growth in numbers has been toughening of standards. The requirement for the graduation grade point average has increased from 3.3 to 3.5. Entrance requirements have also increased. The reform of general education is a second example.

*Strategy 2—To sustain Oakland’s reputation of overall excellence in selected areas of graduate and professional education, resources will be focused on creating and strengthening areas of graduate study in a manner that is responsive to regional and national needs.* Each new program that Oakland approves includes a section on the need for the proposed program, comparisons to similar programs in Michigan, and an

assessment of resources needed to make this a strong and productive program at Oakland. Graduate programs added in the last ten years have reflected careful attention to this strategy. The university has added programs in nursing (including nursing education—reflective of the need both for nurses and for educators to train prospective nurses), in engineering and computer science (to meet the needs of a growing dependence on technology), physical therapy (to meet growing health care demands and to meet higher standards of credentialing).

*Strategy 3—To promote the recruitment, retention and success of its students, Oakland will provide an environment rich in human diversity, with dedicated support services, extensive non-classroom activities and outstanding instruction, residential and recreational facilities.* The student body has grown more diverse since 1999. In the fall of 1999 the student body was 85.5% white. By fall 2007 that number had dropped to 82.9% white. While this is not a huge drop in percentage, the numbers of diverse students (including foreign nationals) has grown by nearly 1,000—from 1,994 to 2,901. The Center for Multicultural Initiatives (established in 1993 as the Office of Equity) now reports to the Division of Student Affairs and Enrollment Management and specifically seeks to increase the recruitment, retention, and graduation of a culturally diverse student body and to provide them with the services and strategies to achieve both academic and social success. The university has added still other student support services in the last ten years including the Writing Center, the Student Technology Center, and the Grizzly Center for Graduates and Champions. Residential facilities now include student apartments which provide housing on campus for an additional 450 students.

*Strategy 4—Research, scholarship and creative activities are among Oakland's greatest strengths and will be aggressively encouraged and supported.* Growing emphasis on research, scholarship, and creative activities is obvious for both students and faculty. The university has provided increased funding to support both faculty and student research. Promotion and tenure guidelines include higher expectations for research and scholarship. Until 2003 one individual was administratively responsible for both graduate study and research. In 2003 the university created the position of vice provost for research.

*Strategy 5—Oakland views community outreach as an integral component of its activities, and will expand its efforts to serve the community consistent with the university's mission and vision.* Community service continues to be an important portion of the university's strategic planning. The growing list of partnerships highlighted on the "About OU" portion of the OU web site (<http://www4.oakland.edu/?id=1443&sid=139>) bears witness to the range of the university's involvement in its community—from the Older Persons' Commission to the Clinton River Watershed Council. There are also other examples such as Jack's Place for Autism which is one of the nation's first campus-based centers designed to help meet the needs of families and children with autism spectrum disorders. The appointment of a new vice president for outreach also shows OU's commitment.

*Strategy 6—Oakland will develop and support areas of institutional excellence and distinction that contribute to national eminence.* Two examples here include the Fastening and Joining Research Institute founded very recently in 2003 and the Eye Research Institute established in 1968. The Fastening and Joining Research Institute is a one-of-a kind academic, non-profit research facility that pursues fundamental and applied research to develop and disseminate new technologies for the fastening and joining of metals, composites and polymers. Since 1968, the Eye Research Institute faculty have received nearly \$40 million in research grant support from private and federal health agencies.

*Strategy 7—Oakland will create an empowered community of diverse, unified, committed and motivated employees who focus their collective skills, talents and knowledge toward realization of the university's mission and vision.*

The university not only brings its employees together in various committees and task forces to further the university's mission and vision, but it also recognizes groups and individuals for their contributions to the university. In addition to Senate committees (see Criterion 1), the university has expanded opportunities for both faculty and other staff to work together on specific projects and to come together in groups beyond their particular units. There have been the committees that looked at making specific administrative and academic processes work more efficiently (the "lean" committees). Undergraduate Education has facilitated the formation of several faculty learning communities to bring together faculty from various disciplines to engage in a yearlong program to enhance teaching and learning. The Office of Diversity and Compliance has assisted employees in setting up employee resource groups to promote awareness and enthusiasm for diversity. The university also continues to honor both faculty and staff for their contributions to Oakland and for their achievements beyond the university. In April of 2008 it held its thirteenth annual faculty recognition luncheon where over twenty faculty members were honored for their teaching, research, or service contributions and where the teaching and research awards were announced. Here is also where the third annual assessment excellence award was made for the program which best models the "culture of assessment." Other regular awards include the outstanding AP of the year and the employee of the month. The President's Colloquium series, begun in 1995, provides one faculty member per year the opportunity to share his/her research to an audience of OU faculty, staff, students, and trustees. These recognitions and awards serve both to acknowledge the achievements and make them known to the campus and also to motivate others on campus to achieve more. Cross-divisional groups have also empowered employees to make major contributions to improving university processes. For example the Enrollment Management Group has been instrumental in the implementation of the student web portal, improved billing processes and the recently added student payment plans.

Strategy 8—*Oakland believes that continuous planning and evaluation are needed to effectively chart the future of the university, and therefore Oakland will increase its self-assessment activity.*

From the time the university finalized the 1995-2005 strategic plan, it has not ceased planning for the future and measuring itself by the goals it has set. Quarterly the vice presidents and deans report implementation activities and indicators that address the current strategic planning document. *OU in 2010* and *OU in 2020* both grew out of this heightened attention to planning for the future.

Strategy 9—*Oakland will secure, allocate or redirect human, physical and financial resources in a manner that enhances the university's mission and vision.*

Oakland continually strives to secure the funding necessary to fulfill the university's mission and vision. State economic challenges have led to reduced appropriations, but Oakland continues to present a strong case in its annual operating budget request to the state documenting the university's continued growth and underfunding. In some cases this has positioned us favorably during times of budget reductions. Even with these reductions the university has carefully protected the academic mission of the university and has kept support for faculty as a top priority. As stated in 2B1 above, it has done this with a combination of strategies. It has implemented cost containment initiatives and budget reductions that have resulted in permanent and one time-savings, has entered into partnerships, has conservatively increased tuition, and has had favorable investment income earnings. The university also is engaged in a capital campaign to secure \$110 million in gifts by 2010.

*Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

*2C1: Oakland University demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.*

Oakland University has a number of mechanisms in place to evaluate its performance and demonstrate institutional effectiveness.

All units regularly report on progress on goals related to the current strategic planning document. This is done using a web-based system that is monitored by senior administration. For *OU in 2020* each major unit of the university has identified its top five goals and has matched each goal with the *OU in 2020* core components. Then biannually the units report on activities undertaken to achieve these goals.

Within the academic units programs undergo both academic program review and program assessment. The University Senate mandates that at least once every ten years undergraduate programs undergo full program review. Academic program review covers

multiple aspects of a program including mission, stability, faculty profile, student profile, and curriculum. The primary purpose of program review is program improvement. More information on academic program review can be found at:

<http://www2.oakland.edu/undergrad/> . Each university program is also expected to have an assessment plan. With assessment increasingly integrated into the culture of the university, there are now many examples of institutional effectiveness and steps being taken to increase effectiveness in the assessment reports submitted by the academic units. “Assessment Leads to Program Improvements”

([https://www2.oakland.edu/secure/oira/leads\\_program\\_improvements.doc](https://www2.oakland.edu/secure/oira/leads_program_improvements.doc)), a report on the Assessment web page highlights numerous changes made to academic programs as a result of assessment plans. In Physical Therapy instructors changed texts, added more hands-on internships for students, and changed the sequencing of some courses as a result of assessment feedback. Music reported that it made changes in the performance jury paperwork to provide students with better articulated feedback. Psychology has designated all of its 300-level courses to be writing intensive, and early assessment results show a significant increase in the quality of student writing.

The university also regularly uses comparative data from national studies to aid in its self-evaluation. Surveys, including the National Survey of Student Engagement (NSSE) ([https://www2.oakland.edu/secure/oira/report\\_frame.htm](https://www2.oakland.edu/secure/oira/report_frame.htm) ) and the Beginning College Survey of Student Engagement, provide information about how OU’s students perceive their involvement in important educational practices. Participation in the Consortium for the Student Retention Data Exchange (CSRDE) results in data about first year and transfer student graduation rates. Comparative data from the University of Delaware’s National Study of Instructional Costs and Productivity indicates that most departments are highly productive and have costs that are similar to or less than that at comparable institutions.

Academic Affairs is developing a scorecard that compares OU’s performance on important indicators to internal benchmarks. A similar scorecard of indicators related to the first year experience will be developed for the first college year.

All program units in the Division of Student Affairs and Enrollment Management are working to establish a systematic practice of evaluating their contribution to student learning goals. The division's work has occurred over the last three years with an emphasis on building staff commitment to using evaluation tools continuously to improve program performance and to demonstrate contributions to student learning and development. The work is bottom up rather than top down. To that end, the following has occurred:

- Establishment of Divisional Mission derived from University Mission and Vision
- Establishment of individual unit mission statements and identification of core functions
- Creation of 2-3 learning outcomes per unit
- Selection of appropriate methods to assess learning outcomes
- Collection of data in some areas

Work continues in the following areas:

- Identification of common dimensions among all the learning outcomes tied to our student affairs mission
- Continued staff training in various methodologies and analyses
- Exploration of broader measures across the division
- Data Collection and Analysis within the units
- Use of results to improve programs
- Ongoing sharing of assessment experience

In the meantime, the student affairs division continues to examine program performance in light of information gained using normalized instruments such as NSSE (National Survey of Student Engagement) and national EBI (Educational Benchmarking, Inc) benchmark studies.

*2C2: Oakland University maintains effective systems for collecting, analyzing, and using organizational information.*

The Office of Institutional Research and Assessment (OIRA) is charged with securing and maintaining information that helps the institution assess its effectiveness and plan strategically. OIRA maintains a website <https://www2.oakland.edu/secure/oira/> of information frequently used by various offices and units on campus. In addition to standard enrollment and degree information, the site also provides:

- retention and graduation rates broken out by a number of variables
- information to support the academic units' analysis of their enrollment, productivity, and teaching loads
- reports on survey results and other items of interest
- NSSE data and analyses

OIRA data is used to evaluate the effectiveness of programs designed to improve student success. OIRA works with the Strategic Scholarship Committee to monitor the effects of various kinds of financial aid on enrollment and retention.

In addition to OIRA other offices collect and analyze more specialized information. The President's Office database on goals and objectives related to *OU in 2020* serves to monitor the university's strategic achievements. University Relations maintains a database related to current and prospective donors to provide direction in

fundraising efforts. Student Affairs regularly surveys participants in its programs to guide it in developing services and activities that are valued by university students.

The university is piloting the use of data integration and reporting tools to improve the data analysis and reporting processes and further enhance the accessibility and relevance of data for decision-making purposes.

2C3: Appropriate feedback loops are available and used throughout the organization to support continuous improvement.

The university gathers information on many different levels, from institutional data relating to total number of students to program level measures looking at how well students meet learning outcomes to consultants' reports examining specific issues. This data is then used to make budget allocations, to aid in curriculum design, and to enable the university to better meet its goals.

For three years the vice president for Student Affairs and Enrollment Management has convened a group (Strategic Scholarship Committee) to establish, monitor and assess all university need- and merit-based scholarship and financial aid strategies and policies. The group is comprised of representatives from Academic Affairs, Student Affairs, and Finance and Administration. In addition to its bi-weekly meetings, it also meets twice a year with the president. Three goals shape the work of the group: using aid to maximize enrollment growth, ensuring that qualified students can afford Oakland, and achieving the desired profile of the incoming class of FTIACs and transfer students. With so much advance planning and budgeting required, the group operates on a three-year cycle by constantly looking at expenditure and evaluation data for: a.) the year being completed, b.) the current recruitment year, and c.) the recruitment and budget goals for the next fiscal year. The committee evaluates its success against the original recruitment and budget goals by monitoring enrollment yields against targets for all categories of incoming students, monitoring rates of scholarship and financial aid expenditures against targets, monitoring class profiles against targets, and monitoring aid impact on retention. In addition, each year the Division of Student Affairs and Enrollment Management retains the consulting firm of Scannell and Kurz to assess the university's successes and shortcomings in meeting scholarship and aid goals for the current year.

Clearly specified feedback loops are incorporated into the assessment processes of nearly all of the academic programs. For example, the School of Engineering and Computer Science instituted a senior-level capstone course which incorporates a group design project. Both the instructor of the course and groups of faculty complete evaluation forms on both the written reports and the oral presentations. The departmental curriculum committees then use the collected data to determine how to strengthen areas of the curriculum which the evaluations reveal as being weak.

2C4: Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

As mentioned previously, executive leadership participates in retreats on a regular basis to review many issues which include matters related to academic and administrative subunits. Such retreats result in recommendations for change that lead to improvements across the university. Similar discussions of issues and concerns also take place at weekly meetings with the vice presidents and at monthly one-on-one meetings between the president and the individual vice presidents and the president's division directors. Evidence of these periodic reviews can be found in the *OU in 2010* and *OU in 2020* reports. In addition, the vice presidents, deans, and administrative staff develop annual performance development goals in support of unit/division 2020 initiatives. The supervisor reviews the status and achievement of these goals with the individual and discusses them at one-on-one meetings during a mid-cycle review and end-of-cycle performance review. This information not only becomes a part of the individual's personnel record, but it also contributes to planning on a broader level when that is appropriate. Interestingly this process itself was recently streamlined by transforming much of the paperwork involved to an online system (PeopleAdmin).

There are also a number of both ongoing and completed "lean" projects that have contributed to institutional improvement by saving resources and improving efficiency. These projects began in 2006 and include the following:

- Academic Advising (12/06)
- University Staff Hiring Process (12/07)
- University Staff Performance Management (12/07)
- University Registration Process (1/08)
- University Spending Authority Process (6/08)
- Payroll Process (6/08)
- Admissions and Orientation Processes (8/08)
- Accounts Payable (still ongoing)
- Contracting/Purchasing (still ongoing)
- Endowment Process (still ongoing)

Each year the Office of Institutional Research and Assessment (OIRA) prepares a report of academic units' activities for the prior year. The summary data includes student enrollment, graduates, credits generated, and ratios such as student/faculty ratio, percent of courses taught by full-time faculty, credit production per faculty FTE by level, and instructional costs per credit. The report also includes a summary of the units' assessment activities. OIRA evaluates this information for trends in enrollment, degrees awarded, productivity, and costs. The provost discusses the data in the report with the deans and department chairs and uses it in making determinations about resource allocations.

University Senate mandates that undergraduate academic programs also undergo program review every ten years. The program faculty prepares a self-study, an outside evaluator reviews the self-study and visits campus, and, as appropriate, the University

Committee on Undergraduate Education (UCUI) reviews both the self-study and the evaluator report. UCUI then forwards all of the materials plus its recommendations to the provost and appropriate dean. The primary purpose of the review is the improvement of the program. It provides the mechanism for change. UCUI's "An Overview of Program Review"

([http://www2.oakland.edu/undergrad/files/Overview\\_of\\_Program\\_Review\\_Process.pdf](http://www2.oakland.edu/undergrad/files/Overview_of_Program_Review_Process.pdf)) states it well: "By creating a structured, scheduled opportunity for a program to be examined, program review provides a strategy for improvement that is well-reasoned, far-seeing, and as apolitical as possible." Programs having external accreditation undergo a shortened form of this process. Graduate Council is in the process of developing program reviews for graduate programs.

Internal Audit provides analyses, appraisals, recommendations, and evaluations of internal controls to assist members of the university in the effective discharge of their responsibilities. Each year the Internal Audit Department develops a comprehensive audit plan for the year based on the audit universe (all university areas subject to audit) developed in 1996. The department determines frequency of audit by the risk associated with the audit area. The audit techniques used include operational audits, financial audits, compliance audits, internal control audits, fraud audits, and information systems audits. At the conclusion of each audit the audit team prepares a draft report to which the audited area must reply. The director and audit staff then review the audited area's response and determine if the corrective action to be taken meets the control objective of the recommendations. Final reports are confidential and go to the president, the vice president for Finance and Administration, the vice president for the division being audited, the department head of the unit audited, and the supervisor of that department head.

*2C5: Oakland University provides adequate support for its evaluation and assessment process.*

The university supports the evaluation and assessment process in many ways. It funds the operation of the Office of Institutional Research and Assessment, the unit most directly involved with evaluation and assessment. This office consists of a director, a research associate, a research assistant, and a research information clerk. Included in OIRA's budget is funding for the various external surveys (NSSE, CSRDE, the University of Delaware study, etc.) which it uses for evaluation. The university also budgets a modest amount to OIRA (\$12,000) to use to bring presenters to campus and to send university faculty and staff to assessment conferences.

In addition to support for collecting and analyzing data internally and for comparing the university through national studies, the university has also turned to external consultants to assist it in evaluation and in making strategic decisions. Academic Affairs provides funds for bringing external evaluators for specific academic program reviews. Other units, including the President's Office, have used consultants for very specific purposes. Below are a few of the consulting firms used during the last ten years.

- Washington Advisory Group—strategic planning
- Marts Lundy—Capital Campaign

- Scannell and Kurz—scholarship and aid goals
- Transitions Consulting Group—facilitated many of the planning retreats that led to *OU in 2020*
- Lipman Hearne—assisted with market research on OU image
- Anderson Economic Group—examine strength of life science industry in Oakland County
- WTC—the strategic network plan

*Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

*2D1: Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.*

Planning processes for each division in the institution are guided by the Oakland University mission and the strategic plans and visions that maintain the currency of the mission. Units within the divisions of the university develop goals and objectives. A bi-yearly reporting process maintains a record of progress toward achieving unit goals. Executive retreats are held during each year that focus on assessing progress toward the strategic goals and the mission of the institution.

The agendas and summaries (resource room) of the executive leadership retreats make clear that university planning processes center on the key elements of the mission and strategic planning documents. Specific examples are evident in retreat notes. At the 2007 retreat, vice presidents and deans provided updates to their unit goals and reported how these goals tied to *OU in 2020* (which was still in development at that time). The provost reported on enhancing research, a major heading in the role and mission statement and an area that became a core component in *OU in 2020*. Every dean described continuing education activities in his/her unit. The mission statement highlights the importance of continuing education providing “high-quality coursework for professional development and personal enrichment.” Both *OU in 2010* and *OU in 2020* project growth in the student population. At the retreat the group discussed sources for these additional students and strategies to attract them to Oakland. The agenda for the 2008 strategic planning retreat shows a continued emphasis on the vision, mission, and *OU in 2020* as well as discussions on specific elements of these documents. Examples of issues discussed include the changing Michigan economy, the changing nature of students, and online education—all matters that relate to Oakland’s ability to fulfill the core components of *OU in 2020*.

The president also presents planning strategies and campus progress reports at the annual “University Update” (which in 2008 included the formal presentation of *OU in 2020*) and in frequent all campus e-mails. Central to all of this discussion is anticipating

the future which the university has planned for in its mission and strategic plans. Vice presidents and deans continue discussions from the retreats with faculty and staff in their units, always focusing on how unit goals fit in with the mission and with the core components of *OU in 2020*. Each year the vice presidents of each division set and review goals with key employees in their units to ensure that the strategic plans and mission of the university are being actively pursued

2D2: Planning processes link with budgeting processes

The annual budget process for the university includes steps linking the budget to the university's planning processes.

- From December to mid-February, the Budget Director, Vice President for Finance and Administration, and President discuss the planning framework for the upcoming budget. These plans center on the expectation of state appropriation levels, assumptions on enrollment changes and central non-discretionary cost increases such as utilities, compensation, debt service, contractual obligations, etc.
- From January to March the President and the Executive Council discuss the budget and related pressures for the upcoming year. Council members provide a priority list of critical needs for their respective divisions. The entire Council reviews these submissions and agree to a list of priority items based on *their impact on the university's strategic goals and vision and core academic values*.

If appropriation reductions appear eminent, critical needs discussions may be deferred or bypassed given the university's projected ability to manage an appropriation cut against enrollment increases and/or tuition increases.

- From February to March, the President and Provost meet to discuss the academic programming and essential needs for faculty positions *deemed essential to maintain or improve academic excellence and quality*.
- During the late winter and early spring, the President and Vice President for Finance and Administration keep the Chair and Vice Chair of the Board of Trustees apprised of the State budget condition, the university's expectation on appropriation levels, and potential tuition rate changes after *considering the university's high priority and critical needs* as well as non-discretionary cost increases.
- More refined budget forecast scenarios and updates are made in April and May and are reviewed by the Finance, Audit and Investment Committee of the Board in May or June.

- A proposed general fund budget is normally presented to the full Board of Trustees for approval in June or July.

One particular area where it is obvious that planning processes link with budgeting is in the development, approval, and funding of new program proposals. Both graduate and undergraduate guidelines (<http://www2.oakland.edu/undergrad/generaltemplate.cfm>) call for a rationale explaining how the proposed program “will promote the Role and Mission of the University.” Review bodies will not approve any proposed program without this information. Below is an example of such a rationale from the proposal for the Master of Science in Safety Management, a program approved in 2006 and then budgeted for and implemented.

*The proposed MSSM will promote the role and mission of the university by establishing a high-quality education experience that meets the needs of employers and in-service professionals in Southeast Michigan and across the country. This innovative graduate program will address the needs of an emerging safety management career field through a hybrid business school paradigm that safety-related professional societies, forward thinking educators, proactive employers, and in-service safety professionals agree is long overdue. This cutting edge graduate degree program will bring state, regional, and national attention to Oakland University and help OU in the quest to become a University of Distinction.*

2D3: Implementation of Oakland University's planning is evident in its operation

Implementation of planning initiatives has contributed to the continued growth and development of the University through new academic programs, increased enrollment, leaner and more effective operations, increased and enhanced technology, improved student services and programs, increased philanthropy, and new and renovated buildings. Evidence of these initiatives is reported in the *OU in 2010* (<http://www3.oakland.edu/oakland/aboutou/2010profile.htm>) and *OU in 2020* reports (<http://www4.oakland.edu/?id=20&sid=24>) and in the “Year in Review” (<http://www4.oakland.edu/?id=5225&sid=44>).

With inflation and uncertainty in state funding, Oakland has taken action to control costs in a number of areas in order to fund projects that support the university’s planning initiatives. These actions include outsourcing, benefit plan restructuring, organizational changes, process re-engineering, and utility conservation programs. Listed

below is a summary of the cumulative permanent and one-time cost savings achieved by major category.

**Figure 15: Permanent and One-Time Cost Savings**

Category	Permanent	One Time
Benefit and Employment Changes	\$ 3,144,292	\$ 235,055
Re-organizations	\$ 235,055	\$ 286,910
Outsourcing and Partnerships	\$ 1,756,279	\$1,279,577
Process Re-engineering	\$ 955,760	\$ 544,967
Technology and Telecommunications	\$ 551,327	\$ 364,877
Utilities/Energy Conservation	\$ 1,446,250	\$ 9,577
Other Initiatives	\$ 1,031,569	\$ 574,175
Totals	\$ 9,809,757	\$ 3,295,138

Oakland University continues to rigorously pursue opportunities to contain costs on a campus-wide basis. Oakland's Employee Suggestion Program provides ideas to help reduce and contain costs. The Pawley Institute for Lean Management Training, an endowed Oakland University program, assists the campus community in understanding how to eliminate waste from its processes and become more efficient. As mentioned in 2C4, the "lean" committees, beginning in 2006, have contributed to institutional improvement by saving resources and improving efficiency. Finally, Oakland University's Board of Trustees recently approved its second campus-wide energy services project. When completed, this work will improve the University's conservation efforts and the overall power reliability to the campus. Ultimately, these systems and upgrades are expected to reduce energy costs by several hundred thousand dollars annually.

*2D4: Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments*

The executive leadership planning retreats, as evidenced in the retreat agendas and summaries, address the importance of remaining flexible to take advantage of opportunities or prepare for environmental threats. One example of changing environments is the uncertainty of the state's budget and resulted in the need to develop alternative plans and reprioritization of goals should additional cuts in funding occur.

Another example is the University's need to continuously review and revise its crisis management response plan with regards to the increase in violent crimes and tragedies on university and college campuses across the country.

*2D5: Planning documents give evidence of Oakland University's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist*

Oakland's most recent planning document, *OU in 2020*, clearly reveals the university's understanding of the relationships of educational quality and student learning with the diverse, complex, global, and technological world. The vision (also included in *OU in 2010*) highlights the university's role to steadily enhance "an intellectual and ethical environment that prepares students to lead and serve in the local and world communities." Each of the nine core components speaks to educational quality and student learning, and each then relates to diversity, the global society, and/or technology. Here are a few examples. To become a "National University" the university must achieve distinction in teaching, learning, and the arts" and prepare "students to make meaningful and substantial contributions to society and the workplace." "Global Experiences" emphasizes leading students to "develop a keen sense of the global community" and to foster in them "an appreciation of diversity." "Professional Schools" will produce "highly effective graduates who contribute directly to economic growth." The "Student-Centered" component speaks of providing "students with a rich and well-rounded education" and of graduating students who "think critically and creatively, communicate effectively, manage and use information technology, and interact well with others."

The 2020 strategic initiatives that the major units report every quarter confirm the units' understanding of the relationships of educational quality and student learning with the diverse, complex, global, and technological world. For example, the School of Business Administration has included "global dimension" as a learning goal for all of its programs and has developed measures of learning assurance for each goal. There are numerous opportunities for students to study abroad or expand their knowledge of the language and culture of other countries. For example, the College of Arts and Sciences has established a new major in Japanese as another step in enabling students to learn more about language and culture beyond the United States. Athletics not only strives to recruit a globally diverse student athlete population, but it also provides services for all its athletes to achieve academic success. The School of Education and Human Services uses multiple approaches to reach its goal of developing international programs—international speaker series, adding sites for travel-study programs, and the international visiting scholar program.

Other sections of this report detail the resources that Oakland University provides for helping students become conversant with the technological world. Examples include: student Affairs expansion of the Student Technology Center, Kresge Library's continued addition of digital resources to its holdings and online methodologies and content to teach all students information literacy skills, the inclusion of information literacy as a cross cutting capacity in the general education program.

2D6: Planning processes involve internal constituents and, where appropriate, external constituents

Oakland's strategic planning processes directly involve internal constituents from the entire campus as faculty, staff, and students serve on planning task forces and committees and provide suggestions and feedback on various planning documents. In addition, the president's annual State of the University address and his annual meetings with the AP Assembly, the Senate, and Residence Hall Council and with University Student Congress leaders encourages continuing involvement in the planning process by all members of the university community. External constituents participate in planning as members of the boards of visitors/advisory boards that academic units have established. One of the specific purposes of the School of Nursing's Board of Visitors is "to provide counsel to the School of Nursing regarding its objectives, strategies, goals, curriculum and concerns." The School of Engineering and Computer Sciences' Advisory Board "is available as a body or individually for consultation on such matters as curriculum, research, facilities, equipment requirements, special subjects and long-range planning." The College of Arts and Sciences' Advisory Board members "take an active part in reviewing, approving, monitoring and achieving the objectives of the College of Arts and Sciences." Career Services coordinates biennial advisory board meetings with employers and students to highlight new initiatives, programs, and technological advances and to elicit from employers information about future employee needs and the performance of OU graduates in the workplace. External constituents also contribute to planning initiatives through breakfast and dinner meetings the president has with individuals from the business community to discuss the university's vision for the future. The involvement of the Board of Trustees bridges internal and external participation as board members combine their outside professional roles with their university role to "provide general supervision of the university."

After the *Strategic Plan 1995-2005* and *Creating the Future*, strategic planning at Oakland continued into this decade beginning in 1999/2000 when the provost established nine task forces to study issues that were central to preparing for the university's future and fulfilling its role and mission. Issues considered by the task forces were enrollment planning, campus master planning, international studies, general education, assessment, research and graduate study, teaching and learning institute, nursing/health sciences, and instructional technology. Members of the task forces included administrators and faculty and staff from throughout the university. Serving on the task forces were deans; assistant, associate, and full professors; administrative professionals, and academic administrators. The nursing/allied health task force included two members from the two units' boards of visitors. Senior management, including cabinet officers, deans, and academic administrators reviewed the task force reports, took part in several retreats, and developed a draft university profile detailing a plan for the next ten years. The president shared this with the campus and asked for opinions and feedback. In May 2002, after being revised by the Senate Planning Review Committee, the Senate (administrative officers, students, and faculty members) approved *Oakland University Profile 2010*.

*OU in 2020* also included broad participation from throughout the university. There were discussions at cabinet meetings and the deans' council and then at over one hundred planning sessions that included academic council meetings, faculty assemblies,

all-staff meetings, division retreats, and academic department head meetings. At these meetings the units developed their own goals and passion statements as well as responded to preliminary planning documents developed at the executive leadership level.

## *Chapter Six*

### *Criterion Three: Student Learning and Effective Teaching*

*Oakland University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

*Core Component 3A: Oakland University goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

Oakland University has been consistent in its commitment to excellence in teaching and learning from its inception over fifty years ago. Today, that commitment is visible in the extent to which student learning is central to the assessment of academic and other programs. Over 90% of OU degree programs have specified student learning outcomes, as do the areas in the division of Student Affairs.

As the formal assessment process continues to be integrated into the culture of the institution, the challenges are to continue to increase awareness across the campus of everyone's role in the shared responsibility to ensure student learning and to continue to make the assessment process more effective as well as efficient. Oakland University takes a three pronged approach to assessment. Governance committees set up policy and review progress, unit faculty lead the way in development and implementation of assessment plans, and administrators provide support and guidance.

In 1999 the NCA called for a focused visit on assessment (see focused visit self-study and report in hard copy in the resource room). To address the concerns of the consultant evaluation team Oakland University undertook a campus-wide initiative to make changes in how the assessment process was implemented. The focus was on moving assessment from a policing operation to a tool for improvement that is seen as part of an effective teaching and learning process. Great strides have been made by the Assessment Committee (AC) toward developing a culture of assessment at OU. Faculty members, in general, no longer view assessment as an evaluation of their performance. The development and acceptance of learning outcomes has gone far toward helping faculty focus on assessment as a tool to improve student learning. However, there are still some who believe assessment to be just an administrative burden. So, work continues toward building a true culture of assessment. Moving forward necessarily requires that expectations are set higher, but it is critical that the higher expectations are communicated in a way that makes clear their evolution from existing practices and to avoid the perception that they are an arbitrary change to the process. Oakland will continue to evaluate how well our assessment processes are working, asking questions such as: Has this assessment process provided meaningful results? Has the department

acted on the results to improve learning? To what extent are students aware of learning outcomes and results?

*3A1: Oakland clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying learning outcomes for each.*

At Oakland University, program goals and learning outcomes form the foundation of program assessment across the university. Learning goals and outcomes have been identified for nearly every undergraduate and graduate degree program, and for each of the eleven areas of the General Education program. The Learning Outcomes for the General Education program are available from the General Education web site (<http://www2.oakland.edu/gened/outcomes.cfm>). Learning outcomes for other academic programs are included in departmental assessment plans (<https://www2.oakland.edu/secure/oira/Plans.htm>). Programs that offer degrees at multiple levels have separate assessment plans for each level with learning outcomes specified that are relevant to the level. Plans can be viewed in the Office of Institutional Research and Assessment.

*3A2: Assessment of student learning provides evidence at multiple levels: course, program, and institutional.*

The assessment reports prepared by program faculty for the Committee on Assessment document the contribution of assessment to program improvement at both the course and program level. Improvements range from minor changes to courses, curricula, and teaching methods, to significant revisions of courses and/or curricula. ([https://www2.oakland.edu/secure/oira/leads\\_program\\_improvements.doc](https://www2.oakland.edu/secure/oira/leads_program_improvements.doc)) Some examples of improvements which have lead to improved learning are:

- When assessment results showed that graduating engineering students were heavily focused on their major disciplines and lacked the breadth of knowledge essential for modern engineering practice, the School of Engineering and Computer Science faculty redesigned all of their undergraduate programs to have a broad, common, cross-disciplinary core culminating in a sophomore design course, and also changed the senior design course to feature multi-disciplinary teams working to solve realistic engineering problems.
- The Psychology department has designated all of its 300-level courses to be writing intensive. Early assessment results show a significant increase in the quality of student writing. Psychology is also experimenting with i-clicker technology to improve student engagement and learning in some of its courses.
- When the Human Resource Management program's Assessment Center results indicated that students were not able to apply what they learned in class to real

world situations, the faculty revised the curriculum and added a requirement that the student complete either an HR work experience or pass the PHR Certification Exam.

- To expand student scholarship, the Early Childhood Ph.D. program added research methodology into the weekly dissertation seminar, redesigned the research methodology course and added an independent study course to encourage collaboration on research with faculty.
- Wellness, Health Promotion and Injury Prevention changed some courses from two to four credits, removed redundancies between courses, added an additional focus area in nutrition, and changed curriculum to address perceived weaknesses in exercise testing and prescription.

3A3: Assessment of student learning includes multiple direct and indirect measures of student learning.

All programs use multiple methods to measure student learning and are required to include at least one direct measure. Many programs assess learning outcomes at multiple points as the students progress, generally using embedded assessment measures in key courses. For example, key courses provide the foundation for assessment in the Schools of Business and Engineering and Computer Science. Art and Art History examines research papers for AH300 (Critical Thinking and Writing for Art History) and in all 400 level courses. Other programs focus more on learning demonstrated in capstone courses (e.g., Women and Gender Studies) or other culminating experiences, such as internships. With the implementation of the capstone requirement in the new General Education Program, many programs have embedded their assessment measures in capstone courses or experiences. More than a third (36%) of programs use capstone experiences or courses to assess student learning.

3A4: Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

Each year a request is made to Student Congress, asking for student representation on the Assessment Committee. While student members have attended, it is often difficult to gain consistent participation. Actual results obtained through assessment of student learning appear in reports from the academic units that are forwarded annually to the Assessment Committee. The committee then evaluates these reports using the “Rubric for Evaluating Assessment Reports.” The evaluations go to the relevant department chair and program/assessment director, to the dean, to the provost, and to the Office of Institutional Research and Assessment. While there is no online access to the content of these reports and evaluations, OIRA reports on improvements that units have made and reported in their assessment reports

([https://www2.oakland.edu/secure/oira/leads\\_program\\_improvements.doc](https://www2.oakland.edu/secure/oira/leads_program_improvements.doc) ). The annual report of the Assessment Committee includes a listing of what assessment plans and what assessment reports it has reviewed in a given year (<http://www.oakland.edu/senate/comannrpts.html> ). For example, in 2007/08 the Assessment Committee reviewed 16 assessment plans and 16 reports. The schedule for program submission of reports is on the Assessment web site under the heading “University Committee on Assessment (<https://www2.oakland.edu/secure/oira/assessment.htm> ).

*3A5: Oakland integrates into its processes for assessment of student learning and uses the data reported for purposes of external accountability (e.g., graduate rates, passage rates on licensing exams; placement rates; transfer rates).*

Results of licensure exams and other standardized state or national exams provide outside confirmation of the effectiveness of a number of programs and placement rates and alumni reports point to the success of OU students after graduation. Nursing uses the pass rate on the NCLEX examination as the direct measure of achievement of learning outcomes at the conclusion of its undergraduate programs. The School of Health Sciences considers performance on the National Physical Therapy Exam as one of the direct measures in its assessment plan for the Doctor of Physical Therapy degree. The Art Education K-12 program in the School of Education and Human Services use as direct measure the number of OU K-12 Art Education interns who are recommended for a Michigan Provisional Teacher Certification.

Retention and graduation rates and time-to-degree have been the focus of studies and reports for many years. Reports showing retention and graduation rates for freshmen cohorts beginning in the mid-1980’s break out the data by gender, race/ethnicity, and school/college. Retention tracking is also used as a tool to evaluate programs such as the first-year seminar (COM101), learning communities (Connections), tutoring, the Trustees Scholarship program, as well as the impact of various kinds of scholarships and grants. The university is a member of the Consortium for the Student Retention Data Exchange (CSRDE), which provides comparison data on retention and graduation, and has begun tracking transfer students as well.

*3a6. Oakland’s assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.*

The “Oakland University Academic Assessment Plan “ requires all academic programs to develop assessment plans that include program and learning objectives that flow from the missions of the university and of the academic units and with objectives that translate into measurable learning outcomes. Faculty members develop and implement assessment plans that are appropriate to their programs. The Assessment Committee reviews and approves these plans. Faculty decide the program goals and learning outcomes, select the appropriate measures, analyze, interpret and evaluate the

results, and determine actions to be taken to improve learning. Currently only degree programs have assessment plans. Credit certificate programs are made up of courses that are also a part of degree programs and thus are covered under the assessment plans of those programs. Assessment plans do not exist for non-credit offerings. However, most have evaluation tools to monitor their success.

One of OU's most significant assessment-driven changes has been in general education. At the time of the 1999 self-study, the challenge of attempting to assess a general education program that lacked defined goals or learning outcomes highlighted the weaknesses of the existing program. By 2004, the faculty had approved a new general education program that went into effect in 2005. Learning outcomes are identified for each of eleven areas: two foundations areas, seven explorations areas, and two integration areas, a knowledge applications course and capstone experience. Departments that submit courses for the general education program must show how that course will meet the learning outcomes as well as how those outcomes will be assessed.

Assessment measures are embedded into actual course assignments and/or exams. General education courses are reviewed on a three-year cycle, with the fourth year to include an overall examination of the process. In the 2007-2008 year, the General Education Committee began receiving the first reports for courses in the Arts and Social Sciences Exploration areas. The General Education Program also includes the cross-cutting capacities of effective communication, critical thinking, social awareness and information literacy. OU is investigating the use of the CLA (Collegiate Learning Assessment) exam to assess critical thinking and effective communication in General Education. The CLA was administered in 2006 and is expected to be administered again in 2010-11.

The Office of Institutional Research and Assessment provides administrative support for the review of the General Education Program by the General Education committee. The director of OIRA serves on both the General Education Committee and the Assessment Committee.

Programs in the Student Affairs division have always attempted to evaluate how well they were meeting their service goals, generally by surveys of student satisfaction and benchmarking results against other comparable universities. In 2008, every unit in the division finalized a process in which every area clarified its mission and identified preliminary learning goals relevant to the mission. At the summer 2008 divisional retreat the actual assessment phase of the project began with discussions of assessment methodologies and best practices regarding the appropriate use of the different assessment tools. During 2008/09 the division is hosting a series of educational sessions to prepare all units to roll out learning outcomes and measures by the fall of 2009.

*3A7: Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.*

Assessment of academic programs at Oakland University is entirely driven by the faculty. In the early years of the implementation of assessment, faculty resistance inhibited progress to the extent that the 1999 review team determined that the weakness

in the assessment process necessitated a focused visit in five years. While the team that visited in 2005 found that there had been significant improvement, as more faculty and departments developed and implemented assessment plans, Oakland continues working to achieve a true culture of assessment, but is on its way.

Faculty involvement in assessment is described well in the Philosophy and Overview section of Oakland Assessment Plan ([https://www2.oakland.edu/secure/oira/University\\_plan.doc](https://www2.oakland.edu/secure/oira/University_plan.doc)): “Oakland University has a tradition of faculty and discipline autonomy, and a high degree of faculty participation in the making of academic policy. In keeping with these traditions, and to encourage faculty ‘ownership,’ the Assessment Committee, which has primary responsibility for ensuring sound assessment practice, invites each academic department or unit to devise an assessment plan which the departmental faculty find credible for each of its major programs.”

*3A8: Faculty and administrators routinely review the effectiveness of Oakland's program to assess student learning.*

By 2008 there were many assessment success stories to indicate that assessment is being integrated into the university culture. While the president and provost provide visible support for the assessment of student learning, the policies and processes are entirely faculty-driven. The university Assessment Committee (AC) is charged by the University Senate with the development and implementation of the university plan for assessment and oversight of program assessment. The AC membership includes faculty from each of the schools and the College, OIRA staff, the senior associate provost, and representatives from the Graduate Office and Student Affairs.

Biennial reports on each unit's assessment process and results are submitted to the AC, which uses a peer review process to provide feedback and guidance on plans and reports to the departments. When questions or concerns arise, AC members often meet with program faculty, an outreach effort that has greatly helped to facilitate collegial communication.

Since the last accreditation visit in 1999 OU has demonstrated its commitment to strengthen and support program assessment. In 2002, an ad hoc Assessment Executive Committee was created to improve coordination of efforts to support program assessment. The committee membership included the vice-provost for Undergraduate Education, the associate provost, the chair of the Assessment Committee, the director of Institutional Research and Assessment, and an assessment coordinator (a temporary position created to help the units develop assessment plans). As more programs have developed and revised their assessment plans and integrated assessment into the work of the department, there is less need for the extra layer of coordination provided by the executive group, which has been meeting on an ad hoc basis.

Leadership for the assessment of student learning is a responsibility that is shared at different levels and across many units through the university's central administration, the academic units, and the university governance structure. The provost actively

encourages the assessment of student learning by communicating directly with deans and department chairs about their assessment activities, and by taking those activities into account when making decisions about resource allocations. A budget of \$9000 to support activities such as workshops and attendance at assessment conferences is administered by OIRA.

In 2005, the provost inaugurated the Assessment Excellence Award to recognize programs that integrate assessment and program improvement into the culture of the department. The \$5000 award is given at the faculty recognition luncheon and includes a plaque placed prominently in Kresge Library. Since the award's inception, 14 programs have been nominated for the award, four of them twice. The award is given at the annual faculty recognition luncheon and includes a plaque placed prominently in Kresge Library, a monetary award to the department, and listing on the Assessment web site as "Assessment Award Recipients". Winners have been Psychology, Studio Art, and undergraduate programs in the School of Engineering and Computer Science.

Assessment of student learning has the support of the deans and associate deans in all of the academic units. The two associate deans in the College of Arts and Sciences have worked to ensure that nearly all programs in the College have current assessment plans, while in the School of Business Administration, the dean and associate dean have supported faculty efforts to identify learning outcomes for the core curriculum as well as the individual majors within business.

Faculty leadership is provided by the University Senate and its Steering Committee, as well as faculty members of the University Assessment Committee. For example, the AC had historically found it difficult to obtain assessment plans from new programs. In 2005, the University Senate mandated that all new programs must provide an assessment plan approved by the AC before the program is approved.

Administrative support of program assessment is provided by the Office of Institutional Research and Assessment (OIRA). In addition to providing administrative support and continuity, OIRA organizes faculty development workshops, maintains records of plans and reports, and the AC assessment website. Resources available on the website include guidelines, templates and rubrics for plans and reports, actual program assessment plans, changes resulting from assessment, and links to other web resources. OIRA also administers the AC budget, which is used primarily for faculty development activities such as on-campus workshops or travel to assessment conferences.

The University Assessment Committee (AC) is constantly striving to improve the process. Some changes made since 2005 are:

- Rewriting the Oakland University master assessment plan to reflect the more mature understanding of the importance of assessment to student learning and bring it into line with current assessment practice (2005-06)
- Creation of a document to define the roles of all the stakeholders in the assessment of student learning – from the president to students (2005-06)
- Development of a policy regarding the relationship of professional accreditation to the OU requirements for the assessment of student learning in order to eliminate unnecessary redundancy and reporting burden. (2006-07)

- Development of a simplified format for assessment plans (2007-08)
- Development of rubrics for the evaluation of assessment plans and reports (2007-08)

*Core Component 3B: Oakland University values and supports effective teaching*

3B1: Qualified faculty determine curricular content and strategies for instruction

Oakland University has dedicated and qualified full-time, tenure track faculty who develop OU's curricula. The University Committee on Undergraduate Instruction and the Graduate Council each provide units with templates to use in preparing new program proposals. Proposals go from a faculty in a specific academic unit, to the Committee on Instruction of the college or school, and then to the Faculty Assembly for the college or school. Once approved within the school or college, the proposal then goes to university level committees including Graduate Council and to the appropriate University Senate committees (including University Committee on Undergraduate Instruction, Senate Planning, Senate Budget Committee, and Assessment Committee). These committees are composed of qualified faculty, staff, administrators, and student members. The Senate elects faculty members of these committees from a slate approved by the Senate Steering Committee. The Steering Committee populates this slate from faculty who volunteer to serve on a particular committee. At every step of the process programs undergo scrutiny and must respond to requests for revision. Finally the proposal is sent on for approval by the full University Senate, the provost, and the Board of Trustees.

The review process for the undergraduate major/minor in Writing and Rhetoric provides a typical example of the close attention that new program proposals receive from faculty all along the process. The original proposal went to the College of Arts and Sciences' Committee on Instruction and then went to the Assembly of the College. There members of the assembly questioned the program's proposers and approved the proposal. The minutes of the Assembly summarize the discussion ([http://www4.oakland.edu/upload/docs/AssemblyMinutes2\\_19\\_08.pdf](http://www4.oakland.edu/upload/docs/AssemblyMinutes2_19_08.pdf)). Next the proposal went to the University Committee on Undergraduate Education. Two UCUI members were assigned to read the proposal carefully and to lead discussion and questioning at the March 21<sup>st</sup> meeting. This discussion led to a formal response from the proposers and to changes to the proposal. After vetting by the Senate Budget Committee, Assessment Committee, and the Senate Planning Committee the proposal was placed on the Senate agenda for 4/17/2008 with a copy of the revised program attached (<http://www.oakland.edu/senate/writingbaindex.html>). The proposal then went before the University Senate whose minutes also record discussion and questions (minutes of 4/17/2008 Senate meeting: <http://www.oakland.edu/senate/apr1708.html>).

It should be noted that faculty are responsible for instructional strategies for their courses. Oakland University's faculty are provided with faculty development

opportunities (see below) to assist with the creation of effective learning environments and in special cases, such as for online programs and general education, incentives are given for development of innovative teaching strategies.

3B2: Oakland University supports professional development designed to facilitate teaching suited to varied learning environments

Oakland University provides and encourages professional development that enhances teaching skills. Through the faculty AAUP contract with the university OU provides funds for faculty members to attend conferences that further disciplinary knowledge, teaching performance, and research. Through the Office of the Senior Associate Provost and the Office of e-Learning and Instructional Technology, OU provides funding for faculty members to attend a variety of targeted conferences including the Lilly North conference on higher education teaching (<http://www.facit.cmich.edu/lilly/default.shtml>) and the Equity Within the Classroom Conference (<http://www2.oakland.edu/provost/equity/pages/index.cfm?>). During the last two years, Oakland has begun a funding initiative to support faculty learning communities (<http://www2.oakland.edu/flc/index.cfm>) which have focused on developing instructional pedagogy. OU also partners with the University of Windsor to support the annual OU-Windsor conference on teaching (<http://www2.oakland.edu/itlconference/index.cfm>). The Senate Teaching and Learning Committee support a variety of activities including workshops, coffee hours, and campus newsletters (<http://www2.oakland.edu/tlcommittee/index.cfm>) to enhance and promote effective teaching on campus. The Senate Assessment Committee funds speakers and workshop activities aimed at increasing faculty knowledge about effective assessment practices.

3B3: Oakland University evaluates teaching and recognizes effective teaching

Effective teaching is a valued activity at Oakland University. It is one of the three areas for which faculty are reviewed for promotion and tenure. “University Standards for Re-Employment, Promotion and Tenure” (<http://www4.oakland.edu/?id=6161&sid=173>) and the Faculty Re-Employment and Promotion Committee’s “General Statement” (<http://www4.oakland.edu/?id=6150&sid=173>) each lists teaching first and emphasizes the importance of showing “substantial evidence” gathered in a number of ways to document achievement in teaching. Criteria portions of review documents from the academic units further highlight the importance of teaching and specify methods to use in gathering evidence regarding a candidate’s teaching. Criteria also describe levels of teaching performance expected at the various review levels. The School of Engineering and Computer Science (SECS) criteria state: “Teaching potential and accomplishment are among the major criteria for recruitment, re-employment and promotion of faculty members.” The SECS criteria (<http://www2.oakland.edu/secs/DeptProc.asp>) specifies the level of accomplishment expected at the review levels leading to tenure. At the time of the tenure review “it is expected that the candidate has demonstrated effectiveness as a

teacher as evidenced by student and peer evaluations, and can provide instructional leadership in certain areas of the curricula.” The Department of History requires, even at the first review, that the faculty member being reviewed “should immediately manifest growth in teaching effectiveness and in ability to teach a variety of courses at different levels of the curriculum.” The Department of Art and Art History lists instruction as “Priority I” to achieving tenure. As was the case with History, Art and Art History also expects even its beginning teachers to demonstrate effective teaching and a willingness to correct deficiencies identified during the first review.

Ways in which academic units evaluate teaching include student course surveys, peer reviews, reviews of course materials and syllabi, reviews of tests and assignments, self-reflection, and participation in activities designed to improve or enhance teaching. Most units do employ end-of-term course evaluation forms. These forms vary from unit to unit—some use paper forms with open-ended questions or open-ended questions with multiple choice questions or Likert item questions. Still others use entirely online evaluations systems via the “general course evaluations portal” (<https://www2.oakland.edu/secure/evals/student/>) or their own online evaluation site (Nursing, Engineering and Computer Science, and Business Administration). In addition to evaluations mandated by the academic unit, many faculty also employ their own evaluation instruments during the course of the semester. All evaluations strive to gather information to improve the course and the instructor’s teaching of it. They ask about the knowledge, enthusiasm, availability, and fairness of the instructor; about the learning that took place; about the value of the course to the student; about the strengths and weaknesses of the course (samples in resource room).

Oakland University recognizes effective teaching in a variety of ways. OU has two major awards for teaching. These include the Teaching Excellence Award for tenure track faculty and the Excellence in Teaching Award for non-tenure system faculty (<http://www2.oakland.edu/tlcommittee/awardscallfornominations.cfm>). Some individual academic units also have teaching awards. The School of Nursing gives the “Golden Apple Award” for “going above and beyond teaching a course.” The School of Engineering and Computer Science have two teaching excellence awards, the Naim and Ferial Kheir and John D. and the Dortha J. Withrow awards. The School of Business Administration also presents an annual teaching excellence award. Teaching is considered in the merit pay process for faculty members.

*3B4: Oakland University provides services to support improved pedagogies*

Providing support to faculty in developing pedagogies is important to the university. The Teaching and Learning Committee (TLC) oversees selection of candidates for the Educational Development Grants and the university-wide teaching awards for Teaching Excellence and Excellence in Teaching that are awarded by the provost. As a standing committee of the university senate, TLC with assistance from the senior associate provost also initiates campus-wide projects to provide a more structured outlet for reflection on both the teaching and learning process and the aspirations and accomplishments of the teaching profession. The charge to this committee is “to promote the teaching and the learning process.” In accordance with this charge, the Committee invites the Oakland University faculty and staff to apply for grants in educational

development (<http://www2.oakland.edu/tlcommittee/educationaldevelopmentgrant.cfm>). Funding may be requested for projects whose primary purpose involves one or more of the following:

- Development and/or use of new teaching techniques.
- Development of a new instructional approach.
- Faculty development related to curricular responsibilities.
- Investigation of a teaching/learning problem.
- Evaluation of a method of teaching.

Beyond the resources availed through the TLC, faculty have many resources to rely upon, including incentive funding for the development of courses in general education and the first year experience through the Office of the Senior Associate Provost. The university provides support to faculty for travel to conferences targeting specific pedagogical development. Faculty are also provided resources for developing online courses through the university's Office of e-Learning and Instructional Support (e-LIS) (<http://www2.oakland.edu/elis/>; for example, see "Pedagogy: Online Course Planning" at [http://www2.oakland.edu/elis/ped\\_planning.cfm](http://www2.oakland.edu/elis/ped_planning.cfm)). Currently a proposal for the creation of a Teaching and Learning Center is under consideration by the administration, such a center will strengthen the university's commitment to providing services to faculty that support improved pedagogies.

*3B5: Oakland University demonstrates openness to innovative practices that enhance learning*

The university encourages innovative practices that enhance student learning and educational access. Oakland University is in the process of building its online courses and programs to serve the needs of its varied population of students. This initiative is central to Oakland University's future and its strategic plans. In 2005 Oakland's first online degree program was launched in the School of Nursing (<http://www4.oakland.edu/upload/docs/SON/flyer.pdf>). Across the disciplines, Oakland's online courses have grown from 10 courses in 2000-2001 to 67 online courses in Fall 2007 and 88 in Winter 2008. There were over 2000 enrollments in online courses last year. One third of all of Oakland's course sections are providing some level of web supplemented activity. Other OU academic units have created 16 programs that are partially to a majority online, in the School of Nursing, Education and Human Services, and Health Sciences. The use of technology to provide baccalaureate and graduate degrees and certificates is one way that Oakland University is actively increasing educational access for place-bound Michigan students and offering new opportunities to students on campus as well (see also <http://www2.oakland.edu/elis/>). Additionally, to meet students' busy schedules, 36 percent of Oakland's classes are also offered in the evenings and 11.4 percent off campus.

The criteria for OU's teaching awards described in the previous section include developing and using innovative teaching strategies. The educational development grants awarded by the provost through the Teaching and Learning Committee advance new and

innovative teaching methods

(<http://www2.oakland.edu/tlcommittee/educationaldevelopmentgrant.cfm>). Funds from the educational development grants are intended to assist faculty endeavors in improving courses. Products of these grants have led to improved methods of the delivery that enhance student learning.

Oakland University's Honors College provides highly motivated students an intellectually stimulating community and a distinctive undergraduate experience that integrates the arts, sciences, and professional fields through creative research, colloquia, and scholarly and co-curricular activities relevant to understanding a diverse world. It follows that the Honors College thus provides university faculty members with the opportunity to develop courses that use innovative practices. The call for course proposals for 2009/10 underscores this: "We invite creative, informative, and exciting course proposals from all faculty interested in teaching in The Honors College." A review of current courses reveals innovation both in topic and in method (<http://www2.oakland.edu/hc/courses.cfm>). The Honors College is also experimenting with the learning community concept.

*366. The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction*

The university encourages faculty attendance in learning communities on campus and conferences on teaching and learning externally. Oakland also hosts and presents teaching conferences collaboratively with other universities. Oakland University supports faculty in keeping abreast of the new research and technology on teaching and learning in many ways:

*Supported by Kresge Library*

- Resources

Kresge Library provides over 400 online journals on the theory and practice of education

(<http://tb7mv5hf3q.search.serialssolutions.com/?V=1.0&L=TB7MV5HF3Q&N=100&S=SC&C=SO0213>).

- Workshops

In addition to information literacy classes and tutorials it provides for particular courses, Kresge Library also gives workshops open both to faculty and students on new online resources (such as RefWorks, an online bibliographic management program) and presents updates on library resources at academic departmental meetings

*Supported by the Provost and the Senior Associate Provost*

- New Faculty Orientation

Faculty development begins when new faculty members are hired. New faculty attend a one-day orientation that familiarizes them with major aspects of the university and its students

- Faculty Learning Communities

Oakland University has actively supported formal faculty learning communities for the past two years. During the 2007-08 academic year, OU sponsored three Faculty Learning Communities that included Knowledge Integration and Civic Engagement, Interdisciplinary Research in Education, and Technology and Junior Faculty. The three learning communities for 2008/2009 are New Teaching for a New Generation, The Women's Learning Community (WLC), and Student Engagement in Teaching and Learning

- Equity Within the Classroom Conference

This conference is hosted annually as a collaborative effort between Michigan's KCP Initiative (King-Chavez-Parks) and the state's public and independent colleges and universities. The Equity Conference provides an annual forum for faculty, administration, staff, and postsecondary education supporters to review current research findings; annual retention outcome data; best practice strategies; and, specific KCP developed retention strategies positively impacting equality of opportunity and degree achievement of KCP targeted students. A host institution during Spring provides the annual Equity Within the Classroom Conference site, generally March or April. This year the conference will be held April 5-7, 2009. This year's conference is being hosted by Oakland University on the campus of Oakland University and at the Auburn Hills Marriott.

- Windsor/OU Conference: Third Annual International Conference on Teaching and Learning

This year marks the third year that Oakland University and the University of Windsor have partnered to bring faculty from across borders together. The conference is a mixture of interactive workshops, presentations by a featured speaker, keynote addresses, concurrent sessions offered by faculty from Oakland University and the University of Windsor. Intended for faculty, administrators and full-time graduate students, it explores current issues and challenges in teaching and learning in higher education.

*Supported by e-Learning and Instructional Support*

- Lilly North Conference on Teaching and Learning

For the past four years, e-Learning and Instructional Support and the Office of Undergraduate Education have sponsored approximately twenty faculty a year to attend the Lilly North Conference on Teaching and Learning in Traverse City. Between five and ten of the OU attendees make presentations there (<http://www2.oakland.edu/elis/events.cfm> ).

- e-LIS offers computer and online pedagogical workshops each semester (see 3d4 for additional information).

**Figure 16: Workshop Participants**

	Fall 04	Winter 05	Fall 05	Winter 06	Fall 06	Winter 07	Fall 07	Winter 08
Workshops	26	11	13	26	25	25	33	26
Participants	184	104	167	296	239	313	342	217

*Sponsored by the Teaching and Learning Committee*

TLC's web site links with teaching and learning resources (<http://www2.oakland.edu/tlcommittee/instructionalresources.cfm> ).

*3B7: Faculty Members Actively Participate in Professional Organizations Relevant to the Disciplines in Which They Teach*

The university, its schools, and college encourage faculty participation in professional organizations related to the disciplines they teach. The university clearly communicates this expectation in its criteria for tenure and promotion by stating that faculty must engage in “public, institutional, and professional service through work that grows out of the university’s programs and mission and has the potential for substantial and positive effects on a community, profession, or external perceptions of the university, and that draws upon the candidate’s professional competence. Such service includes not only contributions to the organizational work of academic professional associations and societies at all levels but also activities that extend Oakland’s scholarly and instructional capabilities into various external agencies and communities (University Standards for Reemployment, Promotion and Tenure <http://www4.oakland.edu/?id=6161&sid=173>).”

Each department in the college, and the schools and Kresge Library has integrated the university standard into their criteria for promotion and tenure over the last three years to guarantee that school and department level criteria are aligned with University expectations. Active participation in professional organizations and conferences is an expectation expressed in every department on campus. For example, the chemistry department directly references Sigma Xi and the American Chemical Society in its criteria. The Department of English statement refers to leadership in professional organizations as a criteria for promotion to full professor. Such expectations can be found throughout the institution's schools, college departments, and the library.

Clearly stating expectations for performance is, of course, only that, an expectation. Oakland University faculty are, however, quite involved in organizations directly related to the subjects they teach. For example, faculty in the School of Nursing are engaged in nursing organizations such as the American Association of Critical Care Certified Nurse, the Gerontological Society of America and the Oncology Nursing Society, and the American Academy of Nurse Practitioners among many others. Faculty members in the School of Engineering and Computer Science are active in IEEE (Institute of Electrical and Electronics Engineers) and the American Society of Mechanical Engineering (ASME).

Many faculty hold offices or provide special services to the organizations in which they hold membership. Some examples include: Professor of Electrical and Computer Engineering Hoda S. Abdel-Aty-Zohdy has been program chair/member for several IEEE conferences and has served as a program evaluator of the Computer Science Accreditation Committee. Professor Subramaniam Ganesan, School of Engineering and Computer Science, is a steering committee board member of GL-SPIN ([www.gl-spin.org](http://www.gl-spin.org)). He is also IEEE computer Society CAB board member, a council member of ISPE international society for productivity enhancement and a program committee member of the SAE World Congress for System Engineering session for the past 10 years. Dyanne Tracy and Mary Zeppelin in the School of Education and Human Services have both been officers in the Detroit Area Teachers of Mathematics. Professor Tim Larrabee is President of the Michigan Association of Teacher Educators. Professor Gaddis Dillon, Accounting, regularly lectures for the American Institute of CPAs. Professor J. Lynne Williams, School of Health Sciences, is the Coordinator, Scientific Assemblies, American Society for Clinical Laboratory Science (ASCLS); past Chair, Hematology/Hemostasis Scientific Assembly, ASCLS. Professor Wanda Reygaert, School of Health Sciences, is Vice Chair, Molecular Diagnostics/Genetics Scientific Assembly, and the Microbiology Scientific Assembly Chair. Professor Kris Thompson, School of Health Sciences, is a member of the Education Section Program Committee of the American Physical Therapy Association (APTA). Professors Sue Saliga and Sara Maher, School of Health Sciences, are also active in the Education Section of the American Physical Therapy Association and are officers for the Academic Faculty Special Interest Group of the APTA. The members of the public administration faculty hold memberships in the American Society for Public Administration, the Policy Studies Organization, and the National Association of Schools of Public Affairs and Administration. Michelle Piskulich, Associate Professor of Political Science and Associate Dean of the College of Arts and Sciences, is a member of the Commission on Peer Review and Accreditation in the National Association of Schools of Public Affairs

and Administration (NASPAA) and has been an active member of the Standards 2009 Steering Committee for NASPAA. Professor Peter Trumbore, Associate Professor of Political Science, is president-elect of the International Studies Association-Midwest. Assistant Professor of Communication Jacob Cayanus is chair of the Nonverbal Interest Group of the Eastern Communication Association. Associate Professor of Communication Lily Mendoza is a member of the Executive Council of the Association of Third World Studies. Associate Professor of the Library Elizabeth Kraemer served as president of the American Library Association's New Members Round Table.

### *Core Component 3C: Oakland University Creates Effective Learning Environments*

#### *3C1: Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services*

As described earlier in Core Component 3A, Oakland faculty and staff continue to focus on “closing the loop” and using the results from assessment to improve academic programs and student services.

#### **Academic Programs**

The assessment reports prepared by program faculty document the contribution of assessment to program improvement. Improvements range from minor changes to courses, curricula and teaching methods, to significant revisions. A few examples of changes made based on assessment results follow. For more examples from 2004-2007, see: [https://www2.oakland.edu/secure/oira/leads\\_program\\_improvements.doc](https://www2.oakland.edu/secure/oira/leads_program_improvements.doc)

- In 2006 **Chemistry** reported faculty adapted teaching methods to address weaknesses identified by the ACS exam. NSF grant requests were made to update equipment criticized in exit surveys—support for an atomic force microscope was obtained. The assessment plan was revised to provide even more useful information in the future.
- In 2007 the **Communication** program found that the involvement of multiple faculty, especially new faculty, in doing the assessment provided them with a better understanding of what the program is striving to achieve and encouraged investment towards this outcome. The department implemented course development teams to provide leadership and consistency in instruction.
- In 2005 **English** implemented more internships, poetry and creative writing workshops and a literary journal in order to address perceived deficiencies relating to literary analysis. In 2008, the department continues to focus on issues in Grammar and literary analysis.
- In 2005 **Environmental Science** decided the internship should be required, instead of an elective, for each of the four specializations in the environmental science bachelor degree and the reporting requirement for the internship should better reflect a capstone level of writing.

- **Exercise Science** increased the time spent on critiquing research in their research methods class.
- **Finance** is putting more emphasis on requiring student analysis and decision-making in new, ambiguous, and uncertain environments into its exams and projects and making changes to try to improve student listening and leadership skills.
- In its first assessment report as a new program in 2008, **K-12 Art Education** indicated that it decided to modify a required course in reading to better fit the program and improving student support services.
- **Liberal Studies** Between 2005 and 2007 the program addressed perceived weaknesses in student research methods and the use of interdisciplinary methods by recommending a library research session be included as part of every seminar and colloquium and including specific guidelines for the research paper and interdisciplinary research expectations on the course syllabi.
- **Medical Laboratory Sciences** identified the need for their students to have stronger written communication skills and added at least one written project or assignment to most courses. The department is developing a discipline specific pre-clinical course for NMT students.
- In 2005 **Modern Language** faculty agreed to incorporate more writing exercises into all classes to enhance student skills and a wider variety of texts in the translation courses. Some instructors also use the rubric for assessing the fourth year literature paper as a teaching tool.
- **Occupational Safety and Health** made extensive curriculum changes to address alumni concerns and to ensure that all ABET competencies were being addressed in course work. Communication between intern, site coordinator and supervisor in their important intern capstone course was improved.
- The **Public Administration** masters program added greater and more specific structure to the PS 690 capstone course for the MPA while improving communication with students using Moodle, regular email, newsletter and an improved website.
- The **Special Education** department revised curriculum to emphasize the teaching of basic skills, the use of technology and professional writing skills. They will also be investigating the use of electronic portfolios.
- In 2005, the **Theatre** department planned the development of foundation courses to better prepare students for later courses, addition of more frequent stage voice courses, addressing uneven graphic skills among graduating students. A BFA degree has been added to meet the needs of some students
- **Wellness, Health Promotion and Injury Prevention** changed a number of courses from two to four credits, identified redundancies between courses, added an additional focus area in nutrition, and changed curriculum to address perceived weaknesses in exercise testing and prescription.

- In 2008 **Women and Gender Studies** identified the need to improve student writing and preparation for graduate school. They are working to increase the numbers of WGS students who are attending conferences and doing research.

One of OU's most significant assessment-driven changes has been in General Education. Following a four-year process of self-study and reform, learning outcomes are now identified for each of the new program's eleven areas: two foundations areas, seven explorations areas, and two integration areas (a knowledge applications course and capstone experience). Departments that submit courses for the General Education program must show how the course will meet the learning outcomes, as well as how those outcomes will be assessed. Beginning with the 2006-07 academic year, the General Education Committee began its review of General Education courses in the new program. During that year, departments with General Education courses in the "Knowledge Areas" of Formal Reasoning, Arts, and Social Science collected assessment data. Faculty in each academic unit defined how the learning outcomes would be assessed in each course. Then, in 2007-08 after analyzing the data, the departments submitted assessment reports for the courses. The General Education Committee received a total of thirty-two reports by the end of August 2008. This assessment of specific courses has already led to some changes. For example, Psychology is planning significant alterations in how PSY100 is taught, particularly by employing techniques to improve student attendance and engagement. Studio Art found that students in a new general education course, SA107, needed more in-depth understanding of cultural and historical artistic traditions and thus made changes to the course in mid-semester to meet this need. (Links to forms for creating General Education assessment plans and reports can be found at: [http://www2.oakland.edu/gened/assessment\\_outcomes.cfm](http://www2.oakland.edu/gened/assessment_outcomes.cfm)). After this first cycle, data collection for the next set of general education areas was begun.

In Winter 2008, Kresge Library coordinated with the freshman Writing and Rhetoric program to have a sample of the required freshman writing classes participate in the Project SAILS online test (Standardized Assessment of Information Literacy Skills) at the end of the semester. The total number of OU students completing the test was 239. Each section of WRT 160 receives the equivalent of one week of instruction in information literacy in a combination of online tutorial and classroom instruction from a library faculty member. The SAILS test assesses students' abilities in eight skill sets: developing a research strategy; selecting finding tools; searching; using finding tool features; retrieving sources; evaluating sources; documenting sources; and understanding economic, legal, and social issues. Student performance on the test is provided in a comparative format, comparing OU student performance both against other doctoral institutions and also all other institutions participating in this administration of the SAILS test. In two of the areas (developing a research strategy and selecting and finding tools) OU students performed less well than students at other doctoral institutions. Considering these skills to be essential for OU students, the library's information literacy group (chaired by the library's Coordinator of Information Literacy) is now reviewing the program goals and learning outcomes for the library component in WRT160 (a general education course) to improve learning.

### ***First Year Experience***

Another assessment initiative involved a study of the first college year. Distinctive undergraduate experience is a key element of OU in 2010 and a cornerstone of the University's mission. The First Year Initiative was undertaken to identify how Oakland University could improve efforts to ensure the success and retention of first year students. The process has already led to greater awareness of the needs of first year students on campus and to many improvements in the first year environment. Copies of the Foundations of Excellence self-study and the First Year Initiative Final Report of implementation recommendations are available in the resource room. Oakland University's first year initiative consisted of three phases:

- Phase I: Foundations of Excellence Self-Study (2005-2006)
- Phase II: Development of Action Plan and Discussion of How First Year Experience Fits into Distinctive Undergraduate Education (2006-2007)
- Phase III: Development of Specific Implementation Recommendations (2007-2008)

The FOE Self-Study measured Oakland University's performance on nine dimensions of excellence related to student success in the first year of college. The Action Plan is a broad set of strategies for improving Oakland's first year based on the evidence gathered during the FOE Self-Study. The Implementation Recommendations report consists of a set of nine areas of specific recommendation accompanied by implementation details.

#### *Phase I: Foundations of Excellence Self-Study*

In 2005 Oakland University became a member of a national cohort of twenty-seven institutions undergoing the Foundations of Excellence process to examine the first year of college. The Foundations of Excellence (FOE) is a national project developed by the Policy Center on the First Year of College. The Policy Center involved over 200 four-year colleges and universities in identifying the nine standards, termed Foundational Dimensions, that constitute a model for effective first year experience. The Dimensions address: first year philosophy, organizational structure, faculty, understanding the roles of higher education, student learning, student transitions, diversity, serving all students, and assessment/improvement. As campuses participate in the one-year process to systematically evaluate their level of achievement of each of the nine dimensions, they simultaneously identify those areas in which a change in policy or practice could yield improvement. The yearlong self-study involved compiling and examining evidence regarding the current first year experience at OU and ascertaining faculty, staff, and student perceptions of OU's first year experience. OU spent 2005-2006 exploring effectiveness in recruiting, admitting, orienting, supporting, advising and teaching new students with a goal of improving student learning, success, and persistence to graduation.

Nine subcommittees gathered evidence on multiple indicators for each of the FOE Dimensions of excellence. General findings of the self-study of first year experience at Oakland University show that OU has many valuable initiatives in place for undergraduate

students (e.g., a new general education program with specified learning outcomes and an active academic skills center). However, many of these initiatives focus on undergraduate students in general and are not targeted just to first year students. A second general finding was that initiatives that are targeted to first year students are not coordinated into a comprehensive approach to first year experience.

The most common findings across subcommittees included: lack of a first year philosophy that is shared by the entire campus, need for a comprehensive approach to first year, lack of a committee or body that continuously monitors first year experience, lack of learning goals and expectations for the first college year, absence of a consistent, enthusiastic message about the first year college experience, absence of instructor information regarding the identities of the first year students in their courses, limited incentives and rewards for faculty who participate in first year initiatives, lack of a teaching and learning center to provide faculty development opportunities to enhance instruction, need for improvement in advising for first year students, and need for more full-time, tenure track faculty teaching in courses that have high first year enrollments. Complete reports of the findings of each of the nine Dimension subcommittees are available in the reports in the resource room.

In addition to the evidence gathered by the nine subcommittees surveys were conducted of faculty/staff and student perceptions regarding Oakland University's current first year experience. Student perceptions regarding the first year of college at Oakland University are slightly more favorable than those of faculty/staff. However, both groups view OU's first year experience as average and none of the means for the Dimension question areas are in the upper 4 to 5 range. There were 321 respondents to the student survey (95% are freshmen, 75% indicated that it was their first semester in college, 96% are full-time students). There were 426 respondents to the faculty/staff survey (73% indicated instruction is their main role, 17% of the respondents are academic advisers, majority have been at OU 2 to 5 years, 70% answered that most of their work involves first year students, 50% of faculty respondents are tenure track faculty and 45% non-tenure track faculty and part-time faculty).

### *Phase II: Action Plan and Discussion of Distinctive Undergraduate Experience*

Over 90 recommendations for improving the first college year at OU were put forward by the FOE subcommittees. These recommendations were combined into a strategic Action Plan (Appendix C). The Action Plan is divided into four sections: 1) Collaboration and Communication Between Divisions and Programs, 2) Engaging Students, 3) Engaging Faculty, and 4) Ongoing Review and Assessment. In the area of collaboration the plan describes measures to create a comprehensive approach to the first year and to create an ongoing university-wide council to provide a forum for identifying, discussing, and monitoring issues related to the first year of college. In the area of engaging students several initiatives are suggested including: creating a university-wide first year philosophy, creating a cohesive set of first year expectations for students including learning and student life goals, redesigning the first year seminar, making exploration and excitement a common theme in communications with first year students, focusing on student preparedness and support, and redesigning first year advising. In the

area of engaging faculty, initiatives include creating a teaching and learning center that focuses on providing faculty development opportunities and providing incentives and reward structure for faculty involvement in first year initiatives. Finally, the plan recommends identifying and monitoring a small set of important indicators (termed dashboard indicators) that show Oakland University is succeeding in providing an effective first year experience.

In addition to creating an Action Plan the interim First Year Council discussed and explored a cross-campus perspective on a series of questions relating to how first year experience fits within distinctive undergraduate education. These questions formed the foundation for development of the specific recommendations in the next phase of the first year initiative. They included:

- What does a “distinctive undergraduate experience” mean at Oakland University?
- How is the ongoing effort to renew undergraduate education forming a foundation for the future?
- How does the first year “plant a tree” that is nurtured throughout the undergraduate experience?
- How does first year link to the numerous distinctive opportunities during the junior and senior years?
- How will the FOE action plan change future first year experience at Oakland University?
- What will be the potential operational impacts of changes in the first year on subsequent years?
- How do the first year initiatives fit together and fit with other initiatives to form a distinctive undergraduate experience?

### *Phase III: Recommendations for Implementation*

Specific recommendations are being made in nine areas to improve the first year experience at Oakland University. Each of these recommendations is discussed in a detailed subcommittee report that is part of the First Year Initiative Final Report. Specific implementation recommendations include:

1. Create a Philosophy and Goals for the First Year
2. Create a permanent First Year Council to monitor progress and make ongoing recommendations regarding the first year experience at OU
3. Create an approach to providing a common first year experience that will reach the maximum number of FTIAC students without adding to the credit load of existing academic programs
4. Develop a First Year Advising Process that recognizes the special needs and status of first year students and targets exploration and retention as important goals

5. Create a Teaching and Learning Center to promote excellence in teaching at Oakland University through faculty development and make one of its foci to improve teaching practices in general education and first year courses
6. Enhance First Year Student Interaction with Diverse People and Ideas
7. Integrate More Technology in First Year Learning and Advising
8. Review and Revise Communication Strategies with First Year Students to emphasize enthusiasm for learning and easy access to information.
9. Create an Intentional Focus on Student Readiness and Coordination of Support Services

Several elements of these recommendations already have implementations in process. For example, a first year philosophy and goals has been created and is disseminated in the undergraduate catalog and in orientation materials. The final report from the first year initiative has gone to the OU administration for funding consideration.

3c2: The organization provides an environment that supports all learners and respects the diversity they bring.

Oakland seeks to provide an environment that supports all learners and respects their diversity. One dimension of the self-study conducted as part of the Foundations of Excellence project to assess the first year of college was whether the institution serves the needs of “All Students.” The survey of first year students that was part of the project showed that Oakland University averaged 3.86 on a 5.00 scale. OU fared higher on specific questions such as whether students felt respected on campus (3.93) and whether instructors treated students fairly regardless of gender/race/ethnicity (4.40). However, the survey also showed the need for more classroom focus on some diversity areas (world religions, differing world cultures and perspectives). The new general education requirement of “Global Perspectives” is designed in ways that should assist with this goal. The General Education program requirements also include one course in U.S. diversity. A course meets the U.S. diversity requirement if one-half of its content deals with issues relating to at least two of the following: race, gender or ethnicity. A full report of the findings of the Foundations of Excellence Project can be found in the Resource Room (*Foundations of Excellence Self-Study Report and First Year Experience Action Plan for Oakland University.*)

At Oakland there are several offices that have as their central purpose the support of diverse learners. Disability Support Services (<http://www4.oakland.edu/?id=16&sid=20>) has as its mission to ensure that all students with disabilities participate fully in university life. DSS provides and coordinates services and programs so students with disabilities can maximize their educational potential. The needs of students with disabilities are unique and various. Accommodations are provided on an individual, case-by-case basis. The Center for Multicultural Initiatives (<http://www4.oakland.edu/?id=1655&sid=152>) is committed to the recruitment, retention, and graduation of a culturally diverse student body. It does this using a number

of strategies including scholarships, peer mentoring programs, and sponsoring events that celebrate diversity. The International Students and Scholars Office (ISSO) (<http://www4.oakland.edu/?id=108&sid=115>) provides services to international students and scholars, including immigration-related advising, social and cultural counseling, and helpful orientation sessions to new students and scholars. The ISSO also advocates on behalf of international students and scholars at the university and in the neighboring community. The Gender and Sexuality Center (<http://www4.oakland.edu/?id=114&sid=121>) is dedicated to providing services and education on issues of gender and sexuality for the Oakland University community through resources, referrals, programs and advocacy.

The university also offers several programs for pre-college students that prepare diverse students for future higher education opportunities. Project Upward Bound (<http://www2.oakland.edu/stuaff/upwardbound/index.cfm>) is a pre-college program for ninth and tenth graders from three primarily minority high schools. Eligibility for the programs includes a household income within certain limits and parents with no college degrees. During the summer the approximately 120 students live on campus and are involved in an intensive academic program. During the regular school year participants receive academic, social, career, and cultural enrichment, as well as group guidance twice monthly on Saturdays. The Wade H. McCree Scholarship Program (<http://www4.oakland.edu/?id=6862&sid=203>) provides academic and social support to public students in Detroit, Pontiac, and Oak Park who are selected by their school districts. McCree students are eligible for full tuition scholarships to Oakland University if they meet the scholarship criteria. The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)/College Day offers a variety of academic and social services to all ninth grade students in the Oak Park and Pontiac school districts. Students receive academic and social programming through their senior year of high school with the opportunity to qualify for an academic scholarship. In 2006 the Oak Park Business and Education Alliance honored Oakland University for its dedication to preparing Oak Park students for college through programs like Project Upward Bound, KCP College Day and the Wade McCree Scholars. ([http://www4.oakland.edu/view\\_news.aspx?sid=34&id=3311](http://www4.oakland.edu/view_news.aspx?sid=34&id=3311))

In addition to offices and programs that support diverse learners the university also promotes academic offerings that focus on diversity. There are majors in Women and Gender Studies, African and African-American Studies, East Asian Studies, South Asian Studies, Slavic Studies, and Latin American Studies. There are minors in Islamic Studies, Judaic Studies, and Christianity Studies. While not exclusively for the non-traditional student, the intent of the Bachelor of Integrative Studies (<http://www2.oakland.edu/bis/>) is to provide students who are primarily non-traditional in age with decision-making opportunities to design an educational program that is flexible and different from existing majors.

There are also numerous multicultural events annually on campus including the Hispanic Celebration, Martin Luther King Day events, international student cultural celebrations, and the African American Celebration (in honor of Black History Month). There are more than fifteen student organizations focused on ethnic or cultural identity

and a dozen focused on religious or spiritual identity (<http://www4.oakland.edu/?id=2388&sid=29>).

3C3: Advising systems focus on student learning, including the mastery of skills required for academic success

Oakland University has a decentralized advising process with advising offices in the academic units, in the Bachelor of Integrative Studies, and an advising office for undecided students in Student Affairs. The role and mission of faculty and professional academic advising at Oakland University is to advise students as they seek to develop academic, career, and life goals and establish plans to accomplish these goals. This is a continuous process of discovery, clarification, and evaluation, whereby advisers assist students in identifying possibilities, assessing alternatives, and weighing the consequences of decisions (see 2007-2008 Professional Advisers Council annual report—in resource room).

The university offers decentralized advising for all undergraduate and graduate students. As such, there are primary offices on the main campus that offer advising to students, each offering distinct services to the student population they serve. Through this design, students are provided individualized advising by professional advisers and faculty within their chosen educational path. The Advising Resource Center (ARC) serves as a centralized advising center for students who are undecided or who are seeking career exploration, while the six schools/college and Integrative Studies offer advising to students within the school/college or degree granting area. Students at off-campus sites also receive advising through a combination of electronic and on-site means.

As a result of the university's decentralized advising design, advising structures across campus vary considerably. However, the Professional Advisers Council (PAC), made up of professional advisers and associated staff, functions as a communications and sharing mechanism to enhance and promote advising on campus. In 2007 members of this group received a number of awards from the National Academic Advising Association (NACADA), including the Outstanding Advising Program Award. Oakland was also recognized for the Advising Week program that was implemented in October of 2005. Through the guidance of PAC, Student Academic Success Committee, and the senior associate provost who acts as the provost's liaison to advisors, the university envisions the goals of academic advising to:

- Develop suitable educational plans with students
- Recommend appropriate courses and other educational experiences
- Evaluate student progress toward established goals
- Identify and assist the university with improving advising programs and services in response to changing needs of students and institutional priorities

- Interpret and clarify both university and individual unit policies
- Provide information regarding university and unit procedures
- Enhance student awareness of educational resources available
- Encourage development of students' decision-making skills
- Aid students in determining career and life goals
- Promote intellectual skill development
- Reinforce student self-direction

Central to these goals are the values connected with the advising process. The values adopted by PAC are a testament to the commitment given to student learning within advising, keenly upon the vested interest upon student academic success. The core values for advising are:

- **Responsibility:** to provide current and accurate information about university and unit programs, policies, and procedures; to aid students in making decisions based on their experience, aptitude, and knowledge; to document advising contacts; to document advising trends to determine appropriate changes in procedures; to maintain relationships with relevant campus offices and external agencies
- **Respect:** for students' individual beliefs and opinions; for the decisions that students make; for institutional policy; for colleagues and their decisions
- **Ethics:** maintain appropriate student confidentiality; avoid conflict of interest; perform duties within the limits of training and competence and, when necessary, refer students to persons possessing appropriate qualifications; treat students fairly and without bias

Essential to these values is the conceptualization of students as individuals responsible for their behavior and decisions. Students can be successful as a result of their individual goals and efforts.

While professional advisers are the primary contact for routine advising needs, some degree granting areas offer their students' faculty mentoring to assist in developing skills necessary for academic success. Beyond routine advising and mentoring, the advising offices employ techniques that support academic success. Techniques vary from advising office to advising office. Some examples used to enhance student success include:

- Mandatory advising for first year students
- Interactive online advising
- Online tutorial videos
- Interactive websites for information access
- Career advising

- Group advising
- Newsletters and workshops
- Advising workbooks and handouts
- Course based advising
- COM 101 for students in majors

Although portions of the Foundations of Excellence plan have yet to be implemented, some academic and student affairs areas have taken the initiative to expand their first year efforts in response to the FOE self-study. The School of Business Administration (SBA) and the ARC employ the use of student learning communities to reach their first year students. The SBA's Links to Academic Success (LASS) offers SBA students a variety of workshops during the fall and winter semesters, targeting topics such as Self-Management, Learning Styles, Note-Taking, Study Skills, etc. These workshops are conducted by an Academic Adviser. Each workshop is an hour long and is open to all business students. The ARC's "My FYE Program" is a living-learning community for undecided first year students. Like the SBA's LASS program, students are offered an array of opportunities to participate in activities designed to improve their academic performance.

In addition to individual programs, the university offers a first year seminar, COM 101 – Collegiate Communication. This course is designed to assist students in mastering skills necessary to be academically successful; a key component of this course is academic advising (many sections of COM 101 are taught by academic advisers). Students can also enroll in the "Connections Program", a cohort program in which students within the same major take courses together and work with a peer mentor to facilitate students' connections with the university. Participation in these programs is voluntary.

Beyond the call to attend to the needs of our first year students, the university has made some strides in addressing the needs of our large transfer student population. The complex nature of various transfer issues has inspired collaboration with a local community college, Macomb Community College (MCC). This collaboration has led to an articulated agreement with MCC, the M2O program. This program, in which advising is central, was developed to assist students transferring credits from MCC. Inherent within the program is guided assistance for students in arranging transfer coursework and developing the skills necessary to be academically successful as they transition between community college and university coursework. The program earned a joint award, the 2007 Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Outstanding Transfer Student Program Award.

In 2000, a campus-wide ACT survey of advising (copy of report in resource room) was conducted by the Office of Undergraduate Education. The results of this survey were shared with the various units and have assisted in creating some of the improvements noted above. However, Oakland University is aware that there is still a need for improvement in some areas of its advising systems and is taking steps to address

them. For example, recommendations for changes in first year advising are part of the proposed implementation plan from the Foundations of Excellence project. A proposal for a new transfer center has also been sent to the administration. This center is designed to serve the needs of this growing sector of the Oakland University population and to maintain comprehensive course equivalency data and provide an immediate comparison of transfer courses to Oakland University degree requirements.

*3c4: Student development programs support learning throughout the student's experience regardless of the location of the student.*

Oakland University provides its students with a variety of learning environments outside the classroom. Listed below are several of these options.

The **Academic Skills Center** offers a variety of services and programs to help students become independent learners so they may achieve their best academically. The center offers individual and group tutoring, supplemental instruction, self-paced instructional materials, assistance in applying for specific scholarships, and more. Peer tutoring includes both in-person tutoring sessions and online tutoring for basic and freshman math classes. Supplemental Instruction (SI) is a free service that provides organized study sessions two to three times a week for students enrolled in traditionally difficult courses. (<http://www4.oakland.edu/?id=23&sid=27> )

Begun in 2006, the **Joan Rosen Writing Studio**, located in Kresge Library, provides a place for Oakland University students to hone their writing skills with peer writing consultants who provide support and guidance. The center is open to writers at any stage of the writing process, not just students enrolled in Rhetoric, English or other writing courses, but everyone from business to science to engineering to health and beyond. (<http://www2.oakland.edu/writingcenter/> )

**Center for Student Activities (CSA)** encourages OU students to get involved by providing many co-curricular and community outreach opportunities that complement the classroom experience, prepares students to be leaders for the future in a diverse society, develops mentoring and networking connections, fosters interpersonal relationships, and promotes professional and personal enrichment with other OU students, faculty, staff, alumni and the general public. The number of registered student organizations has grown from 93 in 1998/99 to over 175 by the fall of 2008. (<http://www4.oakland.edu/?id=25&sid=29> )

**Center for Multicultural Initiatives** (formerly known as the Office of Equity) provides programs and services to increase the recruitment, retention and graduation of all students and particularly underrepresented racial and ethnic groups (African American, Latino and Native American). The office provides services to increase the academic and social success of students. Services include mentoring, referrals to campus resources, leadership development training and student support groups. The office also provides limited

emergency financial assistance in the form of loans and scholarships granted to students beyond the first year. (<https://www4.oakland.edu/?id=1655&sid=152> )

**International Students and Scholars (ISSO) International Students and Scholars Office** (ISSO) is committed to building an international campus through service, support and advocacy to nurture global citizenship and multicultural appreciation. The office provides services to international students and scholars, including immigration-related advising, social and cultural counseling, and helpful orientation sessions to new students and scholars. The ISSO also advocates on behalf of international students and scholars at the university and in the neighboring community. Serving in an advisory capacity to the ISSO is the International Advisory Committee which includes members from both academic affairs and student affairs. (<http://www4.oakland.edu/?id=108&sid=115> )

**Orientation & New Student Programs (ONSP)** provides orientation, special courses, workshops, and informative newsletters to assist first year and transfer students. ONSP coordinates on-line mathematics and modern language placement testing for new students. This office also manages the New Student Orientation program, the Collegiate Communication 101 course, a first-year cohort registration called Connections, and the C.L.A.W series for first-year students. (<http://www4.oakland.edu/?id=57&sid=64> )

**Disability Support Services** assists students with disabilities enabling them to participate fully in university life. DSS provides and coordinates services and programs so students with disabilities can maximize their educational potential and so members of the university community can become increasingly aware of both the needs and contributions of these students. (<http://www4.oakland.edu/?id=16&sid=20> )

The **Student Technology Center** is the headquarters for the promotion, instruction and support of technology literacy. From beginners looking to learn the basics to experts seeking to improve their skills, the STC's training, education, and hands-on learning experiences offer on-campus services to meet OU students' ever-increasing technology needs. Core services include technology mentoring and free equipment loans. By aiding students in their academic and personal pursuits, the services available through the STC build and enhance technological skills that lead to success – in the classroom, workplace and life. The promotional video for the center produced by the STC director, the University Housing systems specialist, and three students won the 2008 Award of Excellence from the Special Interest Group for University and College Computing Services (SIGUCCS), a division of the Association for Computing Machinery (ACM). (<http://www4.oakland.edu/?id=105&sid=112> )

**Grizzly Center for Graduates and Champions** located in the Athletics complex, offers academic counseling, study sessions and a computer lab and quiet reading area.

**Career Services** prepares students and alumni to attain lifelong career success as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Among its goals for students and alumni are to help them identify career-related employment opportunities; to assist in their acquiring the skills necessary to access the job market; to provide structured program opportunities whereby students gain professional level, career-related work experience prior to graduation; and to assist students and alumni in defining and focusing their career direction.

(<http://www4.oakland.edu/?id=61&sid=68> )

The **Gender and Sexuality Center** is dedicated to providing services and education on issues of gender and sexuality for the Oakland University community through resources, referrals, programs and advocacy. It strives to strengthen and sustain an inclusive campus community that supports and welcomes people of all sexual orientations and gender identities. (<http://www4.oakland.edu/?id=114&sid=121> )

**Office of International Education** assists students in identifying study abroad programs that allow students the opportunity to live, study, or work side-by-side with those in communities throughout the world. When students broaden their horizons and become more familiar with the customs and cultures of other countries, they better realize their place in the global society. The result is intellectual, cultural and professional enrichment. Study Abroad programs available to Oakland students include both those sponsored by Oakland University as well as programs sponsored by AHA International.

(<http://www2.oakland.edu/ie/> )

Students in the Macomb to Oakland (M2O) program located in Macomb County also have available the resources of Macomb Community College. The university makes a variety of services such as library access available to students at off-campus sites.

*3C5. The organization employs, when appropriate, new technologies that enhance effective learning environments for students.*

As noted earlier in this document, by winter of 2008, Oakland University had 88 courses online, a fully online Nursing degree program and 16 other partially on line programs. Oakland University intends to expand these numbers to meet the needs of its diverse populations of students. A Request for Change is attached to this self-study.

Kresge Library, University Technology Services, and e-Learning and Instructional Support (e-LIS) worked together in 2007-2008 to develop a plan for a new Technology Learning Center in Kresge Library. The new facility joins the University Technology Services helpdesk for computer support and the Writing Center already in the Library. The Library remodel will include an Information Commons on the main floor and relocation and expansion of e-Learning and Instructional Support to the 4<sup>th</sup> floor (by April 2009). The Information Commons will have a mix of hardwired PCs, Macs,

clusters for laptops utilizing the wireless network, and furniture made to be flexibly deployed to accommodate students' creative needs. E-LIS will be hiring three new staff members and adding/expanding new technologies for teaching including Moodle, Elluminate, Scantron, i-Clicker, Second Life, and e-Portfolio. E-LIS has held 26 workshops training, reaching over 200 faculty, in the use of Moodle, Elluminate, and Second Life.

- Moodle: is an open source course management software (or “learning management system”). As of Winter 2008 414 OU faculty are register Moodle users.
- Elluminate: is a web conferencing tool that provides a real-time, video-conferencing classroom environment.
- Scantron: is a software and scanning system for quizzes and exams, evaluations, and assessments. Currently faculty from six departments scan course evaluations.
- i-Clicker: is a student response system where students respond individually to questions posed during class on the projector screen.
- Second Life: is a virtual three-dimensional world where people meet by means of an avatar. Educators and their students have an increasing presence in Second Life, holding virtual classes and participating in interactive events, such as simulations, role-playing, and 3-D webquests. So far there have been two Rhetoric 160 courses taught in Second Life as well as an Honors College class (resource room) and an art course. (<http://www2.oakland.edu/elis/secondlife.cfm>)
- e-Portfolio: is a career portfolio space that can also be used for committee work or for research and other academic purposes.

Kresge Library has increasingly used new technologies to provide students with information literacy instruction, to answer their questions, and to enable them to access library resources online 24/7. In 2000, the Library was one of the early adopters of WebCT, creating an online information literacy instruction module embedded in each Rhetoric 160 (Composition II—now WRT160) section. Over the years the online instructional module evolved as the databases, catalogs, and other resources changed. In 2006-07, the Library was an early adopter of Moodle when the University decided to utilize that learning management system. In addition to creating a meta-course for RHT160 instruction, the Library has created an online information literacy orientation for the Doctor of Nursing Practice distance education students and is offering in Winter 2009 a two credit, online course, Research in the Information Age. As a result, instruction for many students partakes of the best of both worlds, with online learning supplemented by face-to-face instruction inside the Library. In 2007-08, library faculty taught 249 information literacy sessions, as compared to 167 in 1997. In addition to having a traditional reference desk, the Library now responds to reference questions via live chat, e-mail, telephone, and in person. The “Ask a Librarian” tab on the Library’s homepage (<http://library.oakland.edu/>) has information and/or links to all ways to ask questions. The Library increasingly is spending more and more of its materials budget for online resources. Not only does this increase the availability of the resources, but it has also

greatly increased the number of resources the Library has available. In 1997 the Library subscribed to a little over 2000 periodicals. Our students now have online access to over 36,000 titles.

3C6: Oakland University's systems of quality assurance include regular review of whether its education strategies, activities, processes, and technologies enhance student learning.

Oakland employs many mechanisms to evaluate the effectiveness of its education strategies, activities, processes, and technologies in student learning. Some of these are assessment, program reviews, specialized accreditation reviews, and teaching/course evaluations. Assessment at Oakland University is decentralized to the program level but guided by the policies and procedures established by the University Assessment Committee (UAC). This committee establishes the criteria for assessment plans and reports, reviews program level plans to assure their consistency with the university and program missions, and assesses means by which the program plans to measure student learning. Once a plan is approved, the program implements the plan and reports to the UAC maintains every 18 months. The UAC reviews the program report and assesses the level of assessment maturity and makes suggestions for the future. To encourage faculty engagement in assessment and continuous improvement, the university has established an annual assessment award that recognizes programs with outstanding assessment plans and processes. The University also assesses the outcomes of its general education program on a regular schedule. This process is overseen by the General Education Committee (GEC) which has established a three year cycle over which the entire program is assessed. The Division of Student Affairs and Enrollment Management has begun its own assessment processes at the request of Vice President for Student Affairs and Enrollment Management, Mary Beth Snyder. Each unit within student affairs has identified its learning outcomes and is in the process of refining plans to measure the outcomes and report the results annually to the vice president. (For more on assessment see 3A and 3C1.)

Program Review is mandated by the Senate, and is carried out by the Office of Undergraduate Education, and overseen by the University Committee on Undergraduate Instruction (UCUI). Graduate Council is in the process of developing guidelines for program reviews of graduate programs. Program review includes a self-study of the programs a department has and is conducted once every ten years. Those units that have external accrediting bodies do not do a separate self-study and do not have an additional external accreditation team evaluate them. Their accrediting body report suffices for most of the report required by the internal university program review. Many programs in the College of Arts and Sciences do not have external accrediting agencies, so most CAS departments do self-studies and write full reports for their programs as well as undergoing review by an external evaluator. Program Review provides a mechanism for change. Work continues on creating a culture that values program review. Although some academic units continue to view program review as merely an administrative burden, others have used the process to positively restructure programs and departmental processes. UCUI continues to seek ways to streamline the process and make it as relevant as possible to the academic units. By creating a structured, scheduled

opportunity for a program to be examined, program review provides a strategy for improvement that is well-reasoned, far-seeing, and as apolitical as possible. Many departments at Oakland participate in accreditation reviews of their programs by professional societies/organizations. These reviews require extensive self studies and on-site visits by a team of evaluators. Central to each of these reviews is educational quality, adherence to the program's objectives, and the preparation of professionals who meet the standards of the professional association. For a full list of Oakland programs that receive program specific accreditation see these web sites: undergraduate: <http://www2.oakland.edu/undergrad/accreditation.cfm> ) graduate: [http://www2.oakland.edu/grad/gradadmiss/pages/pages.cfm?page\\_id=167&CFID=3669178&CFTOKEN=53569542&jsessionid=dc3074d884a66b38172d](http://www2.oakland.edu/grad/gradadmiss/pages/pages.cfm?page_id=167&CFID=3669178&CFTOKEN=53569542&jsessionid=dc3074d884a66b38172d) . Below are highlights of how some of these accrediting bodies describe their purposes.

- “AACSB International (Association to Advance Collegiate Schools of Business) accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting.” (<http://www.aacsb.edu/> ) [Oakland University’s School of Business Administration programs are accredited by AACSB International. In addition, the accounting program, including the MAcc has achieved separate AACSB Accounting accreditation.]
- National Association of Schools of Music—“Accreditation is a process by which an institution or disciplinary unit within an institution periodically evaluates its work and seeks an independent judgment by peers that it achieves substantially its own educational objectives and meets the established standards of the body from which it seeks accreditation. Typically, the accreditation process includes 1) a self-evaluative description (self-study) of the institution or unit, 2) an on-site review by a team of evaluators, and 3) judgment by an accreditation decision-making body, normally called a Commission. Accreditation reviews focus on educational quality, institutional integrity, and educational improvements.” (<http://nasm.arts-accredit.org/> ) [The Department of Music, Theatre, and Dance’s undergraduate and graduate degrees in music all fall under the NASM accreditation.]
- The Oakland University Bachelor of Science degree program in Occupational Safety and Health (OSH) has been accredited by the Applied Science Accreditation Commission of ABET Inc. (Accreditation Board for Engineering and Technology), the recognized accreditor of college and university programs in applied science, computing, engineering and technology. “ABET accreditation demonstrates a program’s commitment to providing its students with a quality education. Accreditation is a voluntary, peer-review process that requires programs to undergo comprehensive, periodic evaluations. The evaluations, conducted by teams of volunteer professionals working in industry, government, academia and private practice within the ABET disciplines, focus on program curricula, faculty, facilities, institutional support and other important areas.” (<http://www.abet.org/> ) The engineering and computer science undergraduate

programs have received accreditation from the Engineering Accreditation Commission and the Computing Accreditation Commission of ABET .

- “NASPAA (National Association of Schools of Public Affairs and Administration) accreditation recognizes that a master's program in public affairs has gone through a rigorous process of voluntary peer review conducted by the Commission on Peer Review and Accreditation (COPRA), and has met NASPAA's Standards for Professional Master's Degree Programs in Public Affairs, Policy and Administration.” (<http://www.naspaa.org/>) [The Department of Political Sciences’ Master of Public Administration has NASPAA accreditation.]
- TEAC: Teacher Education Accreditation Council—The first two quality principles in TEAC’s accreditation goals and principles are evidence of student learning and valid assessment of student learning. “The common purpose of teacher education programs and other programs for those professionals who work in schools is to prepare competent, caring, and qualified educators. The faculty members seeking TEAC accreditation of their program are required to affirm this straightforward goal as the goal of their program. The TEAC quality principles and standards for capacity are the means by which the faculty makes the case that its professional education program has succeeded in preparing competent, caring, and qualified professional educators.” (<http://www.teac.org/>) [The School of Education and Human Services’ graduate and undergraduate programs in educational leadership, early childhood, special education, reading and language arts, elementary and secondary education are accredited by TEAC.]
- Commission on Collegiate Nursing Education (American Association of Colleges of Nursing): “Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate and graduate education programs preparing effective nurses. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing education programs and the continuing growth and improvement of collegiate professional education.” (<http://www.aacn.nche.edu/accreditation/>) [Programs offered by the School of Nursing are fully accredited by CCNE. The Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.]

Course evaluations are heavily used both to assess the quality of teaching of the instructor for a course and to seek student opinions about the value of the course. For example, the Department of Biological Sciences and the School of Health Sciences both include items concerning the value of the course to the student’s career or educational objectives and the effectiveness of the course in developing competencies in the area. The School of Nursing includes an open-ended question asking the student to describe

what was most helpful in the class for meeting his/her learning needs. Similarly, the School of Business Administration asks this question: “In terms of your learning, what were the best aspects of this course?” The Department of Mathematics and Statistics asks for specific recommendations to improve this course. The School of Engineering and Computer Science’s Undergraduate Curriculum Committee uses course evaluations as one means of assessing program outcomes and educational objectives. The Department of Mechanical Engineering holds a faculty meeting at the beginning of each semester to review all external evaluations and end-of-course evaluations from the prior semester and develop any needed plan for improvement. The Physical Therapy program considers course evaluations as one place to receive recommendations for changes in courses. (“When data from 2 or more sources indicate needed change, changes are consistent with program goals and mission, and the majority of faculty are in agreement, the changes will be implemented.”) Course evaluations are included as an indirect measure of the effectiveness of the Bachelor of Integrative Studies capstone course. (“Course evaluations will be cross-indexed with learning outcomes and will include an exit interview evaluating the student’s perception of course and program effectiveness and how well the student feels prepared for his/her plans after graduation.”)

*Core Component 3D: Oakland University’s learning resources support student learning and effective teaching*

3D1: The organization ensures access to the resources (such as research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching

Since 1999 the university has made numerous additions and improvements to the learning spaces and resources of the university. In 2000 Elliott Hall of Business and Technology opened adding general purpose classrooms, a computer lab, and the Information Technology Institute. Pawley Hall (housing the School of Education and Human Services) opened in 2004 adding 31 classrooms, 8 conference rooms, expanded space for the Educational Resources Laboratory, and a main campus location for the Lowry Center for Early Childhood Education. Smaller projects have included a high-tech learning laboratory for the School of Nursing (Crittenton Hospital Medical Center Multimedia Laboratory); conversion of a large lecture hall into three smaller, more technologically equipped classrooms (in O’Dowd Hall); the Student Technology Center in the Oakland Center, and the Joan Rosen Writing Studio (in Kresge Library). Over the past five years, Oakland has invested more than \$3,500,000 in a significant effort to update and enhance general purpose classrooms and laboratories. Through the Office of Classroom Support and Instructional Technical Services, all of the general purpose classrooms have been equipped with an enhanced classroom technology package, and many have been renovated to include new furnishings and technical enhancements (For details see “5 Year Classroom Improvement Report in Resource Room.)

Other enhancements to learning facilities are taking place in the current academic year. The Information Commons in Kresge Library should open by March 2009 providing students with a comfortable and inviting space for interactive learning and the

flexible use of technology. Three lecture rooms with original or outdated furnishings (two in Varner Hall and one in North Foundation) will be renovated to bring them to current standards for physical and instructional technology resources. Spaces have been identified for refurbishment in Dodge Hall to provide students with areas to study, access the wireless network, and to interact with each other. Art studio spaces in Wilson Hall will be brought up to current standards and updated equipment will be added both for the photograph darkroom and the art studios. The Board of Trustees approved a total of \$2,735,000 in funding in April and November 2008 to significantly renovate eighteen academic labs with labs for chemistry, biology, and physics receiving complete renovation. This same project will also include renovation of labs in nursing and physical therapy. In 2008, the University also committed funds for the improvement of teaching spaces for the Department of Music, Theatre and Dance. Planning is also underway to renovate space in O'Dowd for the planned medical school. As OU increases its enrollment, the demand for classroom space has grown. Plans for a new human health building and for increased online degree programs are anticipated to assist.

In addition to these building additions and improvements, there have also been significant additions to library resources. The growth of the Library's collections since 1999 has largely been enabled through the use of information technology. And those collections have grown significantly. From a total subscription base of 2,104 in 1997, to a collection that includes 36,002 current serials by 2007, the number of volumes held has grown from 653,857 in 1997 to 780,385 by 2007. In categories which were scarcely reportable 10 years ago, the Library now reports that patrons have performed 1,210,278 searches in bibliographic databases and printed 505,201 full-text articles within the last year. From a total collections expenditure of \$1,092,476 in 1997, expenditures in 2007 rose to \$1,868,545, of which the total devoted to electronic materials is \$1,121,437 (more than was spent on all collections in 1997). It is the purchasing of electronic journal packages and full-text databases in particular which has allowed current journals received to increase eighteen-fold since 1997. Since these are resources available whenever and wherever the student needs them, the capacity of the Library to support Oakland University's growing academic programs on and off campus has increased resoundingly.

Teaching and learning spaces have also increased in cyberspace. The OU wireless network is accessible throughout the campus. All students have access to Moodle, the online course software, to the e-Portfolio portion of Moodle, and to OakShare, an online centralized storage space. In 2008 all student, faculty, and staff e-mail accounts were transitioned to a system powered by Google, saving the university money and providing e-mail users with increased storage capacity and improved spam prevention.

There are numerous computer labs located on campus. From a general lab in Kresge Library (which will merge with the Information Commons) to a lab in Hamlin Hall for residence hall students to the Student Technology Center in the Oakland Center, computer labs are easily available to students and often are staffed by students who can provide users with some assistance. (Partial listing of computer labs on campus: [http://library.oakland.edu/information/departments/Systems\\_Office/otherlabs.htm](http://library.oakland.edu/information/departments/Systems_Office/otherlabs.htm) ) In

addition to computer labs and science labs, the School of Engineering and Computer Science has numerous centers and specialized labs (<http://www2.oakland.edu/secs/ctrsandlabs.htm>). These include centers for product development and manufacturing and laboratories for systems design, real time computer systems, robotics, controls research, artificial intelligence, tribology, fluid mechanics, and thermodynamics. Beyond labs and centers that exist as a part of buildings, the university is also fortunate to have two biological preserves, the Western Preserve and the Eastern Preserve (<http://www2.oakland.edu/biology/preserve.cfm>). These two preserves, which cover approximately 110 acres, contain forests, meadows, streams and wetlands. The preserves are of great importance to Oakland University because of their academic, environmental, recreational and aesthetic value. Although the primary use of the University Preserves is for teaching and research, they are open to the Oakland University community and public for hiking, bird watching and nature study.

There are also programs on campus that provide students with learning opportunities in the form of student jobs, practica, and internships. The Lowry Center for Early Childhood Education part time teaching staff consists of undergraduate and graduate students. The SEHS (School of Education and Human Services) Counseling Center is a teaching and research facility for the Counselor Education program at Oakland University. Both the Academic Skills Center and the Writing Center employ student peer tutors, providing them with training and the opportunity to gain experience in sharing their expertise with fellow students. The Meadow Brook Theatre provides students with the opportunity to gain experience in a professional theatre as actors or by working backstage.

Students also have off-campus learning experiences through internships, clinical practice, and field experiences. Many departments assist students in finding internship opportunities. Journalism (<http://www2.oakland.edu/jrn/internships.cfm>), Art and Art History (<http://www2.oakland.edu/art-history/internships.cfm>), Criminal Justice (<http://www2.oakland.edu/socan/criminaljustice.cfm>), and English (<http://www2.oakland.edu/english/internships.cfm>) are only a few of the programs that encourage their students to seek internships either on campus or in the community. Career Services (<http://www4.oakland.edu/?id=6630&sid=68>) also offers guidance for students seeking internships and also has a web site to assist students in finding internships. Some programs such as Nursing and Physical Therapy include off campus clinical experience as a part of the program and as a result have developed partnerships with health care systems in the area. Oakland has formed several innovative partnerships with prestigious health care delivery systems throughout the region, including William Beaumont Hospitals, Crittenton Hospital Medical Center, Detroit Medical Center, Providence Hospital and St. John Health System. Oakland nursing students have the opportunity to experience nursing care delivery in community settings such as schools, senior centers, and in a variety of clinical settings. The School of Education and Human Services has the Field Services Placement office (<http://www4.oakland.edu/?id=50&sid=55>). This office is responsible for identifying and assigning all field placements for students enrolled in the on-campus elementary, secondary and music education programs. Included in this are student teaching

placements which require daily attendance in the field during the entire placement for both elementary and secondary education majors, leading to Michigan initial teacher certification.

3D2. Oakland University evaluates the use of its learning resources to enhance student learning and effective teaching.

Between 2005 and 2008 Oakland underwent a major project evaluating the provision of teaching/learning experiences for first year students. The three phased process involved a yearlong self-study of nine dimensions of excellence in first year experience as part of the national Foundations of Excellence project. Phase two involved development of a general action plan based on the evidence from the self-evaluation and phase three entailed development of specific recommendations for change. General findings of the self-study showed that OU has many valuable initiatives in place for undergraduate students (e.g., a new general education program with stated learning outcomes and an active Academic Skills Center). However, many of these initiatives focus on undergraduate students as a whole and are not targeted to just first year students. A second general finding was that initiatives that are targeted to first year students are not coordinated into a comprehensive approach to first year experience. Over 90 specific recommendations for improving the first college year at OU were put forward by the subcommittees involved in the self-study, and these were distilled into an action plan. In addition to the evidence gathered by the nine subcommittees, surveys were conducted to gather faculty/staff and student perceptions regarding Oakland University's current first year experience. It should be noted that student perceptions are slightly more favorable than those of faculty/staff. However, both groups viewed OU's first year experience as predominantly average. Implementation of a set of specific recommendations stemming from the project is under consideration by the administration. However, as noted in 3C1, the results of the self-study have already led to changes including the development of a first-year philosophy and first-year goals and expectations. (<http://www2.oakland.edu/undergrad/firstyear.cfm> ; for still more details see "Executive Summary of the First Year Experience" in the resource room.)

In 2005 the Senate Academic Computing Committee surveyed faculty about classrooms and e-Learning technology. The survey made clear to the university that classroom technology needs frequent updating. The direct result of this finding was that the Provost funded Classroom Support to remodel general-purpose classrooms in order to upgrade the technology in all 105 classrooms to a Level III\*, the highest level of technological support. As a result the university no longer has anything less than fully technology-enhanced classrooms. The survey also revealed the very positive trend that faculty are increasingly willing to use and explore the use of newer technologies to enhance classroom teaching effectiveness. (See Classroom Improvement 1995-2007 in the resource room.)

*\*[Level III - Enhanced Technology Classrooms (with multimedia podium)]*

*Chalkboard and/or whiteboard, Projection screen, OU network connectivity (Data/Voice/Video), VHS/DVD combination video player, Video/Data projector, Fixed AV equipment cabinet, Multimedia presentation podium, PC computer, electronic whiteboard/flat panel display, document camera, sound system, and a classroom technology control system. Users have the ability to control and display digital and analog information from multiple sources onto the classroom's front projection screen & sound system.]*

Kresge Library continuously evaluates use of both its building and its resources by reviewing use statistics. A declining number of reference questions being asked in-person at the reference desk has influenced decisions to purchase still more online resources and increase ways of reaching students (including Instant Messaging as one means to “ask a librarian”). Use statistics for online reference works, databases, and journals provide objective data to use in deciding resources to keep, cancel, or enhance. For example, the high use statistics for JSTOR has led to the library’s purchase of most all new JSTOR packages. However, the low use and expense of the online *Million Dollar Directory* resulted in its cancellation. In addition to tracking reference questions and use of materials, the library also monitors building use which, interestingly, has begun to increase in the last year. The library also keeps statistics of numbers of patrons in the building during special extended hours for exams. After review of these figures, the library will extend these hours even more for winter 2009 exams—and, of course, will monitor these figures to see if these added hours are justified.

3D3: Oakland University regularly assesses the effectiveness of its learning resources to support learning and teaching.

The Academic Skills Center yearly monitors the effectiveness of its peer tutoring and Supplemental Instruction initiatives by looking at numbers of students who participate in these programs and noting the participants’ success rates in course work. For example, ASC has shown that tutoring and Supplemental Instruction continue to be effective means of enhancing student performance, especially in math. DFW (D or F grade/withdrawal) rate of non-SI Math students was 62% in some courses compared to 29% for those who participated in one-third of the SI sessions. Approximately 88% of all SI participants passed their course with a 2.0 or better. Evaluation of statistics for 2005-2006 revealed that students, tutored at least once and up to nine times, earned a higher grade than those students who were never tutored. (See Academic Skills Center 05/06 and 06/07 annual reports in resource room.)

Other units, such as e-Learning and Instructional Support also conduct assessment by statistical usage of workshops (as can be seen by the summary table in 3D4) and teaching/learning software. These workshops are assessed for effectiveness. (For further information about these workshops see resource room)

**Figure 17: e-Learning and Instructional Support Statistics of the Learning Management Software**

	Fall 04	Winter 05	Fall 05	Winter 06	Fall 06	Winter 07	Fall 07	Winter 08
Active WebCT/ Moodle Faculty	182	234	258	268	227 WebCT faculty and 74 Moodle faculty=301	183 WebCT faculty and 101 Moodle faculty=284	393	414 (app. 50% of OU faculty)
Active WebCT/ Moodle Courses	332	443	474	527	453 WebCT courses and 124 Moodle courses=577	354 WebCT courses and 179 Moodle courses= 533	799	787

Some academic departments regularly assess student views about their learning resources in the course evaluation process. For example, the Department of Art and Art History offers students the option to comment on the facilities and resources in their course evaluations and in exit surveys. They have repeatedly commented on the lack of sufficient studio art facilities. Comments such as these have been taken seriously and have led to approval of funding for upgrades to these facilities. Laboratory effectiveness in the School of Nursing is addressed through a separate evaluation, designed differently than the classroom or clinical effectiveness evaluations. The Honors College ensures that software programs in its computer labs are the ones students regularly need and adds new software programs when necessary (such as desktop publishing) to support students learning.

The Department of Modern Languages and Literatures (DMLL) also assesses the effectiveness of its language laboratory both through questionnaires and through usage tallies taken periodically through the year. According to the DMLL, the language laboratory has become outmoded and has lost much of its earlier effectiveness. However, the move of the department from Wilson Hall to O'Dowd has delayed funding of upgrades.

*3D4: Oakland University supports students, staff, and faculty in using technology effectively.*

The e-Learning and Instructional Support unit offers computer and online pedagogical workshops each semester to faculty and staff. (See document in resource room) During the fall, traditional computer lab workshops on topics such as Moodle, Elluminate, Camtasia, Second Life, i-Clicker, Audio Feedback to Students were offered. In addition, a new series called Lunch Bytes was established this semester, an informal faculty sharing of teaching methods with one technical tool. There are also online workshops for faculty available from Sloan-C, the oldest non-profit supporting group for

online technology. In addition, Oakland University has joined a consortium called NCLC, the New Century Learning Consortium, a group of seven universities that are interested in moving forward with teaching and technology. The NCLC supports online workshops through Elluminate, a video-conferencing software that Oakland University supports and hosts. OU also has one-on-one appointments and a walk-in faculty lab from 8am to 5pm weekdays and 24/7 help for faculty, staff, and students via our email help request online forms for teaching and learning software.

**Figure 18: Workshops**

	Fall 04	Winter 05	Fall 05	Winter 06	Fall 06	Winter 07	Fall 07	Winter 08
Traditional Workshops	26	11	13	26	25	25	33	26
Participants	184	104	167	296	239	313	342	217

**The Student Technology Center (STC)** is the headquarters for the promotion, instruction and support of technology literacy for students. From beginners looking to learn the basics to experts seeking to improve their skills, the STC's training, education and hands-on learning experiences offer on-campus services to meet OU students' ever-increasing technology needs. Since the STC opened in August 2005, student visits have increased from 42,831 in 2005-2006 to 73,602 visits in 2007-2008. Their core services are as follows:

- Technology mentoring: Walk-in mentoring during operating hours or appointments for more in depth one-on-one mentoring. A wide range of software products is supported
- Free equipment loans: The digital camcorder loan program, digital camera loan program, and tablet PC loan program allow currently registered students to rent out the equipment free of charge. Cameras and camcorders are loaned out for 48hrs and Tablet PC's for two weeks.

**University Human Resources** also offers some technology related workshops for staff. (<http://www2.oakland.edu/training/>).

Some examples of workshops include:

- Google Overview
- Information Security - What You Need to Know About Policy 860
- Web Time Entry Training

### ***The University Technology Services (UTS) Helpdesk***

Helpdesk (<http://www2.oakland.edu/uts/helpdesk.cfm>) is the department within UTS that provides support and technology assistance to all university faculty, staff, and students for non-teaching software, hardware, or general computing at OU. The Helpdesk, physically located in Kresge Library, serves as a single point of contact for all supported services and products. It aims to encourage its users to become self-sufficient in the use of information services, both academic and administrative. Helpdesk staff will pass on as much information as possible in resolving any query, so enabling the questioners to find what they need for themselves in the future and to spread this knowledge among their colleagues. The Helpdesk replies to questions/problems via phone, e-mail, fax, or in-person.

### ***Kresge Library***

Kresge Library also offers reference assistance in person, by phone, and via e-mail and instant messaging. Extended individual consultations (“research consultations”) are available by appointment. These services are a part of the library’s provision of traditional reference assistance as described on its “Ask a Librarian” page <http://library.oakland.edu/ask/index.htm>. In addition faculty can request information literacy sessions for their classes. Library faculty members have also created several online tools to provide users with assistance. There are “research guides” highlighting important resources by academic discipline <http://library.oakland.edu/research/index.htm>, “course pages” providing guidance in the use of resources for particular classes <http://library.oakland.edu/coursePages/index.htm>, and tutorials <http://library.oakland.edu/tutorials/index.htm> explaining in detail how to select and evaluate appropriate resources and how to use a particular electronic resource or library service. Assistance and teaching provided varies from technical help (e.g., how to sign in to a library resource from off-campus) to assistance in carrying out library research (e.g., what resources are appropriate, how to evaluate the reliability of a source, etc.) The library also provides students with access to desk top computers which include both internet access as well as office software (on floors 2, 3, and 4, but concentrated in the main floor reference area--2 South and the Information Commons--2 North, ). In the Information Commons area students can also check out laptops or use their own laptops there or anywhere else in the library through the university’s wireless network.

### ***3D5. Oakland University provides effective staffing and support for its learning resources.***

In 1999 the university re-configured technology support for its academic endeavors. In 1999 the Office of Training and User Support (OTUS) and the Instructional Technology Center (ITC) provided this support. OTUS trained faculty and staff on internet software including e-mail and the administrative system, Banner. Also by 1999 it was involved with developing and implementing a homegrown course content tool. ITC provided audio/visual and multimedia hardware and software acquisitions services, distance learning support services, distribution services, and presentation

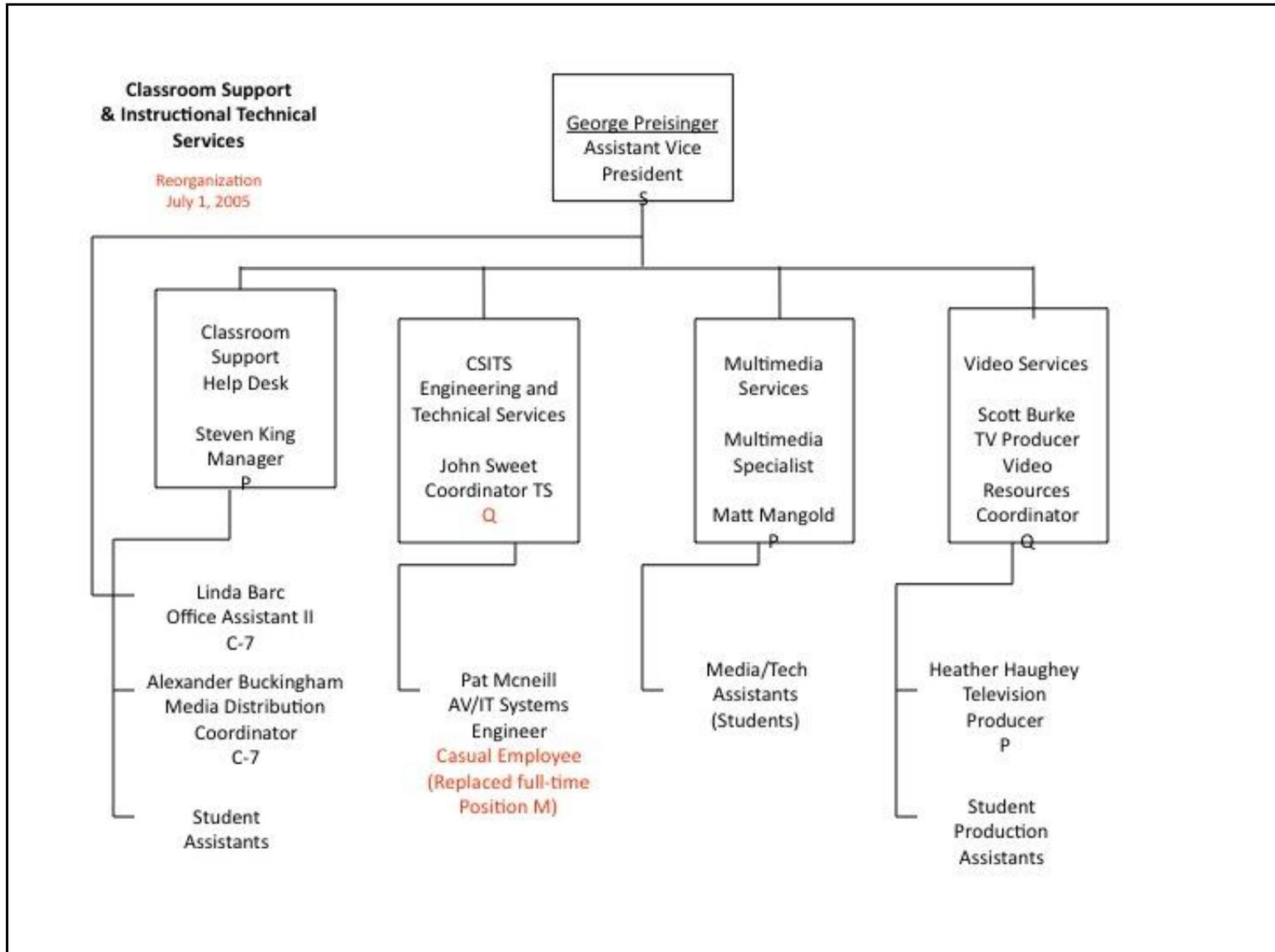
development support. In 2000 OTUS and ITC merged to form the Information Technology Institute. In 2003, the Information Technology Institute was split into two distinct units, each reporting directly to the provost: e-Learning and Instructional Support (e-LIS) and Classroom Support and Instructional Technical Services (CSITS).

### ***Classroom Support and Instructional Technical Services (CSITS)***

Currently CSITS is responsible for providing the following services:

- Management of technology in the campus classrooms
- Training of faculty, staff and students on the use of instructional and presentation technology systems
- Multimedia production and consulting (including presentation support, image conversion, image archiving and management)
- OU TV management
- Video production and archiving
- AV equipment distribution, maintenance and invoicing

CSITS in addition to its annual operating budget has also been involved with the improvement of instructional facilities and classrooms. The total capital outlay for the improvement of instructional facilities over the past five years is \$3,552,360. (See 5 Year Classroom Improvement Report from GP in the 3D1 folder in e-Portfolio.) This amount does not include other instructional space improvements and upgrades that were facilitated and managed independent of CSITS involvement.



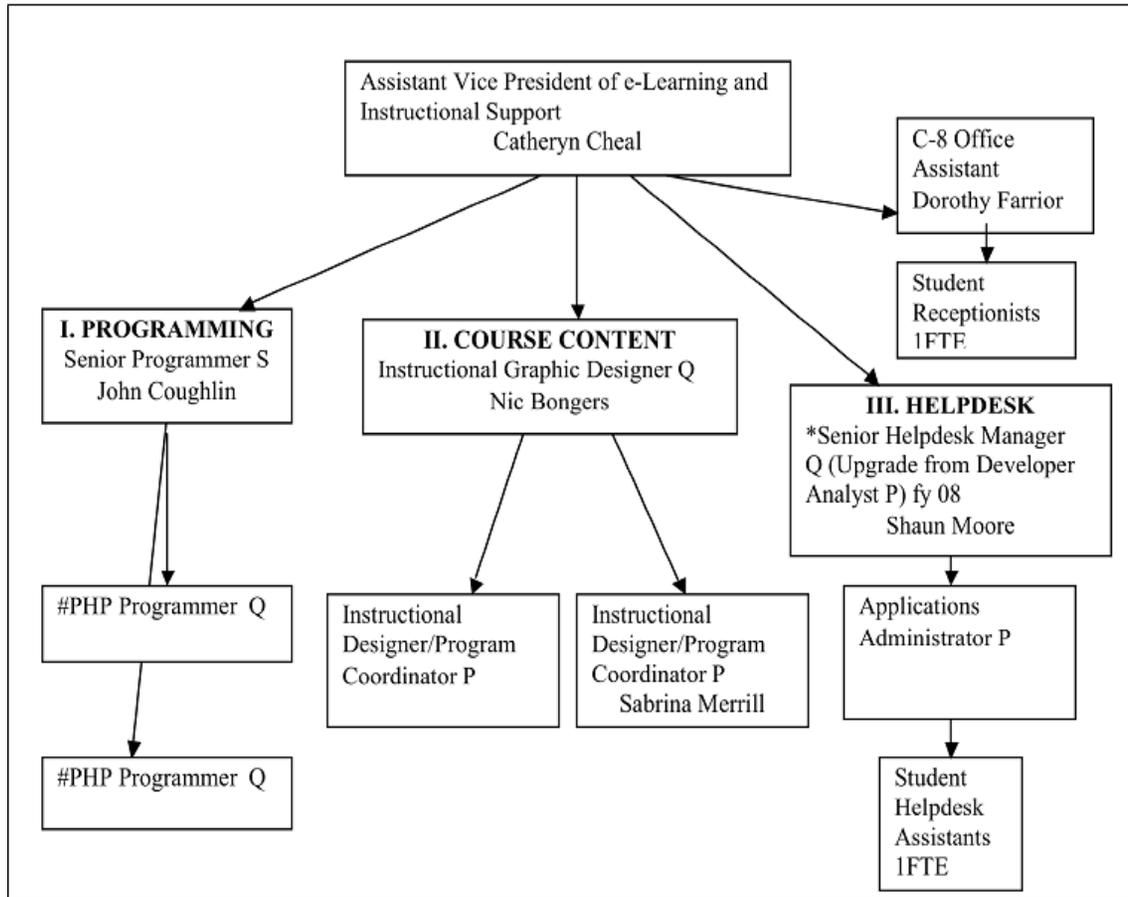
## **e-Learning and Instructional Support**

Annual Budget: approximately \$800,000

E-Learning and Instructional Support (e-LIS) offers support to faculty, staff, and students in the creation of online learning material and the development of custom web solutions for academic and administrative needs. Specifically, e-LIS supports the following functions:

### e-Learning:

- Online program development.
- Training for faculty and students in instructional technologies, especially Web-based courseware such as Moodle. This includes one-on-one training (when necessary) and scheduled workshops.
- Development of help documents and workshop instructions for faculty and students.
- Technical support for e-Learning issues, especially for Moodle help requests. (see the support request form in resource room).
- Instructional design and implementation (creation of online learning material, especially in support of academic programs).
- Web Development
- Technical support for Web-based databases and Web servers.
- Development of custom Web applications to support academic and administrative business processes and initiatives.
- Web site prototyping for public OU sites, in coordination with University Communications and Marketing.
- General support (documentation and personal communication) for faculty, staff and students in the use of OU Web resources.



E-LIS currently has in place the major software platforms it needs including: Moodle (a learning management system), e-Portfolio (a separate Moodle space that both students and faculty can use for uploading files), Elluminate (video-conferencing presentation software), Second Life (virtual world where OU has an island), i-Clicker (classroom equipment that allows students to “click in” responses), and Scantron. The only software platform possibly needed is a classroom capture solution. With expected growth in demands on the Helpdesk, the course content area, and the programming area, the need for additional staff and space will increase. Space needs are being met for the immediate future with the move of e-LIS to a newly refurbished area on the fourth floor of Kresge Library. (See Strategic Plan for e-Learning in the Request for Change for Distance Education files in resource room.)

### **Student Technology Center**

Academic year budget approximately \$39,726

The Student Technology Center (STC), in the Division of Student Affairs and Enrollment Management, also provides technology support and services to OU students.

Students can take advantage of both student mentors and group classes that teach them about Windows XP, OS X, the iLife series, Second Life, Adobe Photoshop Elements, Adobe Premier Elements, Word, Excel, PowerPoint, Access, Macromedia Dreamweaver, Fireworks, and Flash at beginner, intermediate and advanced levels. The STC also teaches students about integrating interactive media into course-related works by allowing students to borrow digital video cameras or still cameras at no charge from the STC for 48 hours to capture media that can be used to enhance projects. Scanners, CD and DVD burners, fee-based color printers and technology reference books are also available to students in the STC. The center also has tablet PCs for loan. The Center opened in August 2005. Brandon Bernier serves both as director of the STC and as the Student Affairs Division systems specialist.

### **Academic Skills Center**

Annual Budget: approximately \$572,000

The Academic Skills Center offers individual and group tutoring, supplemental instruction, self-paced instructional materials, assistance in applying for specific scholarships, and more. The ASC also handles undergraduate readmission to Oakland University. Walk-in tutoring is available in the ASC (115 N. Foundation Hall) Monday through Thursday from 9:00 a.m. to 7:00 p.m. and on Fridays from 9:00 a.m. to 5:00 p.m. Late evening walk-in and appointments are available at the ASC satellite location, 117 East Vandenberg Hall, on Sundays through Wednesdays. Weekend appointment tutoring is available on a limited basis with students and tutors meeting in Kresge Library. ASC also offers supplemental instruction with organized study and review sessions two to three times a week for students enrolled in specific classes. In 2007/08 there were supplemental instruction sessions available for 52 class sections. SI for Mathematics and Statistics courses accounted for 31% of the total, Biology courses accounted for 21%,

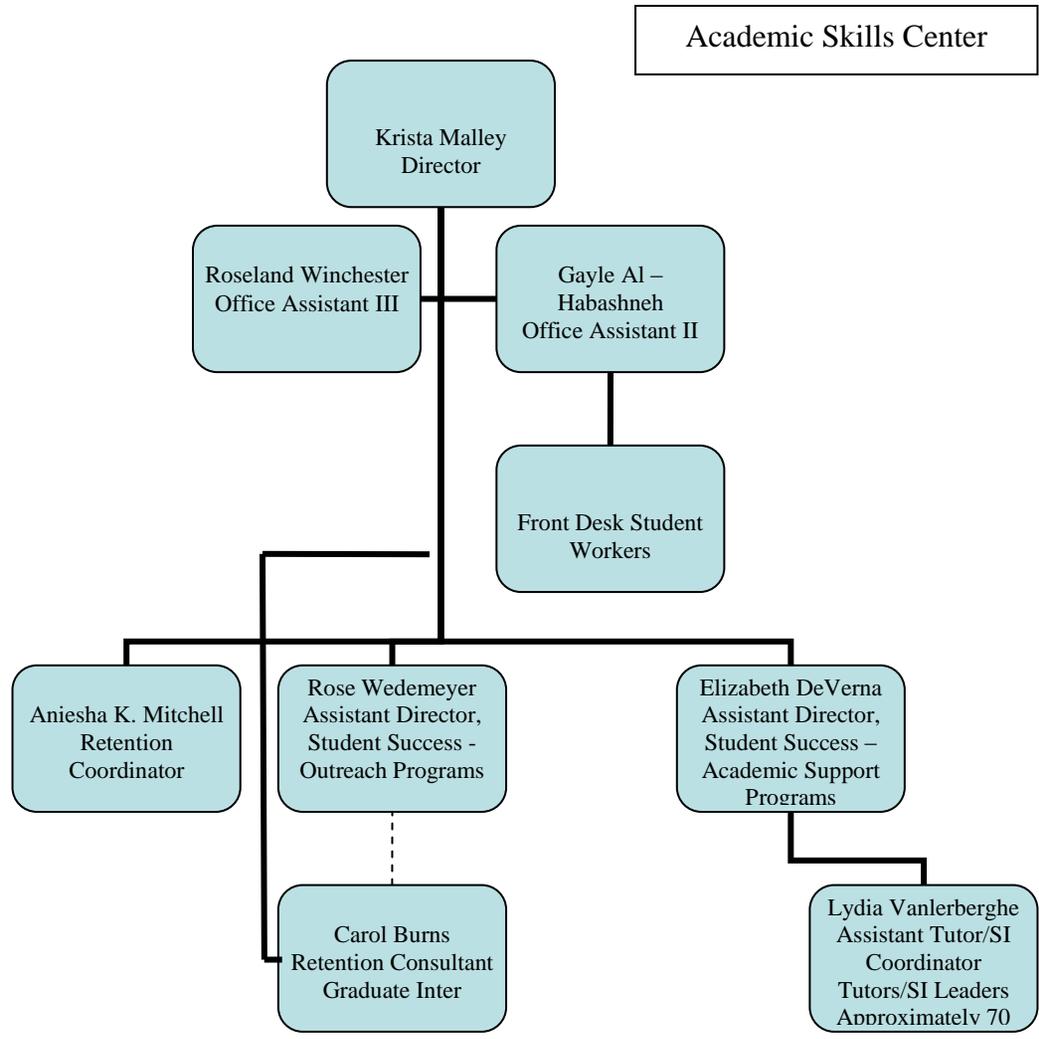
Physics SIs were 19% of the total and School of Business (SBA) courses accounted for 15% of the total SI sections offered for the 2007-2008 academic year. There were 44 Oakland University students and 6 non-students working as tutors during the 2007-2008 academic year. Ten of the 28 Supplemental Instruction Leaders also worked as tutors in addition to performing their SI duties. Online Tutoring became available to students in the fall of 2006 to make tutoring services more accessible to students. Online tutoring is offered through Moodle in the form of a forum/discussion board and is available seven days a week to students enrolled in MTH 011, 012, 121, 122, 141, 154 and 155. Probation OUreach is a mandatory retention program for students whose cumulative grade point average has fallen below 2.00. The ASC offers support services, including the skill-building course, Collegiate Communication 101 (COM 101), Mid-Semester Evaluations (MSEs) from faculty, mandatory counseling sessions, a required contract signed by the students, and Learning Strategy Workshops. The students meet with the ASC staff on a regular basis to develop individual plans for returning to good academic standing.

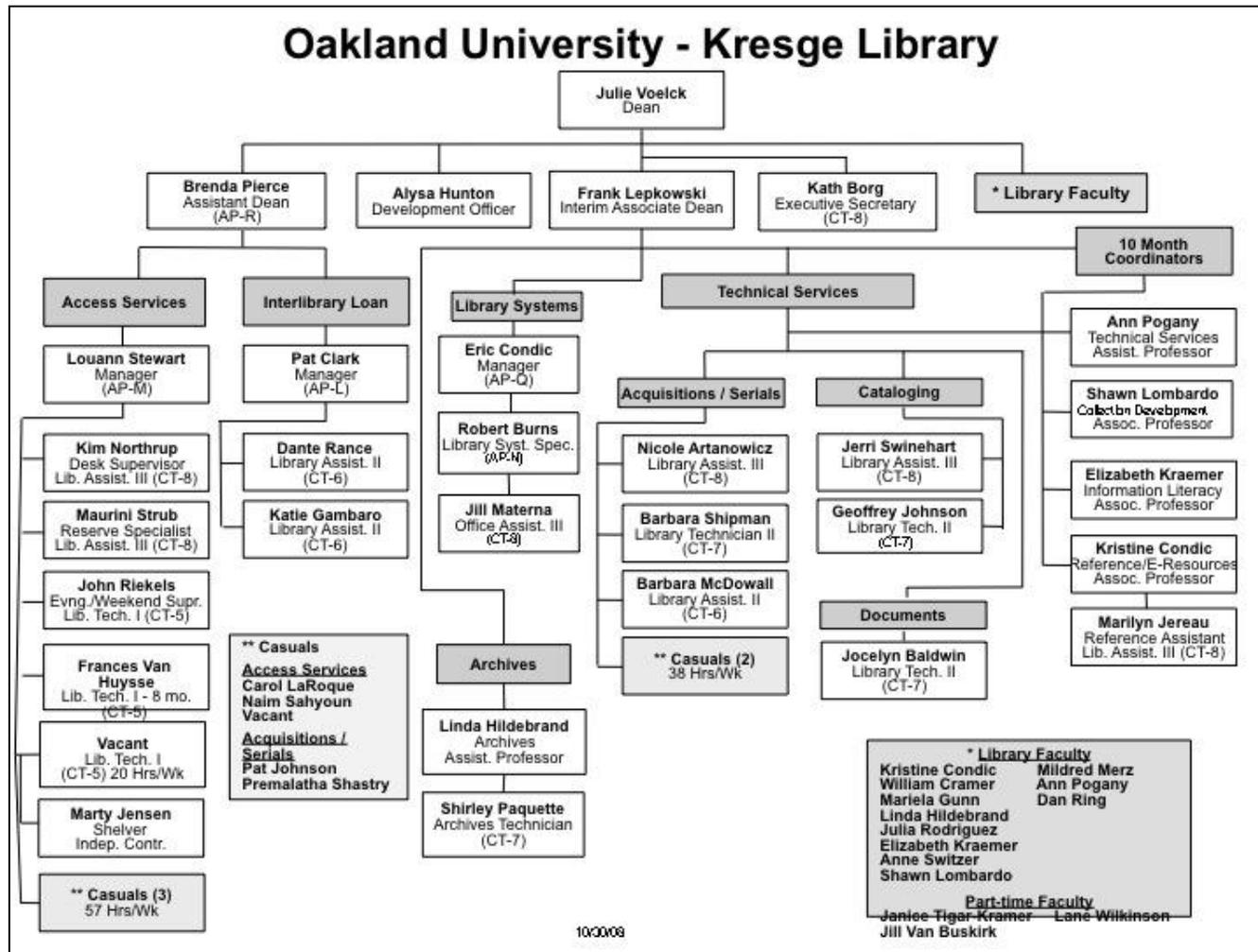
In addition to the interim director of the ASC there are also two assistant directors (one for academic support programs and one for outreach programs) and a retention coordinator. The recently added Froemke Graduate Assistant position has been a much needed addition to assist with the coordination and administration of the tutoring and supplemental instruction programs. Without the services of the graduate assistant, the ASC would have difficulty maintaining the level of services that OU students expect from the center.

### **Kresge Library**

Academic year budget \$5,054,000 (including salaries and library resources).

Kresge Library centralizes resources and services to the whole university within one building and from its web site (<http://library.oakland.edu/>). In 1997 it absorbed the collections (print, music, sound recordings) of the former Performing Arts Library; in 2002 it also received the video collections (DVD, laserdiscs, VHS, U-matics) formerly housed in the Instructional Technology Center. In 2005 the Library also assumed responsibility for the Student Computing Laboratory from University Technology Services. The computer lab has now been subsumed by the new Information Commons on the main floor of the library. The Library has become the central location on campus for research materials, for audio and video materials, and for its large single concentration of public computers. In 2007-2008 expenditures for library materials totaled \$1,824,631.





The composition of the tenure-track faculty is very different from ten years ago. At that time the Kresge Library had hired its first new faculty member in twelve years, and the remaining ten librarians were all tenured. At present, of the eleven members of the library faculty, five have been hired since that long twelve year gap. [There is currently an active search for a twelfth library faculty member.] This hiring has enabled the library to recruit for faculty members with particular specializations including a digital services librarian, an outreach librarian, and information literacy librarians. They have complemented the skill set of the senior faculty all of whom have been long committed to the library's historically strong teaching mission. Part-time librarians have also made a significant contribution as well, with some 2100 hours in the 2008 fiscal year. (See Library 1 and 2 in the resource room.)

Funding for library resources has also increased since 1999. Expenditures for resources for FY1999 were \$1,269,133 with only \$63,033 of this for online resources. Expenditures for FY2008 were over \$1.8 million including over \$1.1 million for online materials. The library has continued to receive special funding for new programs (over \$130,000 in FY08) as well as funding to support General Education and First Year Program. In addition the provost and academic units have made contributions for specific resources including \$128,000 from the provost to allow the library to subscribe to the *ScienceDirect Freedom Collection* through the Michigan Library Consortium. In FY08 the Board of Trustees has approved an annual five percent increase to the library's base budget.

*3D6: Oakland University's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.*

Oakland University attempts to bridge the silos of university life to address the needs of its students and constituents through cross-division initiatives and through its institutional structures. Although OU, like most all universities, still has a structure that requires added attention to overcome its barriers, several examples of the desire of its faculty and staff to work together to address the effectiveness of the teaching and learning environment are evident. One example of this is the recent Foundations of Excellence initiative which brought together faculty and staff from academic and student affairs to perform a comprehensive review of the first year experience at Oakland University. OU became a member of a national cohort of twenty-six institutions undergoing the Foundations of Excellence process to examine the first year of college. Oakland's First Year Experience action plan (<http://www2.oakland.edu/undergrad/actionplan.cfm>) includes sections on both engaging students and engaging faculty. In the area of engaging students several initiatives are suggested including: creating a university-wide first year philosophy, creating a cohesive set of first year expectations for students including learning and student life goals, redesigning the first year seminar, making exploration and excitement a common theme in communications with first year students, focusing on student preparedness and support, and redesigning first year advising. In the area of engaging faculty, initiatives include providing incentives and a reward structure for faculty involvement in first year activities, and creating a teaching and learning center that focuses on providing faculty development opportunities. This project has already

resulted in innovations that are designed to enhance student learning and one anticipated outcome of the project is the development of a Center for Excellence in Teaching and Learning.

Oakland's University Senate is comprised of both faculty and staff from across the institution. The Senate Teaching and Learning Committee, with its charge to promote the teaching function and the learning process, is the cross-divisional body most specifically involved with strengthening teaching effectiveness. It selects the winners of the university wide teaching excellence awards that are sponsored by the provost and serves as the review committee for the university's educational development grants. Throughout the year it holds on-campus workshops, coffee hours, and luncheons to discuss teaching issues and publishes a semi-annual newsletter. A recent luncheon workshop conducted by Laura Schartman (Director of Institutional Research and Assessment), "What Students Are Telling Us about Their OU Experience: Results from the NSSE Survey" then inspired a newsletter article by faculty member (and 2007 teaching excellence award winner), Peter Bertocci. In it he challenges faculty to increase student engagement and to improve their own instructional performance ([http://www2.oakland.edu/tlcommittee/files/WI\\_08\\_Newsletter.pdf](http://www2.oakland.edu/tlcommittee/files/WI_08_Newsletter.pdf)).

The Office of the Provost has also provided support for the annual Oakland University and University of Windsor joint conference on teaching and learning which is coordinated by the Office of the Senior Associate Provost. Beginning in 2007/2008 the Office of the Senior Associate Provost sponsored faculty learning communities (<http://www2.oakland.edu/flc/index.cfm>) to allow faculty to share expertise with each other to enhance knowledge and improve learning for students. Each community consists of six to fifteen faculty members from various disciplines who over the year engage in a program that includes frequent seminars and activities that provide learning, development, and community building. For 2008/2009 the topics are student engagement, new teaching for a new generation, and the women's learning community.

One of the longest running partnerships involving student learning and teaching effectiveness involves the library's continuing arrangement with Rhetoric and Writing to provide information literacy instruction for students taking Composition II (WRT160). Every WRT160 class receives a combination of online tutorials and in-class teaching by librarians, a combination which three of the librarians have shown in their research to be the most effective way to provide this instruction. Librarians also partner with faculty from all over the university to provide specialized library presentations to students in many subject areas. For most of these presentations librarians also provide an online course page for students to use throughout the course (<http://library.oakland.edu/coursePages/index.htm>).

The Writing Center (<http://www2.oakland.edu/writingcenter/>) offers opportunities to improve student learning and teaching effectiveness related specifically to the writing process. The Writing Center not only provides assistance to students in all of their writing endeavors (from classroom assignments to theses/dissertations to personal statements for graduate admission), but it also partners with faculty to provide assistance in developing their writing assignments.

The Honors College is another unit that partners with faculty to enhance student learning and to strengthen teaching effectiveness. The Honors College encourages

faculty from throughout the university to develop new and innovative courses in their own disciplines but designed specifically for Honors College students (2008/09 courses: <http://www2.oakland.edu/hc/courses.cfm> ). The opportunity to create and teach a new course in an area of special interest and to teach it to highly motivated Honors College students energizes faculty members and inspires creativity in both the faculty and the students.

3D7: Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization.

Over the last ten years the university has shown in its budgeting priorities that improvement in teaching and learning is central to the university mission. Between 1999 and 2007 the number of tenured and tenure track faculty has increased from 366 to 469, an increase of 28.1%. Funding for the Academic Affairs division went from a base budget of \$62,197,313 to a base budget of \$108,662,629 for FY09, an increase of 74.7%. Recent Board of Trustees action in 2008 has approved almost \$5 million to renovate eighteen academic laboratories, to create an Information Commons in the library, and to renovate space in the library for a new and enlarged office of e-Learning and Instructional Support. The university has opened two new academic buildings (Elliott Hall of Business and Information Technology and Pawley Hall of Education and Human Services). Smaller projects involving academic areas include the renovation of Hannah Hall, the addition of the Student Technology Center in the Oakland Center, and the addition of the Joan Rosen Writing Studio in Kresge Library. The library's budget has received numerous additions of money from both the provost and from academic units and programs and is even receiving the first annual increase to its base budget.

## *Chapter Seven*

### *Criterion Four: Acquisition, Discovery, and Application of Knowledge*

*Oakland University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.*

Oakland University engages its students, faculty and staff in the acquisition, discovery and application of knowledge to promote lifelong learning. Oakland brings the benefit of these endeavors to the society it serves through translational research, partnerships, outreach, and continuing educational experiences.

*Core Component A: Oakland University demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values life of learning.*

*4A1: Oakland University's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty and staff [also see 1C2, 1C3, 2B2, 2B5, 2B6, 2D2, 3D7]*

The University allocates resources with specific focus on a life of learning for its students, faculty and staff. This is accomplished through significant allocations of new operating funds to academic functions, significant allocations of one-time funding and capital improvement funds to academic purposes, and a long standing practice of providing funding to students, faculty, and staff to pursue their educational needs and goals.

As noted in Criterion Two, the University closely links its strategic planning to its resource allocations through the General Fund Budgeting Process. The focus of the budgeting process, both in the allocation of new resources and in the budget cutting process, is on the core mission and the quality of the academic program.

#### *New Operating Fund Allocations*

The University builds its General Fund Budget each year based on a number of inputs including requests from operating divisions for funding new initiatives as well as expected increases in such things as utilities and insurance. For FY99, the Academic Affairs division was allocated \$62,197,313 in base budget funding. For FY09, the Academic Affairs division was allocated \$108,662,620, improving the University's financial commitment to the academic effort by 74.7% for that period of time. This increase averaging about 7.5% per year (year after year) well exceeds CPI increases for this period and clearly demonstrates the University's investment in growth and quality in the academic function. These incremental additions to the base funding

for academic departments become a permanent addition and would typically not be reduced in succeeding years, compounding the financial impact of any percentage increases.

#### Annual One-Time Special Allocations

In addition to investments in new base funding for academic operations, the University also makes annual investments on a one-time basis to fund laboratory upgrades, classroom upgrades including technology improvements, initiatives such as wireless networks, grant matching incentives, and library improvements. These allocations have ranged from \$500,000 to \$5,000,000 each year to the Academic Affairs Division depending on the need and availability of funding. Some recent examples of such one-time spending allocations include:

FY08 Instructional Labs Upgrades	\$2,000,000
FY08 Space Renovation in O'Dowd Hall	\$1,189,057
FY08 Art/Art History Upgrades	\$ 305,030
FY08 Classroom Technology	\$ 268,000
FY07 Technology Improvements	\$ 969,801
FY06 Grant Matches	\$ 250,000
FY06 Undergraduate Research Projects	\$ 200,000
FY06 General Education Added Support	\$ 134,651
FY06 Scientific/Engineering Equipment	\$ 100,000
FY06 E-Learning and Classroom Support	\$ 100,000

#### Major Capital Investment Projects

To support growth in the number of students, academic programs, and new academic initiatives, the University has made significant major capital investment from FY99 through FY09. Expenditures in this category year by year run from about \$1,000,000 to \$23,500,000 depending on project timing, funding, and financing availability. Some examples of these investments include:

- The Science and Engineering Building
- The Animal Care Facility
- School of Nursing Renovation
- Major new classroom construction and furnishings projects
- School of Education and Human Services Building (Pawley Hall)
- Hannah Hall Renovation
- A new Multipurpose Complex for biomedical research

The School of Business Building (Elliott Hall)  
 Eye Research Institute Laboratory Modifications  
 Varner Hall Renovation  
 Significant investments in academic information technology initiatives

### Funding for Students

Almost 12,000 OU students received over \$87 million in financial aid awards in 2006-2007. In addition to the University's Financial Aid Office's assistance with scholarships, government grants and loans, the University each year has allocated part of its operating budget to student financial assistance, and has invested in undergraduate student research projects.

At the end of FY99 the market value of the University's Endowment Fund was \$25,653,352 (Oakland University and the Oakland University Foundation), of which \$8,851,978 was restricted exclusively to scholarships. By the end of FY08 the University's Endowment Fund market value had grown to \$50,630,084, of which \$12,876,821 was restricted exclusively to scholarships.

Each year the University allocates a portion of its General Fund Budget to student scholarships and fellowships. As a rule, when revenue projections increase, the University attempts to match that increase with a similar increase in student assistance. In FY99 the University expended \$4,399,909 for scholarships and fellowships. In FY08 the University expended \$11,935,861 for scholarships and fellowships, an increase of 171 percent.

One of the relatively unique investments in learning made by the University is the annual financial commitment to research projects for undergraduate students through the Provost's Multidisciplinary Undergraduate Research Award for student group undergraduate projects ([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=33](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=33)) and the Provost's Undergraduate Student Research Award for individual student research or creative activity projects ([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=37](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=37)). These awards allow undergraduate students an early introduction to scientific inquiry and life long learning.

### Faculty and Staff Life Long Learning

Through its employment agreements the University has always offered financial assistance to faculty and staff so that they may pursue educational opportunities. For more detailed information see 4A3.

All employees (faculty or staff) have access through their departmental budgets or one-time special allocations to funds for conference fees and travel, books and publications, on-line resources like webinars, and other professional development opportunities. The faculty collective bargaining agreement specifies the total amount available for faculty travel (\$400,000 for FY09) and for faculty research grants (\$216,000 for FY09).

4A2: The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff and honors those statements in its practices.

The board policy, "Statement on Academic Freedom" was approved on December 11, 1985 (see below). The board policy is available to all upon request to the Assistant to the Secretary of the board. The University honors this policy in practice by providing students, faculty and staff an open forum to express their ideas.

--From the Minutes of the Board of Trustees, 12/11/1985

"The freedom of colleges and universities to determine their curricula and courses of investigation in accordance with professional standards is a fundamental source of strength for American higher education and must be preserved. The Board of Trustees of Oakland University recognizes its responsibility in this regard and issues the following statement:

*The Board of Trustees of Oakland University reaffirms its commitment to maintain Oakland University as an institution where both students and faculty are free to pursue scholarship in an open and creative environment. The rights of faculty members to undertake scholarly approaches to their disciplines in accordance with professional standards in the classroom, in the laboratory, and in publications are guaranteed. Likewise, the rights of students to question, without fear of reprisal, the positions and points of view espoused by faculty must be assured. An academic community is a delicate balance of teaching and scholarship in which both suffer when the freedom to pursue either in a fully open manner is compromised.*

As a public institution of higher education, Oakland University acknowledges its responsibility to conduct its programs in the public interest. The Board of Trustees expects the University faculty to maintain the highest standards of academic integrity and to act only in ways that will further the mission of the University. In return, the University shall vigorously defend the competence of the faculty to establish the content and direction of their scholarly investigations and presentations in the classroom in accordance with prevailing professional and legal standards and institutional requirements."

4A3: Oakland University supports professional development opportunities and makes them available to all of its administrators, faculty, and staff. [see also 2B4, 3B2]

As reported in 2B4 the university not only makes provision for staff training, but it also provides opportunities for professional and career development for all of its administrators, faculty, and staff. [See benefits summaries for each employment group: <http://www4.oakland.edu/?id=5397&sid=154>] Academic deans, academic administrators, and faculty may enroll, tuition free, in any Oakland University credit course. Faculty, in addition, may apply for sabbatical leaves (granted by Oakland) and for research fellowships and grants

(awarded by the University Research Committee and funded by Oakland--\$216,000 available for 2008/09). In addition, the current bargaining agreement specifies that Oakland will grant at least one professional/research leave for faculty per year. The agreement also calls for Oakland to provide travel funds for faculty to attend professional or scholarly meetings (total of \$400,000 available for 2008/09). Division budgets include travel money to fund attendance at professional meetings by non-faculty and to reimburse faculty who are requested by the university to attend specific meetings. [Faculty contract: <http://www4.oakland.edu/?id=5567&sid=173> . See paragraphs 122, 136-140, 152-160.]

Other employee groups have options for career development that allow them to participate in education programs. Language in the various bargaining agreements or policy manual (for the Administrative Professionals) differs slightly, but in every case staff members may pursue plans “to enhance promotion on the present job” or to prepare them for positions at the university to which they could aspire. [See Career Development sections of bargaining agreements and AP Policy Manual. Links to these documents are from this page: <http://www4.oakland.edu/?id=1990&sid=154> ] Specifics also differ concerning where employees may take course work. Administrative Professionals and Police Officers may take courses only at Oakland. Members of the Professional Staff Support Association, Campus Maintenance and Trades, and the Police Officers Labor Council may take courses at Oakland or at other colleges/universities. In all cases there are various requirements. Staff must have completed a specified number of months service, there are limits to the number of credit hours (sixteen per fiscal year), reimbursement is for tuition only, University Human Resources must approve career development plans, there is a set budget for tuition made available each year to each employee group. Below is detailed information by employee group:

**Academic Administrator:** Tuition/Career Development: An Academic Administrator may enroll in any Oakland University credit courses. No tuition shall be charged for such enrollment. The spouse of any full-time Academic Administrator, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit courses. No tuition shall be charged for any enrollments. This benefit is administered through the Office of Academic Affairs and Provost.

**Academic Dean:** An Academic Dean employee may enroll in any Oakland University credit courses. No tuition shall be charged for such enrollment, but any special fees shall be charged. The spouse of any full-time Academic Dean, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit courses. No tuition shall be charged for any enrollments, but any special fees shall be charged. This benefit is administered through the Office of Academic Affairs and Provost.

**Administrative Professional:** Administrative Professional employees who have satisfactorily completed six (6) months of service may enroll in up to sixteen (16) credit hours per fiscal year at Oakland University. No tuition shall be charged for such enrollment. The spouse of any Administrative Professional employee, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit course. 50% tuition shall be charged for up to thirty-two (32) credit hours per year.

**Clerical Technical:** The University provides Clerical Technical employees who have completed three (3) months of service the opportunity for career development courses. Clerical Technical employees may take a maximum dollar amount equivalent of sixteen (16) credits per fiscal year at the upper division undergraduate credit rate, subject to availability of funds. Spouses and dependent children of Clerical Technical employees may be entitled to a combined half of the employee's allotment for classes taken at Oakland University, subject to availability of funds.

**Excluded Clerical Technical:** The University provides Excluded Clerical Technical employees who have completed three (3) months of service the opportunity for career development courses. Employees may take a maximum dollar amount equivalent to sixteen (16) credits per fiscal year at the upper division under graduate credit rate. Dependent children of Excluded Clerical Technical employees may be entitled to half of the employees' allotment for classes taken at Oakland University.

**Full-Time Non-Visiting Faculty:** A Full-Time Non-Visiting Faculty employee may enroll in any Oakland University credit courses. No tuition shall be charged for such enrollment, but any special fees shall be charged. The spouse of any Full-time Non-Visiting Faculty, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit courses. No tuition shall be charged for any enrollments, but any special fees shall be charged. This benefit is administered through the Office of Academic Affairs and Provost.

**Police Officer/Dispatcher:** The University provides Police Officer/Dispatcher employees the opportunity for tuition reimbursement of up to sixteen (16) credit hours per fiscal year for position-related courses or career development courses at Oakland University which are approved by the Chief of Police. Dependents and spouses of Police Officer/Dispatcher employees who meet the participation eligibility criteria may receive 50% tuition credit for up to thirty-two (32) credit hours per fiscal year taken at Oakland University.

**Police Sergeant:** The University provides Police Sergeant employees the opportunity for tuition reimbursement for position-related courses or career development courses which are approved by the Chief of Police. There is no limit on the cost of courses that can be taken.

**Service Maintenance:** The University provides Service Maintenance employees who have completed their probationary period and their spouses and dependents the opportunity for career development courses. Employees, spouses and dependents may take up to a maximum of sixteen (16) credit hours per calendar year if sufficient funds are available.

**Special Lecturer:** A Special Lecturer employee may enroll in any Oakland University credit courses. The spouse of any Special Lecturers, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit courses. No tuition shall be charged for such enrollment up to eight (8) credits in courses during the term of appointment, but any special fees shall be charged. This benefit is administered through the Office of Academic Affairs and Provost.

**Visiting Faculty:** A Visiting Faculty employee may enroll in any Oakland University credit courses. No tuition shall be charged for such enrollment, but any special fees shall be charged. The spouse of any Visiting Faculty, and/or dependent children less than twenty-five (25) years of age, if admitted to the University through its normal procedures, may enroll in any credit courses. No tuition shall be charged for any enrollments, but any special fees shall be charged. This benefit is administered through the Office of Academic Affairs and Provost.

4A4: Oakland University publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Oakland University publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. The university has several methods through which students and faculty are acknowledged for scholarly pursuits. These include the funding of research awards, recognition ceremonies, and publication of newsletters, magazines, and web content that showcases the achievement and involvement of faculty and students. The university offers funding to faculty and students for a number of research endeavors, including:

*Student Research Funding Opportunities*

- **University Research Committee Student Research Award** - \$300 undergraduate/\$500 graduate award to support a student research or creative activity project
- **Provost's Undergraduate Student Research Award** – Up to \$1500 award to support an undergraduate student's research or creative activity project
- **Provost's Graduate Student Research Award** – up to \$2,000 award to support a graduate student's research or creative activity project
- **Provost's Multidisciplinary Undergraduate Research Award** – up to \$25,000 award to support undergraduate student group research projects or creative activities
- **Chrysler Undergraduate Student Research Award** – up to \$3,000 award to expose undergraduate students to the challenges and excitement of research
- **National Science Foundation Research Experience for Undergraduates** - \$4,000 stipend to selected undergraduate students participating in a summer research program

- **Summer Undergraduate Program in Eye Research** – provides students with \$3,000 research fellowship to pursue independent research under guidance of Eye Research Institute faculty
- **UnCore Summer Engineering Computer Research** – provides \$3,600 stipend and \$1,020 housing allowance for undergraduate student to attend summer institute
- **Department of Chemistry Research Opportunities** – several funding opportunities for students to pursue independent research
- **Summer Materials Research Training (SMaRT)** – provides \$3,600 stipend to undergraduate students participating in summer institute.

[http://www2.oakland.edu/research/research\\_new/pages/index.cfm](http://www2.oakland.edu/research/research_new/pages/index.cfm))

#### *Faculty Research Funding Opportunities*

- **Faculty Research Fellowships:** Competitively awarded Faculty Research Fellowships of up to \$8,500 per award have been established to promote and foster the research endeavors of Oakland University bargaining unit faculty members. Award recipients compose a final report upon conclusion of the fellowship period, indicating specific publications, presentations, and other accomplishments that were achieved as a result of the fellowship. The University Research Committee awarded \$216,260 in Faculty Research Fellowships in fiscal year 2008 and \$198,922 in 2007 for research projects.
- **Meadow Brook Hall Research Conference Grant:** Each academic year, \$3,000 in funding is made available through the University Research Committee to support a faculty research conference. Additionally \$2,000 of match funding is provided by Meadow Brook Exhibition Hall. In 2008, the 1st Midwest Conference on Stem Cell Biology and Therapy was held at the Meadow Brook Hall. This event drew interested researchers from across the United States and abroad to share knowledge and educate the general public in ethical and scientific issues of stem cell research. The Meadow Brook Hall Conferences promote visibility of Oakland University at the regional, state, national, or international level.
- **OU-Beaumont Multidisciplinary Research Award:** Oakland University and William Beaumont Hospital co-sponsor this competitive research award to encourage and foster multi-disciplinary, inter-institutional research collaboration between researchers at both organizations. The awards are funded up to \$20,000 for each project. The projects partner researchers who are able to perform preliminary research and obtain data that may lead to support of a larger scale collaborative research project.
- **Faculty Research Award:** Faculty Research Awards provide support for pilot projects, start-up funds, equipment, and provide bridge funding for research projects

where funding is anticipated. The award normally does not exceed \$1,200 per faculty member.

Student accomplishments are recognized through several honorary awards. Awards for student leadership, academic achievement, and service are offered through the Dean's List, Center for Student Activities Scholarships, Campus Activity Award, Alfred G. and Matilda R. Wilson Award, Human Relations Award, and Keeper of the Dream Award (<http://www4.oakland.edu/?id=1307&sid=74>). Through these awards students are recognized for their contribution to campus life and academic excellence.

In addition to individual recognition, university wide events are held each year that acknowledge and celebrate the achievement of students. The following activities are intended to publicly acknowledge student research:

- **Meeting of the Minds** – undergraduate conference coordinated by the College of Arts and Sciences and held jointly by the University of Michigan (Flint and Dearborn) (<http://www2.oakland.edu/cas/mom.cfm>)
- **New Student Convocation Undergraduate Research Fair** – features research projects completed by undergraduate students
- **Festival of Writing** – features writing projects completed by undergraduate students (<http://www2.oakland.edu/wrt/festival.cfm>)
- **Honor's College Research and Scholarship Days** – features research projects completed by Honor's College students (<http://www2.oakland.edu/hc/research.cfm>)

Faculty and staff accomplishments are acknowledged through a variety of means within research, teaching, and service. Faculty and staff are honored at various events and awards throughout the year through the following:

- **President Colloquium Series:** The president supports a colloquium series to showcase faculty research at the University. Faculty members from any rank and discipline are eligible to apply. Presentations must appeal to a diverse audience, composed of students, faculty, and staff from Oakland University, as well as guests. Presenters receive an honorarium of \$1,000. Recent colloquia have included: "Founding the French Fort at Detroit" (Sara Chapman, associate professor of History), "To Live and Teach in Finland (Eileen Johnson, assistant professor of Educational Leadership), "The Battle for Power: Issues, Politics, and Strategy in the 2006 and 2008 Elections" ( David Dulio and Peter Trumbore, associate professors of Political Science). Presenters are selected by the University Research Committee from applications submitted by interested faculty. ([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=172](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=172))
- **New Investigator Research Excellence Award:** This award, presented at the annual Faculty Recognition luncheon, is intended to recognize junior faculty members for their significant research achievements at Oakland University. All non-tenured

assistant professors of Oakland University are eligible to compete. It includes a \$1500 monetary award.

([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=144](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=144) )

- **Research Excellence Award:** All faculty members at Oakland are eligible for this award which is given for significant scholarly accomplishments at OU. The annual awardee is selected by the University Research Committee and is awarded at the Faculty Recognition Luncheon. It includes a \$2,500 monetary award.  
([http://www2.oakland.edu/provost/vpaa/pages/pages.cfm?page\\_id=317](http://www2.oakland.edu/provost/vpaa/pages/pages.cfm?page_id=317))

- **Outstanding Research Support Achievement Award:** The Outstanding Research Support Achievement Award was established in 2007 to recognize an individual academic unit for its outstanding funded research support. The first winner was the Department of Physics.

- **Distinguished Professor:** Criteria for being named as Distinguished Professor included preeminence in one or more of the following: scholarship, teaching, public service. (<http://www4.oakland.edu/?id=7186&sid=175> )

- **Phyllis Law Googasian Award** (not limited to faculty): The Phyllis Law Googasian Award honors and recognizes women who have contributed to the advancement of women at Oakland University and beyond through distinguished leadership, scholarship, advocacy, mentoring, program development or other activities.  
(<http://www4.oakland.edu/?id=7188&sid=175> )

- **Authors at Oakland:** In 2006, Kresge Library and the Senate Library Committee inaugurated the annual Authors at Oakland University event devoted to the theme of “A Celebration of the Book.” However, in many fields of knowledge, the journal article is the lifeblood of scholarship and thus the second Authors at OU event was “A Celebration of the Journal.” From that point on the event has rotated between celebrations of the book and the journal article. At each event, faculty publications in the honored format that have been published in the previous two years are on display, and two Oakland authors present brief presentations on their highlighted work.  
([http://library.oakland.edu/events/library\\_events/authors/](http://library.oakland.edu/events/library_events/authors/) )

The accomplishments of faculty, staff, and students are routinely featured through various communication outlets. These outlets include, the *News at OU* (<http://www4.oakland.edu/?id=30&sid=34>), *Oakland University Journal* (<http://www2.oakland.edu/oujournal/>), the *Year in Review*

(<http://www4.oakland.edu/?id=5225&sid=44> ), *Looking into the Future* ([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=141](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=141) ), and the *OU Research* (an annual report of research activity at OU, first issue fall 2008, print only?).

*4A5: The faculty and students, in keeping with Oakland University's mission, produce scholarship and create knowledge through basic and applied research.*

Oakland University is classified as a doctoral/research intensive university under the new Carnegie system. One of the essential ingredients highlighted in Oakland's Role and Mission Statement is "high-quality basic and applied research and scholarship." Contributions in scholarship, research, and creative activities are requirements for Oakland faculty to be re-employed, tenured, and promoted. *OU in 2010* extends this emphasis on research to Oakland students by emphasizing student research and creative endeavors both for undergraduate students and graduate students. *OU in 2020* states: "OU will broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities, meet the needs of corporate partners, effectively expand external and internal funding, and increase the university's presence in the global research community. OU will advance in reputation for its program of applied research that directly impacts society and advances the frontiers of knowledge."

Provost Moudgil has made research a priority of his administration saying "As a known leader in many applied research disciplines including biomedical research, nanotechnology, manufacturing, information technology, alternative energy/powertrain and homeland defense, Oakland University connects the outcome of our research to impact the greater good." Dr. Moudgil is an OU professor of Biological Sciences whose more than 30 years of research on steroid hormone action and breast cancer has resulted in over \$3 million in external funding from the National Institutes of Health. (*OUResearch*, Volume 1, No. 1, Fall 2008). His commitment to a life of learning and inquiry for faculty, staff, and students has been a hallmark of his work as provost and his support has furthered the research environment of Oakland University.

#### *University Centers and Institutes*

The University supports several institutes/centers where resources are concentrated to support research. Both the university and the public at large realize significant benefits by this bringing together of research minded faculty in these thematic centers. They include:

- Eye Research Institute (<http://www4.oakland.edu/?id=1054&sid=147> )
- Center for Biomedical Research (<http://www2.oakland.edu/cbr/> )
- Fastening and Joining Research Institute (<http://www2.oakland.edu/secs/fajri/> )
- Applied Technology in Business (<http://atib.sba.oakland.edu/atib/home/index.asp> )
- Pawley Learning Institute (<http://www4.oakland.edu/?id=9&sid=12> )
- Public Affairs Research Laboratory (<http://www2.oakland.edu/polisci/> )
- English as a Second Language Institute (<http://www2.oakland.edu/cas/esl/> )
- The Meadow Brook Writing Project (<http://www4.oakland.edu/?id=2445&sid=7> )

- Center for International Programs (<http://www2.oakland.edu/cip/>)

### *University Sponsored Conferences*

Oakland's faculty members and administrators have also been active in bringing research conferences to the area. Conferences give faculty the opportunity to share their research with colleagues from other institutions and also to introduce their students to the larger community of scholarship beyond Oakland. Some recent conferences at OU include:

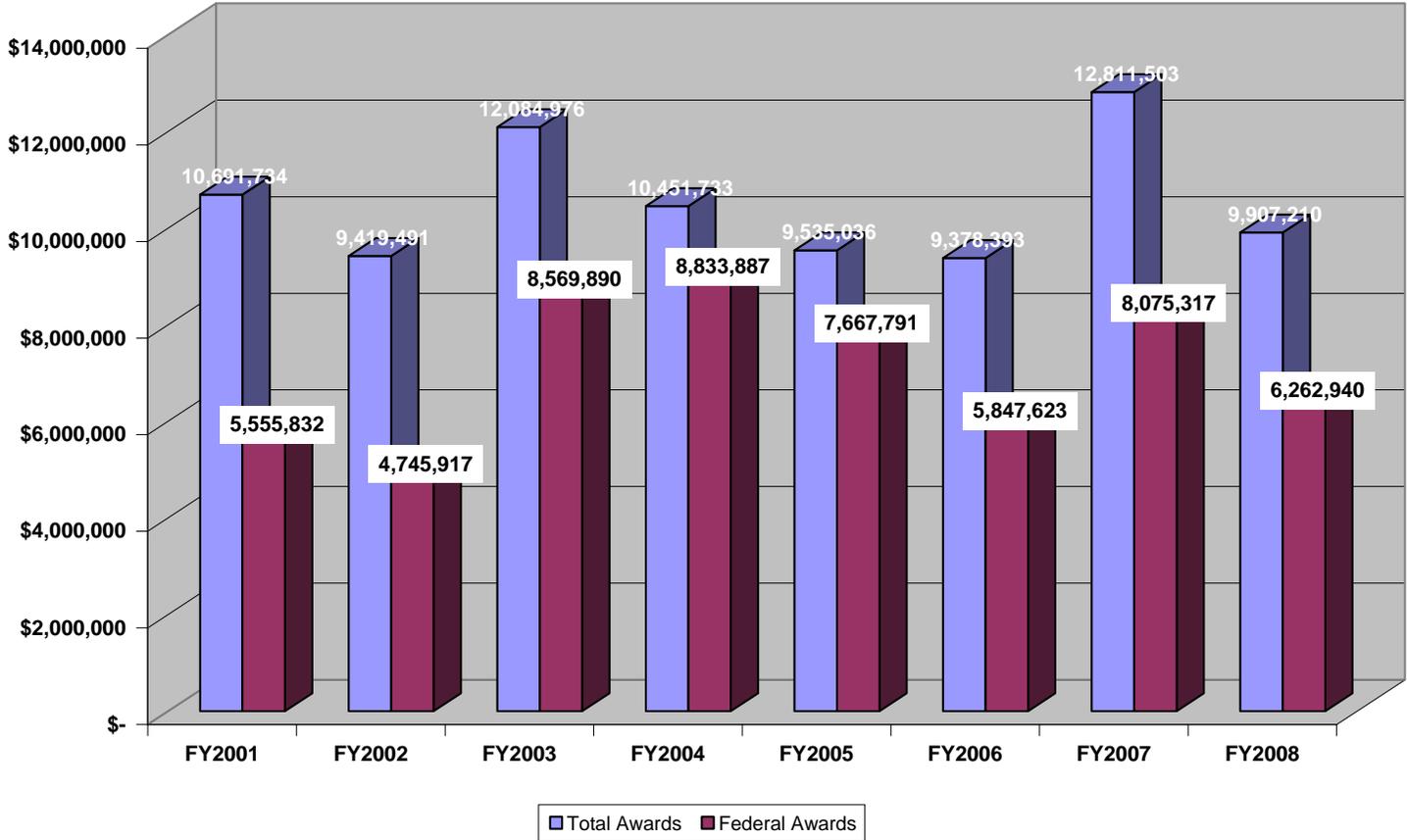
2008

- Envision Conference—Entrepreneurship in Nursing (September 26)
- International Conference on Romanticism (October 16-19)
- Nanoscale Science & Engineering Conference (August 18)
- Second Annual International Conference on Teaching and Learning (May 12-13)
- Stem Cell Biology & Therapy Conference (May 9 - 11)

2007

- International Conference on Music Learning and Teaching (October 11-13) sponsored by the Center for Applied Research in Music education. Contact [carmu@oakland.edu](mailto:carmu@oakland.edu)
- Envision Conference (October 18-1

### OU Grant and Contract Activity Fiscal Years 2001-2008



### *External Funding*

Oakland University received \$12,281,755 from external funding sources in cumulative new awards for fiscal year 2007 and \$9,907,210 for FY 2008. Research activity spanned multiple disciplines with funding provided by the federal government amounting to approximately two thirds of the awarded dollars and coming from the following:

- National Institutes of Health (NIH)
- Health Resources and Services Administration (HRSA)
- U.S. Department of Defense (DoD)
- National Science Foundation (NSF)
- U.S. Department of Education (USED)
- U.S. Environmental Protection Agency (EPA)
- Federal Aviation Administration (FAA)

Support from the State of Michigan focused on economic development activities geared toward innovation and jobs training. Oakland received funding from the Michigan Economic Development Corporation, Michigan Department of Labor & Economic Growth, Michigan Universities Commercialization Initiative, Michigan Department of Education, and the Michigan Council for the Arts. Funding from industry sources in 2008 was approximately three-quarters of a million dollars. Oakland University's applied research is growing at a rapid pace as OU faculty work with industrial partners to solve problems in manufacturing, engineering, healthcare, informatics, and educational training of a competitive workforce in Michigan.

### *Selected Examples of Faculty Involvement in Research*

Faculty in every department are involved in research, and University Communications & Marketing provides a sampling of what is taking place on their *News@OU* web site (<http://www4.oakland.edu/?id=30&sid=34>) and the annual *Year in Review* (<http://www4.oakland.edu/?id=5581&sid=44>). Below are a sampling of stories that appeared in these sources. In addition the Office of Sponsored Research's *Looking into the Future, the OU Research Newsletter* ([http://www2.oakland.edu/research/research\\_new/pages/pages.cfm?page\\_id=141](http://www2.oakland.edu/research/research_new/pages/pages.cfm?page_id=141)) features stories about research on campus.

Frank Giblin, Eye Research Institute: Dr. Giblin's research involves proteins of normal and cataractous lenses. The objective of this project is to evaluate the role of oxidative stress in the development of human nuclear cataract, the most common type of lens opacity in older adults, and the type most likely to require surgery. The overall hypothesis of project is that both molecular oxygen and UVA light can contribute to the formation of nuclear cataract.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=3898](http://www4.oakland.edu/view_news.aspx?sid=34&nid=3898)

Research is being done in the laboratory of Yang Xia to study the tissue that makes up cartilage to look for ways to prevent some of the debilitating diseases that result from injuries and genetic disorders. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4066](http://www4.oakland.edu/view_news.aspx?sid=34&id=4066)

Michael Sevilla of Chemistry is involved with studies on mechanisms of radiation damage to DNA and its constituents from various radiation sources including ion beams. Use of ion beams in radiation therapy is developing rapidly and electron spin resonance is now being considered for dosimetry. These studies will lay the foundation for understanding of the primary mechanisms of ion beam radiation damage to living systems.

<http://www2.oakland.edu/cbr/news.cfm>

As an undergraduate at Oakland University in the late 1970s, Jackie Drouin had the opportunity to participate in active research. Now she has returned to OU as a professor of Physical Therapy and provides her students with the opportunities she experienced to get involved with research. Drouin's research focus is health promotion and problem prevention with a particular emphasis on exercise training in special populations. She has worked with elite and disabled athletes and established a soccer league for children with disabilities, but her current research focus is on the effects of aerobic exercise training in individuals with cancer.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4070](http://www4.oakland.edu/view_news.aspx?sid=34&id=4070)

For a number of years, OU Professor of Physics and Department of Physics Chair Andrei Slavin has collaborated with professors Sergej Demokritov (Germany) and Gennady Melkov (Ukraine) on research projects related to the physics of magnetism. Since 2001, they have studied the Bose-Einstein Condensation theory in relation to quasi-particles. In 2006, their paper on the topic, titled "Bose-Einstein condensation of quasi-equilibrium magnons at room temperature under pumping," was cited by Physics Web as one of the 12 best works in physics in 2006.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=3775](http://www4.oakland.edu/view_news.aspx?sid=34&id=3775)

For the last few years, metabolic syndrome has received a lot of media coverage as researchers work to better understand it. Metabolic syndrome can lead to health risks, but a group of OU researchers has determined that metabolic syndrome can be reversed with proper diet and exercise. The researchers have identified the area of focus for those trying to avoid or reverse the condition. OU researchers included Ron Gellish, academic research associate in the School of Health Sciences; Ken Hightower, dean of the School of Health Sciences; Ron Olson, former interim vice provost of research; Gary Russi, OU president; Brian Goslin, exercise science program director and associate professor; Virinder Moudgil, vice president for academic affairs and provost. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4048](http://www4.oakland.edu/view_news.aspx?sid=34&id=4048)

Scientific research shows practices such as exercise, healthy eating and not smoking lead to a longer life. Since 2003, OU Professor of Economics Sherman Folland has been studying the effects of social networks on health.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4079](http://www4.oakland.edu/view_news.aspx?sid=34&id=4079)

Matthew Sutton of History began exploring Aimee Semple McPherson as the topic of his graduate dissertation. The dissertation next became a book, and PBS aired a documentary on McPherson on 2007. Sutton was instrumental in working with PBS to create the documentary, and was featured as one of the scholars making comments.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=3771](http://www4.oakland.edu/view_news.aspx?sid=34&id=3771)

Music education is a way for students to learn more about themselves and engage in a form of expression. A group of special needs students at a Port Huron high school had no music instruction in their classroom, but their teacher, Sue Manuilow, thought it was something they could benefit from. At a conference last fall, she reconnected with Deborah Blair, a music education professor at Oakland University, and the two constructed a program that lets the students become composers. They developed a music education class for the students — and Blair is using it as the topic of her research.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=3769](http://www4.oakland.edu/view_news.aspx?sid=34&id=3769)

In the future could potential employees be required to turn over their genetic information to their future employers during the interview process? OU professors Lizabeth Barclay and Karen Markel have been researching the possibility of this becoming a reality. Their research will help keep OU human resource management students up-to-date on how to handle sensitive information and the potential outcomes that come with collecting it.

[http://www4.oakland.edu/view\\_news.aspx?sid=37&id=4429](http://www4.oakland.edu/view_news.aspx?sid=37&id=4429)

Professor of History Ronald Finucane was awarded a fellowship by the National Endowment for the Humanities. The \$24,000 fellowship award is for research toward the publication of a study on the politics of saint-making. ([http://www4.oakland.edu/view\\_news.aspx?sid=34&id=2267](http://www4.oakland.edu/view_news.aspx?sid=34&id=2267) )

OU reading professor John McEneaney has spent the last decade pursuing an unlikely subject - technology. His interest in the partnership between reading and computers was sparked as an educator at the elementary level and has burgeoned into innovative and important theoretical research. His work to connect literacy and technology earned him the Albert J. Kingston Award, presented by the National Reading Conference (NRC).

[http://www4.oakland.edu/view\\_news.aspx?sid=36&id=4531](http://www4.oakland.edu/view_news.aspx?sid=36&id=4531)

It all started with a class at Oakland University in the 1980s. That led to an independent study between Roy Kotynek, now professor emeritus of history, and John Cohassey, CAS '90. This led to shared research, and a lengthy professional relationship. The culmination of all of these years of work was released as the book, *American Cultural Rebels: Avant Garde and Bohemian Artists, Writers, and Musicians from the 1850s through the 1960s*.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4767](http://www4.oakland.edu/view_news.aspx?sid=34&id=4767)

When the Oxford Press decided to publish a collection of the work of the late poet and priest Gerard Manley Hopkins, they made sure to involve those they considered Hopkins scholars and Victorian-era experts. The list of editors includes professors from Cambridge University, Oxford University, York University, the University of Newcastle and the only American, Jude Nixon, director of Oakland University's Honors College.

[http://www4.oakland.edu/view\\_news.aspx?sid=34&id=3219](http://www4.oakland.edu/view_news.aspx?sid=34&id=3219)

### *Selected Student Involvement in Research*

The Office of the Provost sponsors three major research awards that provide financial assistance to support research as well as the opportunity to receive travel support to present research at a professional conference or meeting. They include the University Research Committee Student Research Awards, the Provost Graduate Student Research Award, and the

Provost Undergraduate Student Research Award. Some of the recipients of these awards for 2007-2008 are listed below.

*University Research Committee Student Research Awards*

- Video Portfolio Assessment in the Choral Ensemble: Jonathan Busch (faculty member Joseph Shively)
- Women's Attitudes about Physical Therapy who have Undergone Breast Cancer Treatment: Lori Zywiol (faculty member Patricia Wren)

*Provost Undergraduate Student Research Award*

- Kangaroo Care: The Importance of Father Infant Bonding: Megan Renda (faculty member Cheryl Riley-Docet)
- Slavic Studies: Joshua Rotarius (faculty member Kerro Knox)
- Information Availability Relative to the Degree of Application Software Customization and Data Integration within Small Business: Benjamin Smith (faculty member Mark Simon)

*Provost Graduate Student Research Award*

- Flirting with Power: Women and Political Identity in the Early Republic: Jennifer Laam (faculty member Todd Estes)
- Study of Misfolded Protein Aggregates in Alzheimer Disease: Jyothi Digambaranath (faculty member John Finke)
- Creativity, Appearance and Sites of Authority: Angela Kayi (faculty member Tamara Machmut-Jhashi)
- My Counseling, My Self: Factors Impacting Identity Development in Counseling Students: Kirsti Reeve (faculty member Lisa Hawley)

The provost also provides funds that allow Honors College students to undertake a senior project that focuses on researching an area of interest to them. For example: Marilyn Burns, a music major planning to graduate in 2009, is one of the four managing directors of Burns Family Studios, a semi-professional film studio that is currently producing a feature-length historical epic. Burns is using her Oakland University piano education and fulfilling her Honors College thesis project by working on a musical score for the film the family-run studio produced this summer. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4808](http://www4.oakland.edu/view_news.aspx?sid=34&id=4808)

In addition to these opportunities many faculty involve students in their undergraduate and graduate level basic and applied research and foster original research by OU students. For example:

Two students from OU presented their research at the 4th annual International Interdisciplinary Conference on Clinical Supervision in June in Buffalo, New York. The case study was about the roles of supervisors in counseling, and was written by Sandra Manoogian, a doctoral student in the Department of Counseling, and Sheri Pickover, a graduate from OU's doctoral program in counselor education, and assistant professor of counseling at the University of Detroit Mercy. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4764](http://www4.oakland.edu/view_news.aspx?sid=34&id=4764)

OU students in all of the university's engineering programs relied on their ingenuity to harvest energy, which was the objective of a senior design project requiring them to build electrical generators that use no fuel. Professor Michael Latcha of Mechanical Engineering asked student teams to build an electrical generating system capable of recharging a cell phone in eight hours. A simple problem, it may have seemed, until it was revealed that the devices could not use any form of fuel. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=5008](http://www4.oakland.edu/view_news.aspx?sid=34&id=5008)

Andrew Batson, a general business major and economics minor in the School of Business Administration focused his independent study in urban economics by analyzing the economic impact of the hotly debated Cobo Hall renovation and related funding proposals. [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=4974](http://www4.oakland.edu/view_news.aspx?sid=34&id=4974)

Eight seniors in OU's Studio Art program exhibited a body of work representing the culmination of their four years of study during "Beneath the Surface: BA in Studio Art Senior Thesis Fall Exhibition." [http://www4.oakland.edu/view\\_news.aspx?sid=34&id=5038](http://www4.oakland.edu/view_news.aspx?sid=34&id=5038)

4A6: Oakland University and its units use scholarship and research to stimulate organizational and educational improvements.

Research and scholarship lie at the core of the university and play an active role in the enrichment and improvement of educational programs and university operations. The university and its faculty value the scholar-teacher model because they believe that cutting edge teaching is informed by quality scholarship. Research also lies at the heart of all assessment activities from the design of assessment programs to the interpretation of results and ultimately benefits students through reconsideration of curricular components as they affect student outcomes. Teaching and learning research associated with individual disciplines is also a valued aspect of the research mission of faculty and staff. Research also is used by the university to inform its initiatives leading to improvements in processes involved in many aspects of university operations.

Oakland University embraces scholarship in its many guises including teaching and learning. Teaching is directly informed by the scholarship at the heart of assessment in general education as well as in majors. Regular assessment of learning outcomes has become a part of the culture of Oakland University and faculty members understand the connection between instructional practices and student learning. Teaching and learning scholarship is encouraged through Educational Development Grants from the Teaching and Learning Committee, the Teaching Excellence and Excellence in Teaching Awards that reward innovative and dedicated teachers, through the annual assessment award given to a department that has demonstrated exemplary commitment to assessment, and through the support of conferences and faculty learning communities dedicated to teaching and learning.

### *Highlights of Teaching and Learning Scholarship*

#### ***Annual Oakland University/University of Windsor Conference on Teaching and Learning:***

The University's proximity to Canada provides an unusual opportunity to present research and engage faculty from another country in the discussion of pedagogy. In 2007 Oakland University and the University of Windsor in Windsor, Ontario hosted the first annual International conference on Teaching and Learning that brought together faculty from the two universities to explore the topic "Centered on Learning." The theme "Creative and Critical Thinking" of the 2008 conference continued the dialogue about effective teaching and learning between the two faculties and expanded the discussion to include the "Creative" aspect of the teaching and learning process. The conference was an exciting mixture of interactive workshops, presentations by featured speakers, concurrent sessions offered by faculty from Oakland University and the University of Windsor, poster presentations, and opportunities to network. Oakland University faculty led eight of the 15 concurrent sessions and 14 of 21 poster sessions at the 2008 conference.

#### ***Teaching Innovation: Simulation Creates an Environment for Nursing Students to Safely Practice Critical Thinking***

Faculty in the School of Nursing were concerned about the outcomes of student learning when patient simulation is used. While the safety of patient simulation is obvious, the benefit in learning has not been supported with outcome research in nursing education. This pilot study examined simulation-enhanced orientation to pediatric nursing for junior level students. Clinical grades of simulation participants were compared to non-participants. Simulation participants had significantly higher grades than non-participants. With clinical opportunities and clinical faculty both in short supply, the study results have important implications for nursing education.

#### ***Bridging the Gaps: A Controlled Experiment in Improving Student Success Rate in Remedial Mathematics***

Faculty in the Department of Mathematics and Statistics were concerned about the success rate of students in remedial courses in mathematics. Success rates in these courses have historically been low. In the Fall of 2007, the department of Mathematics and Statistics of Oakland University experimented with a large number of students enrolled in pre-calculus. The controlled experiment compared the results of two identical populations of students on the same series of tests. The experimental group was enrolled, in addition to the lectures shared with the control group, to a weekly workshop. This project led to funding of a workshop facilitator by the University to continue the process into the classroom.

***Evaluating/Assessing the Impact of i-Clickers in Introductory Psychology:*** *The use of electronic audience response systems i-Clicker is believed to be a useful tool in large classes to increase student engagement and preparation for class, and improve performance on course assessments. Faculty in the Department of Psychology engaged in a study to determine if the pedagogical method of using i-Clickers in Introductory Psychology influences objective performance measures, class attendance, and subjective course evaluations. The study results can guide instructors toward a more beneficial method for utilizing this technology in the classroom.*

#### ***Pawley Institute***

The Pawley Institute and the courses that have emerged from it are focused on "lean"

management. The university's administration has used this lean process and student teams to enhance a variety of university processes.

*Core Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs*

*4B1: Oakland University integrates general education into all of its undergraduate programs, through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society*

In response to the 1999 comprehensive visit of the Higher Learning Commission of the NCA Oakland University underwent a complete review and renewal of its general education program. That process was documented in the self-study report for the 2005 focus visit on general education (see copy in resource room.) The result of the four year renewal process is a new General Education Program that ensures that students are intentionally learning the knowledge, skills, and attitudes that the faculty identified as requisite for a life of learning in today's diverse society. The proposed program was approved by the University Senate. Freshmen students began the new program in fall 2005 and transfer students in fall 2008.

The General Education Program at Oakland University is grounded in the tradition of liberal arts education and provides broad education across disciplines while providing an opportunity to focus on capacities critical to success in today's society. The 40-credit program divides general education into three parts: 1) Foundations of Knowledge (writing, and formal reasoning), 2) Knowledge Exploration (arts, foreign language & culture, global perspective, literature, natural science & technology, social science, and western civilization), and 3) Knowledge Integration (knowledge applications, and capstone experience). Each of the subareas within the three parts of the program has a set of learning outcomes that identify the knowledge, skills, and attitudes that faculty expect students to learn. In addition the new General Education Program also identifies four crosscutting capacities: the ability to communicate effectively; the ability to think critically; social awareness; and information literacy that are to be promoted across the general education curriculum. Students must also complete a requirement in U.S. diversity and courses that are writing intensive. A detailed outline of the program can be found in the resource room. All undergraduate students are required to complete general education through Oakland University coursework or through credit transfer. The General Education Committee of the University Senate is responsible for approving courses to meet general education requirements and for the assessment of general education.

4B2: Oakland University regularly reviews the relationship between its mission and values and the effectiveness of its general education.

The proposal for the new General Education Program that was passed by the University Senate calls for a full review of the General Education Program including its effectiveness and how it fits with the university's mission and strategic goals every 7 years.

*Program review looks at course assessments but it goes beyond assessment to identify other areas of a program that can be improved such as facilities, staffing, ratios of full to part-time faculty, class size, relationship to other programs, etc. Program review for general education will follow the guidelines and process of review used for other academic programs. In place of the academic department, the General Education Committee will be responsible for gathering information and conducting the study of general education.*

Between comprehensive reviews, the General Education Committee is charged with continuing review and assessment of the program courses and direction. To the greatest extent possible embedded assessment that is faculty friendly will be used.

4B3: Oakland University assesses how effectively its graduate programs establish a knowledge base on which students develop a depth of expertise.

Graduate programs at Oakland University are structured to provide advanced knowledge and competence in a field of specialization that ensures students develop the breadth and depth of expertise required of an emerging scholar. Academic units are responsible for developing assessment plans which specify learning outcomes and their measurement and for the assessment reports that monitor whether or not these outcomes are being met. Assessment plans must state the program's purpose and educational goals derived from the OU mission statement, including national standards where applicable. The University Assessment Committee and the Office of Institutional Research and Assessment provide guidance and assistance with assessment activities to graduate programs. Most graduate programs have assessment plans in place. Each graduate program has very discipline specific learning outcomes related to student achievement of this knowledge and competence. These learning outcomes and the measurements are included in each program's assessment plan. For examples of learning outcomes for other graduate programs see Assessment Plan page accessible from the assessment portion of the Office of Institutional Research and Assessment's web site (<https://www2.oakland.edu/secure/oira/>).

The culminating academic experience(s) established in each graduate program curriculum are consistently used to assess the student's depth of knowledge and expertise. (See "Graduate Assessment" in resource room.) A culminating experience may include a research based dissertation/thesis, a research based defense, a written or

oral comprehensive examination, a research project, a professional paper, applied research, an internship or professional experience, and/or student portfolio.

Graduate Council also requires all new graduate programs to develop and submit assessment plans as part of the new graduate program approval process. Graduate Study and Lifelong Learning provides central administrative services that help to sustain and improve the quality of graduate education at Oakland University. The Oakland University Graduate Council and Graduate Study and Lifelong Learning work together to oversee programmatic and regulatory activities that promote academic quality, maintains accountability and assure the excellence of graduate education at Oakland University.

*4B4: Oakland University demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. [also see 3C4]*

Curricular and co-curricular activities clearly support inquiry, practice, creativity, and social responsibility. The general education budget provides funding to enrich general education through co-curricular activities. Review of the first college year at Oakland and the development of action plans to enhance the first year experience involved collaboration between the division of Student Affairs and Enrollment Management and the division of Academic Affairs. The resulting plans were designed to address the whole student through a combination of curricular and co-curricular experiences. The learning communities sponsored by Student Affairs are especially relevant examples of the linkage between curricular and co-curricular activities. In 2007, the Department of University Housing, the Advising Resource Center, and Orientation & New Student Programs established My FYE, a new living-learning community for undecided first-year students who are interested in exploring different academic majors and careers. Students in this living-learning community live on the same residence hall floors, enroll in three courses together their first semester, and engage in several activities that promote the development of academic and social networks and support systems. In a feature unique to My FYE, students work closely with a peer learning assistant (PLA). The PLA is specifically chosen to help students connect in- and out-of-class experiences and to assist with the student's overall adjustment to the university. Additionally, career and academic advisers, residence hall staff and faculty members provide My FYE students with resources, programs and mentorship to aid them in developing and achieving their academic and career goals. Other learning communities include the Scholar's Tower (for Honors College students) and the pre-nursing learning community.

The Center for Student Activities (Student Affairs) provides students with opportunities that support both inquiry and social responsibility. Over fifty student organizations are directly related to student curricular interests—from a student chapter of the American Chemical Society to the Student Nurses Association to the Women's Economic Society. These organizations provide students with the chance to explore the academic aspects of the discipline outside the classroom and with opportunities to participate in service activities related to the discipline. CSA also promotes social responsibility through volunteerism in other ways such as sponsoring alternative spring break (<http://www4.oakland.edu/?id=7214&sid=29>), coordinating once a month volunteer activities (<http://www4.oakland.edu/?id=2425&sid=29>), recognizing student volunteer participation through the Volunteer Incentive Program (<http://www4.oakland.edu/?id=2424&sid=29>), and sponsoring several community service organizations (<http://www4.oakland.edu/?id=2593&sid=29>).

Internship and practicum opportunities within academic majors also provide a link between classroom learning and the actual practical application of that learning. Some academic programs specifically require internships (e.g., the concentration in Criminal Justice, the Human Resource Development undergraduate major, Journalism) and others simply encourage them and

provide students with information (Women’s Studies, English, Art and Art History). Career Services (Student Affairs) also provides students with guidance in seeking internships and coordinates the Oakland County Intensive Casework Internship Program (<http://www4.oakland.edu/?id=1943&sid=68>). In addition, through a unique grant, Oakland also places approximately 40 students per year in paid internship with other offices within Oakland County Government Automation Alley, Children's Village, Economic Development and Planning, Juvenile Probate Court, Media and Communications, and the Personnel Department.

*4B5 Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. [also see 3A7]*

Learning goals and outcomes identified for each of the eleven areas of the General Education program create an environment where students acquire and apply knowledge across a broad range of disciplines, develop a global perspective, and to develop analytical skills used across a variety of disciplines. Additional requirements for writing intensive courses in both general education and the major ensure that students are writing throughout their college careers. The learning outcomes require that students be able to demonstrate critical thinking, information literacy, effective communication, and social awareness. Each of the ten knowledge areas plus the diversity area and capstone have two outcomes that courses in the area must meet (<http://www2.oakland.edu/gened/outcomes.cfm>). Breadth of knowledge is central to each with several (most especially the capstone) also emphasizing the development of capacities to continue intellectual inquiry. For example, the learning outcomes for the Natural Science and Technology area states:

The student will demonstrate:

- knowledge of major concepts from natural science or technology, including developing and testing of hypotheses; drawing conclusions; and reporting of findings through some laboratory experience or an effective substitute (Laboratory experiences are met by either a limited number of interactive experiences, collecting and interpreting raw data, or other effective experiences such as a virtual laboratory)
- how to evaluate sources of information in science or technology

Learning outcomes in the various majors also seek to emphasize breadth of knowledge in the particular subject area and the ability to continue learning beyond the classroom. For example, a graduate of the undergraduate accounting program should be able both to “demonstrate knowledge of the generally accepted accounting principles” and to “demonstrate an ability to analyze business transactions and determine their impact on external reported financial statements.” A graduate of the electrical engineering undergraduate program should have a breadth of knowledge to be able to “design an electrical or electronic component or system meeting user specifications” and to be able, in the future, to “adapt and contribute to new technologies and methods and use these in engineering design.” Psychology majors should both “demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology” and be able to “use critical and creative thinking,

skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.” Students must do more than master existing knowledge in the field, they must be able to continue to master and create knowledge in the future. (For examples of other learning outcomes see the assessment plans at: <https://www2.oakland.edu/secure/oira/Plans.htm> )

Assessment plans, in addition to listing expected learning outcomes for a program, also include means of assessing the attainment of these outcomes. Unit assessment reports (housed in the Office of Institutional Research and Assessment) reveal the progress made in meeting these outcomes and highlight changes needed to bring about greater success. The assessment web site summarizes changes departments have made recently both to improve assessment methods and to increase success of learning outcomes. (Link to <https://www2.oakland.edu/secure/oira/assessment.htm> and click on “Assessment Leads to Program Improvements.”

*4B6: Learning outcomes demonstrate effective preparation for continued learning. [also see 3a7]*

As pointed out in the section above, learning outcomes require both a mastery of broad knowledge and the acquiring of the critical thinking skills to continue learning. Many of the assessment plans for undergraduate programs also specifically call for the preparation of students to continue study at the graduate level. Chemistry has a student learning outcome that states: “Students will succeed in quality graduate chemistry programs or professional schools.” To measure this the department communicates with graduate advisors of students enrolled in graduate school two or five years after their OU graduation. The School of Nursing expects its students to “acquire the foundation for continued study at the graduate level.” The Department of English states that its students “will be adequately prepared for success in graduate programs or professional schools.”

All program assessment plans flow from the University’s mission statement which emphasizes the requirement that programs do more than just impart existing knowledge to students. Programs must also ensure that students “develop, the skills, knowledge and attitudes essential for successful living and active, concerned citizenship” and that programs “prepare students for post-baccalaureate education, professional schools, or careers directly after graduation.”

*Core Component 4C: Oakland University assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society*

*4C1: Regular academic program reviews include attention to currency and relevance of courses and programs. [Also see 1D5, 2C1, 2C4, and 3C6.]*

The University Senate mandates that all undergraduate programs be reviewed at least once every ten years. Many programs are reviewed more often due to external professional accreditations. The purpose and guidelines for the decennial, academic program review are

available at <http://www2.oakland.edu/undergrad/ucuireview.cfm> . Program reviews are overseen by the University Committee on Undergraduate Instruction and administered by the office of the senior associate provost. A schedule exists for program reviews.

The academic program review self-study process usually involves appointment of a committee of faculty within the department to develop the self-study and to secure evidence for the assertions made. Evidence that validates the information and opinions presented in the self-study are secured from many sources: surveys of current students and graduates, faculty interviews, university data sources, course evaluations, and many more. An abbreviated self-study is completed by units that have external accrediting bodies.

Once the self-study is complete, units that do not have accrediting bodies will have a site visit from an external reviewer. The reviewer typically reads the self-study report, interviews faculty and students, tours the facilities, meets with the department chair, and interviews the relevant dean. The reviewer then prepares a succinct report of findings, including recommendations for changes or enhancements. The department/program prepares its response to the review. The department/program then present the self-study report, the reviewer findings, and the departmental response to the University Committee on Undergraduate Instruction [UCUI] who add further recommendations and review the process used to insure that the department and program reviews have been conducted according to standard policy and practice. UCUI sends the self-study report, review committee's findings, departmental response and UCUI's final recommendations to relevant dean and provost/designee. A copy of UCUI's recommendations is also sent to the department/program. Based on this information the department chair in consultation with the dean and the faculty can create an enhancement plan.

A similar process is under review by the Graduate Council for conducting program reviews at the graduate level.

*4C2: In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.*

In all of its programs Oakland seeks to prepare students to become a part of a diverse workforce. For example, all FTIAC (first time in any college) students are required to take Oakland University's general education program. The General Education program includes requirements in Global Perspective and in U.S. diversity. Many examples can also be drawn from major programs. For example, the School of Business Administration offers an undergraduate minor in International Management and a concentration at the graduate level in International Business. An elective course for its MBA is Managing Cultural Diversity. The Human Resources Development minor in leadership skills includes a course on Cultural Diversity in the Workplace (a course which can also satisfy the U.S. diversity requirement). Many courses in the Women and Gender Studies program have direct relevance to issues in a diverse workforce—Women in Transition, Women in Modern America, Women and Work.

Program outcomes also specify particular skills and professional competences essential to preparing students for a diverse workforce. Below are just a few examples.

- From the Department of Psychology Assessment Plan for the undergraduate major:  
Recognize, understand, and respect the complexity of sociocultural and international diversity.  
Examine the sociocultural and international contexts that influence individual differences.  
Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- From the assessment plan for the Bachelor of Social Work:  
To practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- From the undergraduate Engineering assessment plan :  
Can function successfully in automotive and other global industries.
- From the assessment plan for the Master's in Safety Management:  
Graduates are prepared to function as an effective member of an employer's management team.
- From the assessment plan for the Doctorate in Physical Therapy:  
Demonstrate understanding of the many roles that physical therapists assume and to function as part of a team in a variety of settings.  
Demonstrate sensitivity to individual, social, cultural, and emotional differences/similarities in patients and their support systems in all interactions.

4C3: Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. [also see 3A7]

Closely related to the skills and competencies needed to join a diverse workforce are the skills and knowledge students need to function in a diverse and global society. OU has focused on preparing students for a diverse world in its undergraduate curriculum from its earliest years. OU was one of the first schools to implement an international studies (now called "global perspective") requirement in its General Education program. OU's GE also includes a Foreign Language and Culture requirement. OU has had concentrations in international studies (called Area Studies through the mid 1980s) since the late 1960s and has offered majors in international studies since the early 1980s. The General Education program also requires one course in U.S.

diversity. The courses which can satisfy this requirement come from many departments in the College of Arts and Sciences and also include courses from the professional schools. The master's in counseling has a required course in Counseling in a Diverse Society. Several courses in Nursing place emphasis on working with diverse populations. Political Science has courses both on the Politics of Race and Ethnicity and on International Politics (including the politics of several world areas).

All of these programs include learning outcomes related to working with diverse and global populations. For example:

- Learning outcomes for the general education U. S. diversity requirement are that the student will:

Demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity

Identify major challenges and issues these raise in society

- From the assessment plan for the accelerated Bachelor of Science in Nursing:

Demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.

- From the assessment plans for the Master of Business Administration:

Awareness of the dynamics of the global business environment and knowledge of the impact of globalization on business.

- From the assessment plan for undergraduate majors in the Department of Modern Languages and Literatures:

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

- From the assessment plan for the Master's in Early Childhood:

Students will demonstrate understanding of the diverse and complex characteristics of families and communities and use that understanding to involve all families in their children's development and learning.

*4C4: Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.*

Oakland University engages external stakeholders through its advisory boards, program reviews, various assessment activities, internships, and field experiences. Each of the schools and the college as well as some departments and programs have advisory boards made up of alumni, professionals, community leaders, and employers to provide information on the

knowledge and skills most desired for effective citizenship and in the workplace. Decennial program reviews and program/school accreditations engage external stakeholders to determine the currency of the curriculum and the knowledge and skills gained. Many of these accreditation visits also incorporate interaction between accreditors and program stakeholders. A number of departments engage alumni and employers in the assessment process through regular surveys and in some cases direct evaluation of student learning outcomes through paper assessment processes. Interns and students placed in field experiences are evaluated by their supervisors providing direct assessment of the student's knowledge and skills and the relevance of the curriculum. These capstone experiences and evaluations are often incorporated into assessment plans and the information is utilized for program improvements.

*4C5: Oakland University supports creation and use of scholarship by students in keeping with its mission.*

Oakland University is very supportive of the creation and use of scholarship by students. In *OU in 2020* the university states that it will “broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities, meet the needs of corporate partners, effectively expand external and internal funding, and increase the university’s presence in the global research community. OU will advance in reputation for its program of applied research that directly impacts society and advances the frontiers of knowledge.” It also pledges to create “a student-centered education” through a variety of means including “undergraduate and graduate research opportunities.”

Whether it is research in a course, an independent study under the supervision of a faculty member, a summer research fellowship, or a Provost’s Research Award, students across Oakland University have the opportunity to pursue their passion through research and creative endeavor. The OU mission states that we are committed to high-quality basic and applied research and scholarship. Student engagement in the advancement of knowledge expressed in research, scholarship and creative endeavor reinforces the instructional mission and provides students the basic tools to become lifelong learners.

In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction. Such activity aids in the development of critical and creative thinking, effective communication, strong information technology capability, and interpersonal skills.

Student research is featured in a variety of venues each year.

- Each year Oakland University, in collaboration with the University of Michigan’s Flint and Dearborn campuses, plans Meeting of Minds, a research conference for undergraduates that attracts more than 300 student scholars from the three institutions.
- The Festival of Writing provides Oakland University students a forum to present their work in poster and video presentations. More than 250 people attend the event and prizes are awarded for the best papers.
- The University sponsors a number of summer research opportunities in the School of Engineering and Computer Sciences, the College of Arts and Sciences and the Eye Research Institute.

- The Provost's Research Awards for graduate and undergraduate students provide funding to support student research and creative endeavor.
- The University Research Committee provides support for student research and travel to conferences.
- The Chrysler Research Award provides funding for student research for those majoring in business, communications, human resource development, engineering or computer science or mathematics.
- Each year at Convocation, first year students and parents are invited to a fair that features student educational options, activities and highlights student research projects from across the university.
- The Honors College requires a thesis and sponsors student research days to present the scholarship of its students.
- A dissertation award is given for the most outstanding dissertation of the year.

4C6: Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Oakland University faculty members expect students to master the knowledge and skills necessary for independent learning in all OU programs and to carry that knowledge and skill into practice. This is especially evident in its General Education program and in programs of applied practice. In the General Education program, information literacy, one of the four cross cutting capacities, is particularly related to developing skills for independent learning. (Each General Education course must include at least one cross-cutting capacity.) Information literacy addresses the need for students to develop the skills to investigate problems on their own once they graduate. In addition to the General Education courses that include this capacity, the library has made information literacy its "principal objective" and has as its first goal to "Teach all OU students the information literacy skills they need to identify, access, apply, and evaluate information effectively, to use information ethically, and to become successful lifelong learners."

Learning outcomes in many academic programs also highlight independent learning and application of knowledge beyond graduation. Graduates in Social Work are expected to be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. Human Resources Management graduates should possess an understanding of concepts and techniques needed to acquire, develop and utilize an organization's human resources. Graduates of the undergraduate Computer Engineering program must be able to adapt and contribute to new technologies and methods and to use these in engineering design.

Within the School of Education and Human Services, all programs require students to demonstrate a mastery of the knowledge and skills necessary in their chosen professional pathway. All programs provide opportunities for students to work independently with a faculty member of their choice through variable credit offerings at the undergraduate and/or graduate level. It is the student's responsibility to approach the faculty member of choice and develop a plan for independent study. In some programs, students have the choice to find their own practicum placement and convince program faculty of the placement's "worth," rather than being

placed in an experience developed by program faculty. In the graduate counseling program for example, one student wanted to tie her part time position as a program coordinator serving at-risk high school students with her counseling practicum. She proposed working with a local chamber of commerce to develop a program providing mentors and job experiences for the at-risk students. Her plan was approved, and the resultant connections appear to be sustainable.

SEHS teacher development and educational leadership faculty in particular take the ability to work independently quite seriously and embed activities that encourage the characteristic and its demonstration. For example, in undergraduate teacher preparation programs, all students are required to provide evidence of successful work with children, prior to program admittance, and must demonstrate throughout the program a propensity for learning and knowledge acquisition that is transformed into appropriate learning experiences for others. Additionally teacher education students must independently meet state requirements for teacher preparation (e.g., they must arrange and take state content exams, enroll in, and earn certification in, first aid and CPR prior to their teaching internship, etc.).

In the Education Specialist (EdS) and doctoral program (Ph.D.), students are encouraged from the beginning to develop independent research projects. The first two courses (EL 730, 731) in the doctoral program, for example, develop proposal writing skills. During the FY08 fall and winter semesters, several students independently submitted proposals to funding agencies, one of which was funded by the International Reading Association.

The Exercise Science program in the School of Health Sciences also has the expectation that students will master the knowledge and skills necessary for independent learning. The design of the degree program and the specific content of courses in the program are based on providing coverage of virtually all the knowledge, skills, and abilities required of an American College of Sports Medicine (ACSM) Certified Exercise Specialist. Faculty encourages students in the program to seek certification as Exercise Specialist through the ACSM (and other quality professional certification programs) and make a lifelong commitment to continuing education to maintain that certification. All students in the Exercise Science program are required to complete internships as part of their degree. Internships have learning objectives and highly specific competencies that students must demonstrate during their internships. Faculty members expect students to progressively assume greater responsibility for independent function in the internship so that by the time they have completed their internship they will have developed into competent exercise science professionals. Students are often offered employment by their internship site after they finish their internship because of recognition of their knowledge and skills. All students in the MS in Exercise Science program complete a six credit Research in Exercise Science requirement. They must master all the skills necessary to be excellent consumers and producers of research in exercise science. At every comprehensive examination and thesis defense an assessment tool is utilized to rate the student's abilities in a wide variety of knowledge and skill areas crucial to future independent learning. Analysis of these assessment results informs continual program adjustments and enhancements.

The Wellness, Health Promotion and Injury Prevention program in the School of Health Sciences also places considerable emphasis on independent learning and its demonstration in the capstone course, the internship, and the senior culminating experience. One outstanding example is this year's faculty and staff Health and Benefits Fair which was organized by a WHP student for the capstone course, WHP402. This organizational task required independent thinking, learning and initiative; application of broad generic skills learned in general education;

and knowledge and skills gained in the WHP curriculum. All WHP students do either an applied community project or applied action research at a work site.

These are just a few examples. Many more could be identified in Nursing, Business Administration, and Engineering and Computer Science.

*4C7: Oakland University provides curricular and co-curricular opportunities that promote social responsibility. [also see 3C4, 464]*

Oakland provides its students with many curricular and co-curricular opportunities that promote social responsibility. One of the four cross-cutting capacities for General Education courses is Social Awareness. Social awareness is intended to encourage instruction that will enhance a student's understanding of society and their effectiveness as citizens. Courses with a social awareness component will provide students with the ability to understand issues of social importance, examine the ways in which these issues are handled within our society, and enable students to act as effective citizens.

Oakland University publishes First Year Goals in its undergraduate catalog. One of these goals is Community Orientation which includes “Interact(ing) with people from different cultures and backgrounds” and “Learn(ing) the importance of volunteerism and social engagement.”

OU also has created a new Academic Service Learning Office to assist instructors who wish to incorporate service learning into their courses ([www.oakland.edu/asl](http://www.oakland.edu/asl)).

There are many courses and programs at Oakland that highlight social responsibility. These include programs preparing students for the teaching and health professions as well as individual courses in the social sciences, sciences, humanities, and other professional schools. Women and Gender Studies prepares its students to become active and informed citizens (learning outcome in its assessment plan) and requires of its majors an academic project involving field work or community activism around an issue of importance in women and gender studies (WGS399). Philosophy offers a course (PHL313: Social Good and Respect in Moral Theory) considering whether or not the ends ever justify the means. Economics of the Environment (ECN310) includes exploration of the ecological aspects of principal pollution problems. Journalism requires Ethical Issues in the Media (JRN402) for its majors. Nursing includes courses on vulnerable populations which examine race, ethnicity, religion, gender, socioeconomic environmental circumstances, and developmental status. Students in Social Work must complete an internship in a social service agency. Chemistry, in addition to its General Education course on Chemistry and Society (CHM300), has a senior level course on Environmental Chemistry (CHM410) which covers issues such as global warming and ozone depletion.

The Honors College has a service learning requirement that engages students with the external community in a variety of ways that make positive contributions and teach important lessons. The Honors College provides its students with both curricular and co-curricular activities that emphasize social responsibility. Its faculty and staff believe in the value of mentoring and encourage independent thought, creativity, and social responsibility. Its specially designed courses frequently include an emphasis on social responsibility. Recent courses have

included Why Urban-Suburban School Disparity?; Multicultural Understanding: A Twenty-First Century Perspective; Islam and the Western Media; and Race Relations, Racism, and the Search for Equality in America. In addition to encouraging its students to participate in university sponsored co-curricular activities, the Honors College also sponsors some of its own. Its colloquia have involved the formal discussion of such topics as Affirmative Action, Reparations for Slavery, the Israeli-Palestinian Crisis, Children and Crime, Suburban Sprawl and the Ecology, DNA Art, Women in the Islamic World, Hate Crime Laws, Public Transportation, The Roots of Jazz and The Roots of Rap.

OU's Division of Student Affairs and Enrollment Management is committed to developing co-curricular activities and organizations to enhance classroom experiences. Many of these co-curricular activities also serve to promote social responsibility. Faculty members from business, political science, and history recently led a Current Events Interactive Discussion (sponsored monthly by the Center for Student Activities) on the U.S. and world economy, the war in Gaza, and the changing of the guard in Washington. They also promote social responsibility in many other ways. Among the over 170 student organizations are several that specifically focus on community service and political and social awareness. These include Habitat for Humanity, Up 'Til Dawn (in support of St. Jude Children's Research Hospital), Circle K (service club sponsored by Kiwanis International), Women's Issues Forum, and Students Toward Understanding Disabilities. Still other CSA student organizations also promote social responsibility. The Environmental Coalition has brought to the campus an awareness of the need for environmental sustainability and has launched recycling programs in the residence halls and student apartments

([http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4348](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4348)). Students in Free Enterprise, an "academic" organization, is involved in multiple service activities. For example, four days a week through the school year, SIFE members teach students from two different schools about entrepreneurship while also mentoring them about personal and academic issues

([http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4637](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4637)). CSA also sponsors several leadership initiatives through its Leadership Development programs

(<http://www4.oakland.edu/?id=1158&sid=29>). Jump Start is a one-day leadership program for first-year students to assist them in connecting with academic and social opportunities outside the classroom. Leadership Challenge OU is an engaging, interactive leadership experience where students learn the five practices of exemplary leadership as written in the *Leadership Challenge* by Kouzes and Posner. CSA's volunteer opportunities, including alternative spring break and the once a month volunteer program, encourage social responsibility by giving students the opportunity to participate in service activities with their peers.

The Center for Multicultural Initiatives, also a part of Student Affairs, has a dual focus to provide support for underrepresented students' success and to foster an appreciation for campus wide diversity. Through its Peer Mentor program, CMI helps new students become accustomed to college life and develop their academic and leadership skills and gives experienced students the chance to serve in a mentoring/leadership role. Its sponsorship of the Keeper of the Dream (<http://www4.oakland.edu/?id=1732&sid=152>) rewards students who demonstrate exceptional leadership qualities through their involvement, on campus and in the community, in breaking down racial and cultural stereotypes and by promoting unity among all people.

In addition, major campus events and campus-wide speakers leverage the knowledge learned through coursework. Every semester the university hosts several events and speakers

which introduce societal issues and encourage students to meet these problems with socially responsible action. For example, below descriptions from the *News at OU* of a few events that took place on campus in winter 2008.

01/06/08 - Author David Callahan to speak on 'Cheating Culture'

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4370](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4370)

David Callahan, author of "The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead," will speak at Oakland University on Thursday, Jan. 17 at 3 p.m. in the Oakland Center Banquet Rooms.

02/26/08 - Diverse Voices Conference

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4475](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4475)

Students and faculty from local universities, as well as community members have the chance to come together and engage in dialogue about today's human diversity issues and concern during the 10th Annual Diverse Voices Conference.

02/08/08 - Hunger Banquet to help spread awareness

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4442](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4442)

In an effort to spread awareness to the OU community about the hunger that plagues millions of people around the world, the St. John Fisher Newman Group will be holding a hunger banquet .

02/04/08 - Dysons to debate Bill Cosby's position on Black America

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4432](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4432)

Oakland University is pleased to bring Michael Eric Dyson and his wife, Reverend Marcia Dyson, to campus to debate "The State of Black America: Is Bill Cosby Right?" The Dysons are two of the most influential black leaders in the nation.

03/19/08 - Issues in Marketing Forum: 'It's Not Easy Being Green'

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4543](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4543)

It is clear that some societal movements have had a profound impact on consumers and their behavior in the marketplace, while other initially seemingly meaningful movements have quietly faded into the background. Predicting the future of movements that initially create considerable public interest, as well as substantial initial business backing, pose a significant challenge for businesses. This year's Issues in Marketing Forum, themed "It's Not Easy Being Green: Lessons from Emerging Consumer Trends," will address these areas.

04/03/08 - Third Annual Earth Day Expo at OU on April 19

[http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4570](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4570)

Oakland University and Upland Hills Ecological Awareness Center will host the Third Annual Earth Day Expo. The no-cost event will offer the community a chance to celebrate Earth Day and learn about healthy alternatives for Earth-friendly living.

*Core Component 4D: Oakland University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

*4D1: Oakland University's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. [Also see 3c4, 3d5]*

Through a combination of university policies, procedures, programs, and services, Oakland University ensures that students acquire, discover, and apply knowledge responsibly.

The purpose of Oakland University's Code of Student Conduct (a part of the Student Handbook: <http://www4.oakland.edu/?id=68&sid=75>) is to foster the growth and development of students by encouraging self discipline, assist in creating an educationally supportive environment, and to protect the well-being of the campus community. The Code of Conduct outlines the expectations and regulations that students must abide by and emphasizes that students are expected to practice civility and uphold the highest standards of academic and personal integrity. The Academic Conduct portion of the policy states that all members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. The Academic Conduct policy is in both the undergraduate and graduate catalogs and on the university web site (<http://www4.oakland.edu/?id=1610&sid=75>). At New Student Orientation, student leaders, staff, and faculty reinforce the institutional message about taking responsibility for themselves and maintaining a civil environment. Other activities for first-year students also highlight academic integrity. In fall 2008 the Writing Center and Kresge Library presented a plagiarism workshop in the C.L.A.W. series (Continued Learning and Advancement Workshops).

Many faculty members also routinely include a message about academic honesty on their syllabi and reinforce its importance in an early class meeting. They further stress the seriousness of academic honesty by reporting suspected cases of academic misconduct to the office of the Dean of Students. Kresge Library, in addition to presenting the plagiarism workshop for first year students, has also participated in the promotion of academic honesty by including resources on its web site for both faculty (<http://library.oakland.edu/tutorials/plagForFaculty.htm>) and students (<http://library.oakland.edu/tutorials/studentwriting.htm>, including a link to the library's plagiarism tutorial) and by leading plagiarism workshops and presentations for faculty (through the Teaching and Learning Committee), and administrators (summer presentation made to a joint meeting of the President's Executive Council and the Deans' Council). The Writing Center not only provides students with assistance with the writing process, but it also provides help with documentation and the legal and ethical issues related to borrowing others' words, ideas, or statistics.

The goals for first year students published in the undergraduate catalog include a goal of Personal Responsibility that states: During the first year, students will set and actively pursue goals, make ethical decisions, act with integrity, and take responsibility for developing their academic, communication, and life skills. The section indicates that students should "maintain high standards of academic conduct" and "learn to recognize and avoid plagiarism by giving credit to the ideas of others."

The individual academic units also emphasize the responsible use of knowledge both through specific classes they offer on ethics (Ethics in Human Resource Development, Ethical Issues in the Media, etc.) and through statements in the catalogs and on departmental web sites.

For example, in describing the dissertation requirement for the Ph.D. in Early Childhood Education, the Department of Human Development and Child Study states: “Conducting, writing, and defending a dissertation should be accomplished in accordance with the highest professional standards.” The School of Engineering and Computer Science includes in its general requirement for the doctoral degree that the “dissertation must be the candidate’s own work.”

4D2: Oakland University follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities

The Research Committee of the Oakland University Senate is responsible for developing research policies and practices in conjunction with the University administration. The committee’s charge is: “To encourage and promote scholarship, advanced studies, and research among the faculty and staff of the University. The Committee’s responsibilities include, in particular, the evaluation of applications for intramural research funds and the allocation of these funds. More generally, they include the protection and development of practices and policies conducive to scholarly activity.”

The university has a significant history of conducting research and scholarly activity aimed at enhancing human life and the human condition. The faculty, staff, students and administration of Oakland University are obligated to maintain the highest possible standards of integrity in all research and scholarly activity. Given these principles and continuing tradition, the following guidelines govern the conduct of scholarly activity, as well as the acceptance of research grants, contracts, or agreements by the university and the subsequent responsible performance of the work so supported, whether funded through internal or external sources.

The university adheres to the principle that all research will be conducted in conformity with appropriate governmental regulations, as well as terms and conditions of sponsoring organizations, where applicable. Research conducted at the university should not expose investigators, students, associates, technicians, subjects or respondents to unreasonable risks to their health, general well-being, or privacy. All research should conform to professional standards of rigor and conduct. As in any complex organization, the rights, privileges and responsibilities of individual members cannot be completely documented. In addition to the obligations mentioned above, there are special roles, defined in the following sections.

All faculty members have a fundamental obligation to consider carefully the qualifications of students and staff to engage in research and to safeguard adequately their rights, safety, and well-being as the rights and welfare of any human or animal subjects and other members of the university community and colleagues elsewhere. In instances of sponsored research, responsibility for ensuring compliance with additional requirements of governmental entities or sponsors, as well as for the well-being of participants in each specific instance of research is first and foremost that of the project director. Faculty members should not initiate any research activities without obtaining the relevant regulatory compliance approval(s) and ensuring that all personnel working on the project have obtained appropriate training. Faculty members and project directors are responsible for being knowledgeable about government, university, and sponsor regulations pertinent to work carried out within their departments and for overseeing adherence to these requirements by faculty, staff, and students.

The responsibility for appropriate research conduct also pertains to other members of the department, departmental chair, academic dean, and other administrators. This is most obvious in cases of sponsored research, since, departmental, collegiate and administrative approvals are required before proposals may be submitted to sponsors.

The Agreement between Oakland and the Oakland University Chapter of the American Association of University Professors contains sections on Discipline and Discharge and on Professional Responsibilities. These sections describe the essential responsibilities of faculty members and list the grounds for disciplinary actions and discharge. Included are the procedures the university will take if it finds that serious deficiencies exist. (See Articles IX and X of the agreement: <http://www.oaklandaaup.org/agreement.htm> .)

For more information please see the Research website <http://www2.oakland.edu/research/research%5Fnew/pages/> and section 4D4 below.

*4D3: Oakland University encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.[Also see 4C7 and 4D1.]*

Several of the examples cited in 4C7 and 4D1 combine the responsible use of knowledge with the practice of social responsibility. Courses such as Environmental Chemistry and Chemistry and Society link learning about environmental problems with empowering students to help solve the problems. Courses in General Education enhance students' ability to effectively apply the knowledge and skills learned in their majors within the work place and society. The Issues in Marketing Forum's series on "It's Not Easy Being Green" brought together business people, academics, and government representatives to share their experiences of how businesses should evaluate and subsequently respond to major environmental, social, and geo-political movements. Opportunities for students to participate in research with faculty and other mentors provide students with role models and examples of combining the responsible use of knowledge with social responsibility. The School of Business Administration's Scholars programs combines a mentoring experience with opportunities both to do research and to carry out community outreach projects ([http://www4.oakland.edu/view\\_news.aspx?sid=34&nid=4868](http://www4.oakland.edu/view_news.aspx?sid=34&nid=4868)). The Office of Academic Service Learning ([www.oakland.edu/asl](http://www.oakland.edu/asl)) has recently opened to provide resources to faculty for creating and improving engaged classroom assignments that advance civic engagement. Differing both from internships and volunteerism, academic service learning is directly linked to the academic learning objectives of a course and seeks to more critically engage community processes with academic preparation.

*4D4: Oakland University provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.*

The Office of Grants, Contracts, and Sponsored Research under the direction of the Vice Provost for Research has primary responsibility for the coordination of research compliance oversight through various offices and committees throughout the institution.

#### Safe and Ethical Conduct of Research

All research and instructional activities conducted at Oakland University using materials owned by the university, or involving employees or students, must be submitted for consideration and approval by appropriate regulatory compliance committees if they involve:

- Human subjects
- Vertebrate animals
- Materials of human origin, including fluids potentially contaminated with human blood
- Recombinant DNA or potentially infectious materials such as cultured human cell lines, plant or animal retroviruses, parasites or bacteria
- Radioactive materials or equipment producing ionizing radiation
- Chemicals presenting reproductive, high acute or high chronic toxicity (including utagens, teratogens and carcinogens) or that are flammable, reactive or corrosive
- Hazardous chemical waste
- Conflict of interest

Research conducted at Oakland University is safe and ethical. To maintain this standard, and to comply with federal, as well as State of Michigan, regulations and laws, the university has instituted the following regulatory committees:

- Institutional Animal Care and Use Committee (IACUC)
- Institutional Biosafety Committee (IBC)
- Institutional Review Board (IRB)
- Radiation Safety Committee (RSC)
- Conflict of Interest Review Committee (COIRC)

Each committee has established operating guidelines and maintains a program to ensure compliance with applicable federal and state laws that provide protection against research risk in animal care and use, biosafety, potential conflicts of interest, human participants, or radiation safety. Researchers and course directors, who are planning to conduct work in a domain covered by one or more of the regulatory committees, must make formal application to the appropriate committee(s) and agree to conform to the established program(s) before the activity begins. Disregard for the guidelines and programs established by these regulatory committees may result in the suspension or revocation of privileges.

#### Animal Care and Use

At Oakland University, researchers and course directors assure the humane use and care of animals in activities they conduct or which are conducted under their direction. They have a direct responsibility to see that animals are adequately cared for and properly used. Before investigators or course directors can procure animals or initiate any research, testing or instructional projects involving the use of vertebrate animals, they must submit an application to, and receive approval from, the Institutional Animal Care and Use Committee (IACUC). The committee reviews the scientific merit of the proposed research as it bears on the humane or proper use of animals. The committee performs program reviews and an inspection of facilities at least once every six months.

#### Biosafety

All research, teaching and testing at Oakland University involving recombinant DNA, infectious agents and/or cultured cell lines must be approved by the Institutional Biosafety Committee

(IBC). The committee will review the application and will approve, approve with conditions, or deny approval of the proposed activity. In some cases, the committee may exempt projects from further committee review. All applicants are held responsible for taking the steps necessary to ensure that all work is conducted as specified in the application and meets the requirements set forth in the *Oakland University Biosafety Manual*.

#### Conflict of Interest

Principal investigators, co-investigators and any others involved in the design, implementation or reporting of funded research at Oakland University are required to disclose any significant financial interest (including those of spouses and dependent children) that would reasonably appear to be affected by the research for which funding is sought, or that is maintained in entities whose own financial interest would reasonably appear to be affected by the proposed research. It is the responsibility of these individuals to update these disclosures annually or as new reportable significant financial interests are obtained.

If a reported significant financial interest creates a potential conflict of interest, a review is conducted by the Conflict of Interest Review Committee (COIRC). If a conflict is determined, the vice president for academic affairs and provost, in consultation with the committee, the affected investigator and the vice provost for research, shall determine how the conflict will be managed, reduced or eliminated within 60 days of identification.

#### Human Participants

All research involving the participation of human subjects must be submitted for review by the Institutional Review Board for the Protection of Human Subjects (IRB). The IRB will only review applications for research conducted by Oakland University faculty or others formally sponsored by faculty. At the first stage of the board approval process, applications for research considered by the board to be exempt will be waived from further review. Nonexempt applications will receive either an expedited or a full board review. All research must be exempted or approved by the IRB before it can be conducted.

The Institutional Review Board is guided by the ethical principles found in the report of the National Commission for the Protection of Human Subjects of Biomedical Behavioral Research entitled *Ethical Principles and Guidelines for the Protection of Human Subjects in Research*.

#### Radiation Safety

Radioactive material (including machinery producing ionizing radiation) can only be used by authorized Oakland University permit holders or under the supervision of a permit holder. User permits are issued by the Oakland University Radiation Safety Committee (RSC) only to full-time faculty members or principal investigators. All others must work under the supervision of a full-time faculty member.

The committee will issue a user permit only after reviewing the application. Three-year user permits are issued after an initial probationary one-year user permit. The specific, detailed instructions on procedures and requirements for the use of radioactive materials at Oakland are referenced in the *Oakland University Safety and Procedures Manual for Use of Radioisotopes in Laboratories*. Permit holders are responsible for meeting Oakland University training requirements and standards. Every individual working with, or in the vicinity of radioactive materials, must receive instruction and training commensurate with their duties before beginning any work. In addition, all individuals must be retrained once every three years and/whenever

there is a significant change in duties, regulations, or terms of the university's license or the investigator's user permit.

Federal and state agencies routinely conduct inspections – some unannounced – including inspections of records maintained by permit holders. In addition, periodic unannounced audits of laboratories, and inspections of isotope records, are conducted by the Radiation Safety Officer (RSO) or a member of the RSO's staff.

#### General Laboratory Safety

In addition to the risks addressed by the regulatory committees, a number of remaining laboratory hazards are covered, in an advisory capacity, by the Oakland University Laboratory Safety Committee (LSC). These include chemical, laser, fire, mechanical, electrical, thermal, and acoustic hazards. Four documents, available from the LSC must be placed in each laboratory or department housing laboratories. They are:

- Chemical Hygiene Plan, which describes the procedures, requirements and guidelines for handling and using chemicals in a laboratory
- *Hazardous Waste Management Guidance Manual*, which contains the procedures and requirements for accumulating and storing chemical waste
- Laboratory Student Safety Program, which describes guidelines and recommendations for teaching students in laboratories
- Bloodborne Pathogens Exposure Control Plan, which contains the procedures and requirements for handling and storing human blood or other potentially infectious body fluids.

#### Environmental Health and Safety

The Office of Environmental Health and Safety (EH&S) is charged with developing, implementing and managing health and safety policies and procedures. These policies and procedures protect Oakland University employees from occupational hazards in the workplace; protect the surrounding community from injury, illness or environmental damage resulting from improper handling or disposal of chemical or radioactive waste; and protect the university from fines and penalties for failure to comply with federal, state and local environmental, nuclear and occupational regulations.

To accomplish these goals, the director of the Office of Environmental Health and Safety generates and maintains a number of compliance and instructional programs. The university's laboratory compliance manager, who serves as the chemical hygiene officer, the radiation safety officer, and the biosafety program coordinator implements and monitors these programs. They are coordinated with the appropriate regulatory compliance committees. Individuals engaged in some forms of research or instructional activity may be required to contact EH&S before beginning that work. This is most likely to occur if the activity involves chemical reagents or waste, blood-borne pathogens, laser equipment, radiation-producing machines, or radioactive materials and waste.

#### Misconduct and Impropriety in Research

The vice provost for research has responsibility to investigate allegations of research misconduct that involve plagiarism, fabrication, or falsification of research data in proposing, reviewing, performing or reporting of research results by persons employed by or affiliated with Oakland University through contract or agreement. Research conducted at Oakland University, irrespective of funding source, is subject to the requirements of 42 CFR Part 93 requiring investigation of sufficiently credible allegations of research misconduct and resolution through an impartial manner of inquiry. Research misconduct is a serious issue that potentially impacts public health and safety, the scholarly reputation of an individual, and Oakland University. In accordance with this solemn responsibility, the vice provost will convene a panel of persons with sufficient technical background, experience, and without conflict of interest to assess a credible allegation of research misconduct. It is the responsibility of all individuals associated with Oakland University to promptly report an instance of research misconduct. Actions which jeopardize public safety or welfare or violate federal, state or local laws should be immediately reported and will be acted upon by university or law enforcement officials.

Research impropriety includes issues of ethical integrity that do not involve plagiarism, fabrication or falsification of research. Improprieties may involve misallocation of funds, sexual harassment, discrimination, and other unethical acts which are not explicitly regulated by a university appointed compliance committee. The vice provost for research may convene ad hoc committees as necessary to investigate credible allegations of research impropriety that involve persons employed by or affiliated with Oakland University through contract or agreement.

#### General Research, Educational, and Instructional Opportunities

The Office of Grants, Contracts and Sponsored Research provides a series of educational sessions, workshops (both individually and through the Grant Institute), research paper presentations, webinar programs, and interactive instruction for preparation of IRB submissions. A Research Compliance Coordinator conducts individual and group instructional programs in human subjects' protection and informed consent. The office offers an extensive array of training workshops every year to assist faculty in their continuing educational needs; the instructional series in fiscal year 2009 includes classroom workshops in effort reporting, financial management, budget preparation, contract language, export controls, federal funding, responsible conduct in research, and the use of funding search tools.

*4D5: Oakland University creates, disseminates, and enforces clear policies on practices involving intellectual property rights*

#### Intellectual Property Policy

Administrative Policy and Procedure # 465, *Patent Policies and Procedures*, delineates the intellectual property policy of Oakland University. The Office of Grants, Contracts, and Sponsored Research works closely with university General Counsel and the resident technology incubator, OU INC., to continuously inform researchers of policy and practice. Workshops are offered during the year on issues relating to intellectual property in a coordinated effort to reach faculty that may be involved at various stages of an intellectual property consideration. The university seeks to protect the intellectual property of researchers and assists with understanding the policies of a sponsor for disposition of intellectual property that may involve publication

rights, invention disclosure requirements, patent protection, prosecution and ownership, and commercial licensing or business start-ups.

The university maintains a relationship with the Association of University Technology Managers, the Michigan University Commercialization Initiative, and a consortium membership of fifteen Michigan universities to support the maintenance of up-to-date knowledge and practice in intellectual property management. Oakland has standard practices that include agreement of faculty to disclose all inventions, evaluation of all disclosures, notification to sponsoring agencies of inventions where required by contract or regulation, and agreement to share royalties with inventors in the event of successful licensing. [See the section on intellectual property in the “Letter of Agreement” included on pages 95-96 of the *2006-2009 Agreement Between Oakland University and the Oakland Chapter, American Association of University Professors*: <http://www.oaklandaaup.org/agreement.htm>.]

#### Research Data Access and Retention Policy

Oakland University is charged to protect the integrity, confidentiality, and availability of research data. Policies and procedures have been developed to limit physical or electronic access to data where necessary and to protect research information from accidental or intentional release to unauthorized persons, and prevent the alteration, destruction or loss of research data. It is the primary responsibility of a researcher to act in accordance with the Oakland University policies, federal regulations, contract terms or conditions, and local laws which affect the safeguarding of data and resultant intellectual property.

## *Chapter Eight*

### *Criterion Five: Engagement and Service*

*As called for by its mission, Oakland University identifies its constituencies and serves them in ways both value.*

*Core Component 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations*

Oakland University serves the needs of multiple constituents including students, parents, alumni, donors, the taxpayers of Michigan, future employers, business and industrial communities, and the State's elected governmental officials. Through formal and informal partnerships, Oakland strives to maintain the degree of flexibility necessary to respond with innovative instruction, research, and service to the rapidly changing needs of the people it serves. The university aims to provide a model of socially responsible decision-making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse stakeholders. Oakland University engages in service and development activities to enhance the well-being of its constituents and expand the economic opportunities of the region. Examples that appear in this chapter are only a portion of the numerous service activities that Oakland University undertakes to meet the needs of its constituents.

*5A1: Oakland University's commitments are shaped by its mission and its capacity to support those commitments*

The concept of public service is integral to the mission of Oakland University which states –

*Oakland University serves its constituents through a philosophy and program of public service that is consistent with its instructional and research missions. It cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university.*

OU's commitment to service runs deep in its heritage. Oakland University began as an external campus of Michigan State University. MSU's land-grant philosophy remains part of a rich tradition of public and community service at OU. Oakland University maintains its membership in the National Association of State Universities and Land-Grant Colleges (NASULGC) (<https://www.nasulgc.org/NetCommunity/Page.aspx?pid=183&srcid=-2>). NASULGC defines engaged universities according to the principles of the Kellogg Commission as being "sympathetically and productively involved with their communities" and forming

relationships based on “mutual respect among partners for what each brings to the table.” Such institutions are characterized by a “culture of engagement” that includes among other things the involvement of students, community-based education, and the pursuit of research with clients not just for them. Oakland University pursues this model as an ideal of engagement while adhering to the major components of its mission.

According to NASULGC, engagement involves “universities working with the people of their states and communities to solve the persistent problems and enhance the quality of life,” particularly in areas such as “K-12 education, economic development, urban issues, democratization, health and well-being, poverty, higher education, internationalization, natural resources and environment, security, and energy.” Service engagement in each of these areas undergirds and strengthens the three remaining components of Oakland University’s mission – teaching/learning, research, and student development.

Because service to its constituents is one of the primary goals of the university’s mission, and planning and budgeting flow from the mission, analysis of the university’s ability to serve the needs of its constituents is built into the planning and budgeting processes of the institution from new program analysis by the Senate budget and planning committees to the decisions about funding new facilities that are made by the Board of Trustees. Oakland’s strategic planning process aligns service with the university’s mission. Recognizing that resources are limited in this difficult economic climate, Oakland University seeks to partner with its external constituents, such as William Beaumont Hospital, to leverage the resources necessary to pursue goals that benefit both partners. Examples of OU partnerships that expand its capacity to meet its commitments to constituents can be found at <http://www4.oakland.edu/?id=1443&sid=139>.

*5A2: Oakland University practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.*

Oakland University conducts environmental scans as part of its long-range planning processes. Oakland engages in research to identify the current and future needs of employers and projections for the employment sectors of the state collaborating with other agencies such as Oakland County to compare data (see report in resource room).

Oakland University engages its constituents in multiple ways to assess their needs. OU conducts ongoing research through the Office of Institutional Research and Assessment that provides information about its student populations including changing demographics. The Office of Admissions conducts analysis of trends in student demand within the state and region. Individual academic units analyze the needs for programs that serve a diverse student population and include this information in proposals for new academic programs. The various institutes and centers at Oakland University conduct ongoing dialogue through their boards and advisory groups, and conduct surveys to identify how they can best address the needs of the communities they serve. The following are examples of ways in which the university engages its constituents to assess their needs and to improve programs and outreach.

One of the most direct connections that the university has to its constituencies is through the members of the Board of Trustees. These eight men and women are appointed by the governor of Michigan to represent the interests of the people of the state. They come from a variety of venues including business, law, and nursing. The Board provides general supervision

of the university and has direct input into the decisions impacting the institution, including control and direction of all expenditures from the institution's funds.

(<http://www4.oakland.edu/?id=2535&sid=32>)

The OU Alumni Association and Alumni Relations Office (<http://www4.oakland.edu/?id=8&sid=11>) interact regularly with OU's alumni. The first Oakland University graduating class consisted of 125 students who graduated in 1963. By 2007 the number of OU alumni had increased to over 78,400. The Alumni Relations Office maintains an E-mail list for over 23,500 alumni and communicates with them regularly – sending out a newsletter and information about upcoming events and seeking their input on university matters. Academic units also survey alumni about programs and services. For example, the departments of Mathematics and Statistics, Modern Languages and Literatures, Political Science, and Psychology all survey their graduating seniors and alums to ascertain their perspectives of the education and experiences within the major. This information is used to appraise department policies and practices as well as for program improvement. Other departments, such as Women and Gender Studies maintain a “friends” mailing list of supporters of the program whom they contact for feedback. The office of Academic Affairs surveys students regarding Oakland University's summer offerings.

Each major academic unit has a board of advisers from the community to give input into programs and services that it offers. For example, the School of Business Administration's board of visitors (<http://www.sba.oakland.edu/root/BOV/>) is designed to assist the School in carrying out its mission by providing advice regarding current and future programming, and serving as liaisons to the larger community. The School of Engineering and Computer Science advisory board, comprised of industry leaders, (<http://www2.oakland.edu/secs/advboard.asp>) provides consultation on “curriculum, research, facilities, equipment requirements, special subjects and long-range planning.” The School of Nursing in conjunction with its board of visitors holds an annual ceremony to honor local nurses. At the 20<sup>th</sup> annual event in 2007, over 800 nurses, doctors, hospital administrators and other healthcare providers from all over Michigan came to recognize the contributions of exceptional nurses. Oakland University also has connections with its constituencies through the boards of its centers and institutes. For example, the board of the Pawley Learning Institute is made up of members from the community and the university (<http://www4.oakland.edu/?id=2467&sid=12>).

In addition to seeking input from its advisory boards and councils, OU engages the community through individual participation by its faculty and staff in a myriad of external boards and organizations such as the Detroit Economic Club, Rotary Club, and the boards of service organizations. For example, OU's Vice President for Governmental Relations also chairs the Governmental Affairs Committee of Automation Alley. Automation Alley is a non-profit organization dedicated to economic growth in Southeast Michigan. It focuses on work force and business development. The Vice President for University Relations, serves as a member of the Rochester Area Prayer Breakfast Committee and has also served on the local YMCA Board of Directors. OU has directly involved members of business and industry in its long-range planning efforts through initiatives such as *Creating the Future*, described in Chapter One. Ideas from internal staff are actively sought on an ongoing basis through measures such as the Employee Suggestion Program.

5A3: Oakland University demonstrates attention to the diversity of the constituencies it serves.

Oakland University values diversity as an important dimension of the educational process. It seeks to maintain a diverse environment on campus and to engage its students in diverse communities. OU also views its role as one of service and partnership with the diverse communities which surround the university and with the greater society. The ways in which Oakland University engages its diverse constituencies are broad ranging. A few examples are given below.

*Diverse Students*

- Oakland University engages its students in active study abroad programs to develop global perspective (<http://www2.oakland.edu/ie/>).
- Oakland University seeks out foreign students and encourages them to study at OU. These students add a rich diversity of cultures to the OU experience. Support services are available for OU's foreign student population. (<http://www4.oakland.edu/?id=108&sid=115>) (add overview document of how foreign students are recruited ask David Archbold)
- Oakland is focusing on first year retention, especially of underrepresented students. The Department of Mathematics and Statistics has recently approved a proposal calling for the restructuring of MTH 011, 012, and 141 to include the Workshop model based on the works of Uri Theisman, their own experience with Math Plus, a program jointly funded by Oakland University and Michigan Department of Education under a 4 S grant, and current workshops being offered in conjunction with MTH 012 and MTH 141. They propose this restructuring in order to improve the success rates in the courses MTH 011, 012, and 141. It is believed that, in addition to increasing the number of students who successfully complete their mathematics requirements, this will also lead to an increase in first year retention rates among students who are required to take courses in mathematics.
- The Occupational Safety and Health Program has applied for and received a Chrysler Foundation Diversity Grant for the 2005-06, 2006-07, and 2007-08 academic years. This grant has provided \$10,000 in each of these years for scholarship awards to underrepresented minority students. In 2005 the OSH Program proposed the addition of a Diversity Committee to the Industry Advisory Board (IAB). This committee was established and is composed of three IAB minority members, the IAB Chair, and the OSH Program Director. This committee is charged with developing a recruiting plan and recruiting underrepresented minorities into the OSH program. The OSH Program has applied for and received a \$22,600 grant in 2007 from the Chrysler Foundation to develop a DVD and other promotional materials to support recruiting OSH students in general and minority, underrepresented students in particular.

### *Service to Diverse Internal and External Communities*

- The Office of Disability Support Services provides services for current and prospective students, parents, school counselors, Oakland University administrative professional staff and faculty, state and local agencies such as Michigan Rehabilitation Services, Commission for the Blind, Oakland County-Community Mental Health, community college advisors, and vendors such as Deaf Can, Recording for the Blind and Dyslexic, etc. The staff of the DSS provides academic accommodations, architectural barrier removal, volunteer opportunities, workshops, presentations, guest speakers, student organization (STUD), and the Peer Transition Assistance Program.

### *Service to Diverse External Communities*

What follows are some representative examples. More examples emerge throughout this chapter.

#### - Service to Underrepresented Students in Surrounding Communities

- The Department of Physics provides space and equipment for physics classes connected to The Detroit Area Pre College Engineering Program (DAPCEP) that targets minority students living in Detroit and the Detroit area
- The members of the OU community involved in Project Upward Bound engage OU Students in the surrounding community by hosting College Club (tutoring) events 4 times weekly at target schools throughout the months of September to April. These individuals also engage PUB participants in surrounding community by hosting an annual community service project. They bring the community to OU for the benefit of the community through events such as the PUB Parent Association Meetings (once monthly October–April and once weekly June-July), the PUB Parent Association Conference held annually in March, the hosting of PUB Parent Support Groups (once monthly year-round in collaboration with Professor Sylvie Lombardo of the Department of Psychology), by hosting the annual celebrations such as “Gospelfest”, Career Day and Graduation ceremony.
- School of Nursing hosted a health disparities related to race and ethnicity conference.

### *Service to Older Students and Seniors*

- In 2000 the Oakland University Board of Trustees approved the senior citizen tuition discount program. The program allows non-matriculating students 60 years of age or older a 50% discount on tuition.
- Oakland University assists veterans, service members, and eligible family members of disabled veterans achieve their academic and personal goals. It provides support services and assistance with applying for veteran benefits, scholarships, and grants.
- Oakland University faculty and staff provide lectures and presentations at the Older Persons Center located in the nearby city of Rochester.

- The School of Nursing collaborates with the Beaumont Partnership Nurse Anesthesia Program and with the Henry Ford Health System Project Displaced Auto Workers for Nursing (DAWN) through an affiliate agreement.
- School of Nursing assisted with the OPC (Older Persons Center)-Crittenton Hospital Flu Clinic at the OPC in Rochester, October 2007. They continue to work with OPC providing health awareness programs.

5A4: Oakland University's outreach programs respond to identified community needs

Oakland University participates in a wide array of activities to meet the needs of the communities it serves. These activities cover a range of service to individuals as well as large populations. Each activity represents OU's awareness of the need of an external constituency and an attempt to address it. Below is just a sample of the types of service activities that Oakland has engaged in since 1999. These examples are divided according to the 11 key areas of applied engagement identified by the National Association for State Universities and Land-Grant Colleges. A section has also been added for Culture/Entertainment since Oakland University, as an institution with a heritage in the liberal arts, highly values its contributions to this area of community life. [Information for this section was taken directly from *The News @ OU* an online publication of Communications and Marketing at OU.]

***K-12 Linkages***

- GEAR UP (was) a \$3 million, five-year project funded by the U.S. Department of Education and a partnership that includes Oakland University, the School District of the City of Pontiac on behalf of Jefferson/Whittier Middle School, Oakland Community College, the State of Michigan and the Pontiac Collaborative. GEAR UP is a project that is offering Jefferson/Whittier students and their families a coordinated set of programs and services on a consistent basis that is supported by the school district and significant segments of the community. Jefferson/Whittier Middle School GEAR UP students were awarded 21st-century Scholars Certificates signed by U.S. Department of Education Secretary Riley and President Clinton.
- The McCree Scholarship was named in honor of Wade H. McCree Jr., former Solicitor General of the United States. The McCree Scholarship has been in existence at OU since 1986 as a partnership between the university and the school districts. Its purpose is to provide the assurance that students meeting specific criteria will be awarded a full-tuition scholarship to Oakland University when they graduate from high school.
- Oakland University's **summer camps** offer a variety of educational and recreational opportunities for pre-school through high-school age boys and girls. (The) schedule includes camps for arts, mathematics, science, sports and writing. Some are overnight camps, where participants stay and take meals in OU's residence halls. Other camps are for full and half days.

- **Professor moderates national competition**  
Visiting Professor of Statistics Gary McDonald moderated the final “countdown” round of the MATHCOUNTS national competition, which (was) aired in a taped, hour-long program on ESPN. Student’s grades 6-8 from all 50 states, the District of Columbia, U.S. territories and schools from the Department of Defense and State Department are eligible to enter the MATHCOUNTS competition.
- 
- **OU, Cranbrook partner to offer courses for teachers**  
Oakland University's School of Education and Human Services and Cranbrook Institute of Science (offered) five-day courses in earth science and astronomy for teachers of grades 3 through 12
  - **Meadow Brook Theatre** (MBT) recently announced the winners of its Young Playwrights Competition, in which a record number of entries were received. The Young Playwrights Competition is an annual event at Meadow Brook Theatre, Michigan's largest professional theatre company. Submissions for the 2001-2002 competition numbered 323 plays. Each year Michigan students under the age of 19 participate in the competition. All entries must be original scripts. Subject matter, style and form are at the playwright's discretion.
  - Oakland University's **School of Education and Human Services** (SEHS) (presented) "Strengthening Parent-Professional Partnerships," a workshop for educators, counselors and community support professionals. The workshop (included) communication strategies to build professional trust and respect, understanding parent perspectives, identifying family needs and intervention services for children, accessing community supports and working with culturally-diverse families and specialized parent populations.
  - [Lenny Compton](#), an education major, devoted more than 1,800 hours to tutoring and mentoring elementary students in Pontiac, Michigan, through the national community service program AmeriCorps. In recognition of his efforts, President George W. Bush invited Compton to attend the State of the Union address and to participate in a White House-sponsored panel discussion on mentoring.
  - [OU is one of 170 sites selected](#) to be part of the National Writing Project, a professional development program for teachers looking to improve student writing. Partners in OU's [Meadow Brook Writing Project](#) (included) Detroit Public Schools, OU's Public School Academies, Oakland Community College, the Pontiac School District and the Macomb Intermediate School District.
  - Out of the nearly 4,000 charter schools nationwide, OU’s Detroit Edison Public School Academy (was) chosen as one of the 53 best as part of the Center for Education Reform’s National Charter School of the Year program. The schools were selected based on their achievement, innovation and accountability. Detroit Edison Public School Academy was recognized earlier this year as a Michigan Blue Ribbon school, the first and only public school academy to receive the title.

- **Civil War letters let students experience history**

While Seth Streeter served in the war; he frequently sent letters home to his wife and his children. They documented his journey, discussed money and relayed his desire to be at home with his family. Streeter served in the Civil War. His letters are made available through Civil War Letters: A Michigan Connection, a project designed by Dyanne Tracy, professor and chair in the Department of Teacher Development and Educational Studies in the School of Education and Human Services, and Paula Peck, an office assistant in SEHS. A group of students from Lee Elementary in Richmond, Mich., invited Tracy and Peck to their classroom to see what they have learned from the letters.



- **KCP program celebrates successful year**

Oakland University's King-Chavez-Parks program brought more than 1,000 middle school and high school students to campus during the 2005-2006 academic year as part of the College Day event, capping one of the program's most successful years.



- For nine years Oakland University has held overnight residential visits to encourage Avondale elementary students to think about college and their future. The visits involve workshops on various career options and learning skills as well as fun social activities.

### *Economic Development*

- Oakland University has been instrumental in forming a new Oakland County Smart Zone. The initiative combines the expertise and innovation of university researchers with the production of businesses and the tax support of cities to expand existing technology labs and attract research companies.
- The Federal Aviation Administration (FAA) awarded **Daniel Aloï**, assistant professor of Mechanical Engineering in the School of Engineering and Computer Science, a \$413,000 grant to develop a satellite landing system for aircraft. The study, "High Fidelity Antenna Model Development for Creation of LAAS CAT-I Sitting Criteria," will be completed on campus and at the Oakland County International Airport in Waterford.
- [Student learns new skills at DaimlerChrysler internship](#)  
Katie Gibson has a head start on a successful professional career thanks to an internship obtained through Oakland University's English Department. Gibson, a senior English major, developed her communications and business writing skills by performing community relations functions in DaimlerChrysler Corporation's Civic and Community Relations Department.
- Oakland University's marketing students have developed marketing plans to help promote the Pontiac School District within the community. Mukesh Bhargava, marketing professor at OU,



- and his students have created six marketing plans for the Pontiac School District in their Promotional Strategies class. Students presented their work to district officials who will review the ideas and use them in their marketing efforts. “It was so much more exciting to work on a project that could actually end up as a real-life marketing plan,” said Anna Matuszewska, marketing student involved in the exercise. “I hope there will be more projects like this one offered at OU.”
- [Oakland University's Entrepreneurship Institute](#) teaches business skills to 25 disadvantaged teens through a one-week residential educational experience. Through classroom instruction, mentoring sessions and experiential learning, participants learn what it takes to be successful entrepreneurs. Students receive a \$500 scholarship and compete for additional financial awards through a business plan competition. SBC and the Kauffman Center for Entrepreneurial Leadership provide financial support for the Entrepreneurship Institute.
  - Oakland University's [Students in Free Enterprise](#) (SIFE) team was named first runner-up in the semi-finals at the 2004 SIFE USA National Exposition and Career Opportunity Fair. The OU team won \$4,000, which will be used to support continuing programs in the community aimed at teaching business principles to underprivileged youth.
  - DaimlerChrysler named Oakland University's Product Development and Manufacturing Center a "[Center of Excellence](#)" in recognition of its system engineering training and consulting work. Established in 1997, the PDMC is an internationally recognized entity providing education, applied research and technology transfer for the auto industry.
  - [OU and the City of Rochester](#) announced a formal agreement to partner on a variety of reciprocal business and academic ventures. Rochester merchants and businesses will partner with OU students and faculty in joint educational and cultural programming such as employment, internships, research and development projects, business development assistance, community service projects and opportunities to showcase the arts, theatre and music to complement their classroom work.
  - **Oakland University to host nano science symposium**  
Oakland University will host the first annual Michigan Alliance in Nano Science and Engineering (MANSE) Symposium. The symposium will serve as a forum for researchers and entrepreneurs in the fields of nano-scale science and engineering to exchange ideas and promote interdisciplinary collaborations that draw upon the resources of multiple institutions.

### ***Urban Issues***

- Mark Simon, associate professor of management and director of the Entrepreneurial Institute, and Jude Nixon, professor of English and director of The Honors College, recently were honored as “Diversity Champions” by the Race Relations and Diversity Task Force of the Birmingham/Bloomfield area. The task force, sponsored by the Community House in Birmingham, is devoted to fostering respect and inclusion for all people. It is working to build and maintain an open community that overcomes racism, prejudice and discrimination.
- **‘Bridging the Racial Divide’ to be taped at OU May 23**  
The third segment of a groundbreaking television series on race relations in metropolitan Detroit (was) taped in Varner Recital Hall. The public (was) invited to attend the Detroit Public Television taping of "Bridging the Racial Divide," a series co-hosted by former NBC correspondent and news anchor Emery King and WJR radio host Paul W. Smith. The series

examines the costs of segregation in Detroit, which is the most racially segregated metropolitan area in the United States.

### *Democratization*

- Oakland University provides its student body and the community with opportunities to listen to, and sometimes interact with, regional, national and international leaders. OU has hosted [President George W. Bush and Poland President , Aleksander Kwasniewski](#) during an official state visit, one of the state's [gubernatorial debates](#), past Poland President [Lech Walesa](#), (past) President Vicente Fox Quesada of Mexico and First Lady Martha Sahagún de Fox, and former Secretary of State Madelene Albright among others.

### *Health and Well-Being*

- [SON, Beaumont partner on nursing conference](#)  
The topic of Oakland University's School of Nursing's first-ever conference, co- sponsored with Beaumont Hospitals' Nursing Leadership, is "Nursing's Impact on Patient Safety and Error Prevention" and will feature national experts in nursing from throughout the country.
- The new Crittenton Hospital Medical Center Multimedia Laboratory, made possible through a \$75,000 grant from Crittenton Hospital, advances Oakland's ability to deliver a distinctive undergraduate education in the [School of Nursing](#) by providing a setting where students can practice skills, use interactive technologies, work in teams and gain confidence.
- Joint project between nursing and engineering pioneers device to help dementia patients. Spend an hour in just about any extended-care facility and it won't be long before a patient with dementia will start to yell or flail or stomp their feet in what is known in professional circles as agitation. Cheryl Riley-Doucet, OU assistant professor of nursing, has been involved with geriatric nursing research since her graduate days, and says acute agitation is the most common symptom of Alzheimer's disease, which is a form of dementia. As part of the 2006 Summer Institute in Bioengineering and Health Informatics (SIBHI), Riley-Doucet set to work with students to conceptualize a portable device that could detect anxiety through body signals such as heart rate, increased temperature and galvanic skin response (the conductivity of the skin). When a certain threshold is reached, the device triggers a number of sensory stimulations such as soothing music, pleasant aromas and lights that have been proven in previous research to relax patients and relieve anxiety which could ultimately lead to agitation. What they came up with was a device that is soothing and reassuring in its very form — the unit comes in the shape of a stuffed whale about three feet in length.
- **OU joins with Beaumont, Science Center for exhibit**  
It will be the largest permanent medical technology exhibit gallery in North America, and through a partnership between the Detroit Science Center, Beaumont Hospitals and Oakland University, it will be located right here in Detroit. The "Beaumont Hospitals and Oakland University Medical Marvels Gallery," a 15,000-square-foot exhibit gallery coming to the Detroit Science Center in 2009, will take visitors into the incredible world of the human body and medical science technology.



- **Beaumont, dance ensemble help kids get healthy**  
The Eisenhower Dance Ensemble, directed by OU Professor of Dance Laurie Eisenhower, and Beaumont Hospitals teamed up to tackle childhood obesity through the Healthy Kids program. The EDE dancers visit elementary schools and educate the kids on health and nutrition and get them moving with creative movement exercises.
  - MBT (Meadow Brook Theatre) performs at Children’s Hospital despite blackout  
Meadow Brook Theatre took its production of “You’re a Good Man, Charlie Brown” on the road to Children’s Hospital of Michigan in Detroit. After much of the city, including the hospital, lost power, the show went on as the cast, musicians and staff made their way up six flights of stairs to perform for the children in wheelchairs who couldn’t make it to the first floor where a separate partial performance had taken place with limited power.
  - **Student researcher studies mental illness in Pakistan**  
Sumeera Younis, CAS '05, traveled to Pakistan in early November to examine the country’s mental institutions for her research, entitled “Human Landfills – A Nation’s Shame: An In-Depth Look at the State of Pakistan’s Mental Institutions,” as part of the Undergraduate Student Research Scholar program.
- 
- An innovative, urban-focused program started last year by Oakland University’s **School of Nursing** is treating the metro Detroit area’s nursing shortage with a couple of doses of just the right medicine: It’s helping to keep some of the county’s brightest students near home and promoting on-campus diversity while doing it. With funds provided by Beaumont Hospital, three Pontiac high school students received \$2,000 each this past fall to attend OU. They will receive \$2,000 each academic year toward a bachelor’s of science in nursing and upon graduation will be offered employment at Beaumont.
  - Oakland University School of Nursing is pleased to announce CAMP RN@OU. Camp RN@OU is a two week pre-college summer program designed to educate and inform upcoming 7th, 8th and 9th graders of the opportunities available through a career in nursing. This entertaining and educational camp exposes students to biology, chemistry, nursing forensics, pharmacology, pathophysiology, nutrition and the nursing profession.
  - OU cosponsored the 2007 Mental Health Conference: Promoting Positive Health – Pulling the Pieces Together involved the joint efforts of OU’s Schools of Nursing and Education and Human Services, along with the Detroit-Wayne County Mental Health Agency and the W.K. Kellogg Foundation. The conference discussed ways to help Metro Detroit children develop healthy minds, healthy behaviors and healthy self-images.

### ***Poverty***

- Many homeless adults and their children at Grace Centers of Hope in Pontiac have food and clothing thanks to the generosity of students in Oakland University’s residence halls. Students were asked to donate shoes, clothing and canned food items as they packed their belongings to return home during the last week of the winter semester. The request met an overwhelming response.
- Oakland University hosted 300 AmeriCorps members from Michigan. Every year AmeriCorps members are brought together in one community for a day of service. Pontiac was been selected as a site for the Annual State Signature Service Project. “AmeriCorps Oakland has been

instrumental in having Pontiac and OU be the host sites,” said Carol Anne Ketelsen, AmeriCorps Oakland Program Director.

- "USA Weekend" magazine cited the Oakland University chapter of the Golden Key International Honour Society in its April 27, 2003, issue honoring those contributing to the 2002 [Make a Difference Day](#). The magazine recognized the chapter for planting trees and shrubs in a vacant lot on Detroit's east side where homes for economically disadvantaged families are to be built.

### ***Higher Education***

- Oakland University's **School of Engineering and Computer Science** (hosted) the **Undergraduate Computer Research for Women** (UnCoRe) program. The program, which is funded by the National Science Foundation and supported by Ford Motor Company and DaimlerChrysler, enrolls 11 students from local and national schools to spend 10 weeks on campus experiencing life as a researcher. Participants come from Oakland University, Lake Superior State University, Stonehill College, Wayne State University, Ithaca College, Purdue University and Cornell University. Through the program, students experience the full spectrum of activities associated with research, including identifying a research problem, researching it, discussing their progress and setbacks, making presentations, conducting peer reviews, and writing progress reports. The program culminates with a final presentation and possible submission for publication.
- Oakland University hosts an annual joint conference on Teaching and Learning with the University of Windsor.
- In 2009 Oakland University will be the site of Michigan's Equity in the Classroom conference that brings together faculty and staff from higher education institutions across the state.

### ***Internationalization***

- The Oakland University delegation of Oakland County's Automation Alley trade mission (visited) China participating in global outreach meetings and events with Chinese government officials, business leaders and educators. The purpose of the trip (was) to provide opportunities through global partnering to Oakland University and Chinese university faculty and students.

### ***Natural Resources and Environment***

- In 2006, Oakland University faculty, staff and students worked together to recycle more than 100 tons of paper. For the effort to do something environmentally friendly, Oakland University was honored with a Great Lakes Recycling award for achievement. Not only does the program provide the service for free, they also collect more materials than companies in the past, which only collected white paper.

- **Richard Stamps honored for preservation leadership**  
Oakland University associate professor of anthropology Richard Stamps was awarded the Earl Borden Award for Preservation Leadership by the Rochester Hills Historic Districts Commission. The award, named for the city's first mayor, honors Stamps' contributions to preserving the history of the Rochester Hills area and beyond.
- The Second Annual Clinton River Water Festival in 2008 educated more than 1500 fifth graders about water conservation and protection of the many lakes and rivers throughout Michigan. The 2007 festival was attended by over 1,000 fifth graders.



### *Security*

- Chemistry major [Jennifer Froelich](#) was one of four Michigan students selected to be a U.S. Homeland Security Scholar. Sponsored by the Department of Homeland Security, the Homeland Security Scholars and Fellows Program supports the development and mentoring of future scientists as they study ways to prevent terrorist attacks in the United States, reduce America's vulnerability to terrorism, and minimize the damage and recovery efforts from attacks that occur.
- Sayed Nassar, associate professor of mechanical engineering, received \$4.8 million through the U.S. Army Tank Automotive Command for OU's [Fastening and Joining Research Institute](#) (FAJRI). Through its research, FAJRI helps improve the safety and reliability of equipment, machinery and mechanical structures as well as the mobility and combat readiness of military vehicles. The National Science Foundation and DaimlerChrysler also have contributed \$600,000 to FAJRI.

### *Energy*

- NextGen Energy Research – Michigan's leading developer of alternative, sustainable and renewable energy sources is partnering with Chris Kobus, associate professor of engineering, to create an ethanol plant in Michigan. The company has made Kobus the head of research, as it finds ways to improve ethanol production, and develop a way to make ethanol out of cellulose materials, non-food biomass like switchgrass, woodchips and parts of corn plants. Kobus said the company intends to open a research center and pilot plant in Brooklyn, Mich. where they will create ethanol. In the fall, he expects minimal operations from the plant.

### *Cultural/Entertainment*

- **Creative writers hone their craft during retreat**  
For four days each spring, groups of creative individuals put their busy schedules on hold to devote their time to working on what they enjoy most – writing. Poets, novelists, fiction and nonfiction writers from across the region gathered at Oakland University to attend the Far Field Retreat for Writers. After spending time writing and helping other like-minded writers in highly interactive workshops, many of this year's participants left with more confidence and new ideas for their craft.



- [Technical theatre workshops offered through summer](#)  
The Oakland University Department of Music, Theatre and Dance offered summer technical theatre workshop opportunities for area residents interested in the performing and creative arts. Department of Art and Art History Special Instructor Andrea Eis, and Terri Cafcalas, art teacher at the International Academy in Bloomfield Hills, recently were awarded a grant by the National Art Education Foundation for their project, "Image, Object, Site: Progressive Perspectives of Greece; A Curriculum Model for Global Perspectives of Art Resources."
- *Golf Digest* ranked Oakland University's [R&S Sharf Golf Course](#) 21st among Michigan's 855 courses last year, and OU's [Katke-Cousins Golf Course](#) has been listed by *The Detroit News* as one of the top 10 courses in the state. Largely because of such recognition, OU's Golf and Learning Center hosted one of the PGA's most prestigious events - the 2004 Ryder Cup Champions Invitational in September.
- Oakland University and the Pontiac Oakland Symphony Orchestra are partnering to provide high-level orchestral performances to the Oakland County community, while offering Oakland University music, theatre and dance students the chance to interact and perform with a regional symphony orchestra. The symphony orchestra (is) now known as the Oakland Symphony, with the rehearsal space, equipment and instruments provided by Oakland University. The orchestra will continue to perform in Varner Recital Hall on Oakland's campus as well as in other venues in the region.

- **OU to hold Great Lakes Dance Festival**  
Oakland University (held) the Great Lakes Dance Festival. The two-week summer program for students, teachers and professional dancers ages 16 and over features an exceptional faculty of professional dance artists. Joel Hall, Amy Marshall and Laurie Eisenhower are among the artists



- **House and Senate recognize women's basketball team**  
In recognition of their accomplishment as one of two women's basketball teams from the state of Michigan to make the NCAA Division I Women's Basketball Tournament, the state House and Senate honored OU's team in Lansing. Through a written resolution, members of the Michigan House and Senate congratulated the team, support staff, trainers and coaches, including Head Coach Beckie Francis.



- **Men's basketball team honored at state Capitol**

The OU men's basketball team made one more road trip, to the state Capitol, to be honored by the Legislature for its Mid-Continent Conference championship title and its first-ever appearance in the Division I NCAA Tournament



- The Library hosts many social, cultural and intellectual activities that appeal not just to students but also to the larger community. In the last two years a poetry slam, the "Authors at OU" series, and a lecture on Chinese textiles were but a few of the events that bring together OU faculty, students, and members of the community.
- Oakland University hosts Concours d'Elegance at Meadow Brook Hall. Concours d'Elegance brings together the tradition of antique and classic automobiles for display at historic Meadow Brook Hall (MBH) the former home of Matilda Dodge Wilson, widow of John Dodge (automotive industrialist). The collector car show and its art auction raise money to assist with preservation efforts for MBH. Over the years Concours d'Elegance has raised over \$5 million.

### *Centers and Institutes*

Many partnerships, outreach and continuing education programs are sponsored by the numerous centers and institutes at Oakland University. These include:

#### College of Arts and Sciences

- *Center for Applied Research in Musical Understanding (CARMU)*  
CARMU was established in 2005 to build and advance a research-based pedagogy of teaching for musical understanding and to support pre K-12 music educators in Michigan, the United States and internationally. To date CARMU has twice hosted the Conference on Music Learning and Teaching. This international conference is unique among music education research conferences in that it highlights interaction between researchers and pre K-12 teachers. In addition, CARMU hosts teacher in-service workshops, throughout the year, as well as intensive offerings in the summer. CARMU faculty work with teachers and students throughout southeastern Michigan and consult on educational programs for the Detroit Symphony Orchestra.
- *Center for Biomedical Research*  
OU departments of biological sciences, chemistry, physics partner with HFHS and Oxford Biomedical, Inc. to form the Center for Biomedical Research. The Center (a) supports state-of-the-art research facilities for biomedical research, (b) promotes and publicizes biomedical research at Oakland University and collaborating institutions, and (c) aggressively encourages and supports initiatives for internal and external support of biomedical research.

- *Center for English as a Second Language*  
The Center for English as a Second Language offers instruction in English as a second language (ESL) in the following areas: Individual Instruction Program, Corporate ESL Instruction, ESL Summer Institute and Community Outreach.
- *Hispanic Outreach*  
The Linguistics Department at Oakland University in cooperation with the Hispanic Outreach Services of Pontiac (now a division of Catholic Social Services) runs a community outreach program to provide English language skills to Spanish-speaking residents in the Pontiac area. Oakland University graduate and undergraduate students do their student teaching in English as a Second Language at Hispanic Outreach, gaining valuable teaching experience and the sense of accomplishment that comes with community service

#### School of Business Administration

- *Applied Technology in Business*  
The Applied Technology in Business (ATiB) Program is a distinctive and competitive business minor sponsored by some of the leading corporations throughout Michigan. Through a blend of rigorous coursework and the completion of sponsor projects, students learn effective business problem solving skills and project management.
- *Center for Executive and Continuing Education*  
Oakland University's School of Business Administration created the Center for Executive and Continuing Education (CECE) because education doesn't stop with a degree or even a career. Today's successful business professionals strive to learn new techniques, theories and practices to stay ahead of the competition. The CECE offers a variety of programs, including an executive MBA program for health care professionals and a certification program for financial planners and professionals involved in project management. The CECE also provides organizations with customized on-site programs.
- *Entrepreneurial Institute*  
The Entrepreneurship Institute (EI) was launched by the School of Business Administration at Oakland University in 2001 to provide entrepreneurship education to economically disadvantaged teens. In just a few years we have successfully provided this region with a variety of programming options that have been made possible by a unique collaboration structure that utilizes volunteer support of local entrepreneurs, business people, teachers, administrators and Oakland University students who are members of Students in Free Enterprise (SIFE).

#### School of Education and Human Services

- *Adult Career Counseling*  
The Adult Career Counseling Center (ACCC) provides career advising services at no charge for adults who are seeking guidance with career-related issues. ACCC services include facilitating self-awareness, exploring occupational information, assistance with

resume preparation, developing job interviewing skills, and offering referral information when needed.

- *Galileo Institute for Teacher Leadership*  
The Galileo Leadership Consortium was launched in 1997 with funding from the WK Kellogg Foundation and now is sustained by the Consortium's organizations and local businesses and industries. The consortium provides a teacher leadership development program for educational organizations in Oakland, Wayne, and Macomb counties.
- *Ken Morris Center for the Study of Labor and Work*  
Founded in 1972 as a Labor Education Program, the Center was renamed in 1983 for Ken Morris. Mr. Morris, a charter member of the Oakland University Board of Trustees from 1971 to 1991, was instrumental in formulating policy and securing funding for labor education at Oakland University. The primary goal of the Ken Morris Center for the Study of Labor and Work, with its labor and employment studies minor program, is to help develop potential leaders who possess the analytic, interpersonal and organizational skills to respond to human needs in an era of rapid social change. The program seeks to join education, skill development and service in the pursuit of this goal. Decision making abilities are enhanced through field experiences and hands-on internship assignments.
- *Lowry Center for Early Childhood Education*  
The Lowry Center for Early Childhood Education offers early childhood education programming to children from 18 months to 5 years old. The center provides the newest innovative equipment, materials and practices to cultivate the development of young children. Lowry is part of the School of Education and Human Services at OU and is licensed by the state of Michigan and accredited by the National Association for the Education of Young Children.
- *OU Center for Autism Research, Education, and Support*  
The OUCARES program integrates academic course work, knowledge and research with hands-on work in the community to prepare professionals to be leaders in the autism community. Through these academic and service programs, Oakland University also provides supportive individual and family programs.
- *Pawley Learning Institute*  
Designed to benefit Oakland University students, schools, non-profits, government and industry, the Pawley Learning Institute shares concepts and practices of "lean manufacturing" to create leaders and learners in the university, public and private sectors, and the community.
- *Reading Clinic*  
The Reading Clinic is operated by the Reading and Language Arts Department at Oakland University. We have operated the Reading Clinic for over 30 years. During that time we have taught well over 10,000 students. Instruction is supervised by professors in the department. All professors have doctoral degrees in Reading and Language Arts or

Educational Psychology. Typically they have worked in their area of specialty for one to three decades or more. Clients are taught by experienced and highly trained teachers who are completing the practicum phase of their Master's Degree in Reading and Language Arts. Typically, two children are assigned to one instructor. The instructor, in consultation with the supervising professor, maps out a tentative course of instruction. During the last week of instruction, parental conferences are held to report progress and to make recommendations for future growth.

- *Reading Recovery*  
Reading Recovery is a short-term early literacy intervention designed for first grade children having extreme difficulty learning to read and write. It is also a professional development program for teachers and a cooperative program between Oakland University and schools or school districts across Michigan.
- *SEHS Counseling Center*  
The SEHS Counseling Center is a free service offering personal and career counseling. It is located on the campus of Oakland University in Rochester Hills, Michigan. The SEHS Counseling Center is a teaching facility for the Counselor Education program at Oakland University. The Counseling Center enables graduate students to integrate and apply counseling theory with practice, as well as provide supervised professional counseling assistance to persons in need at no cost.

#### School of Engineering and Computer Science

- *Center for Robotics and Advanced Automation*
- *Fastening and Joining Research Institute*  
The congressionally approved Fastening and Joining Research Institute (FAJRI) at Oakland University is the only known facility of its kind in the world: an academic, nonprofit research facility dedicated solely to the fastening and joining of materials. This one-of-a-kind facility pursues fundamental and applied research to develop and disseminate new technologies for the fastening and joining of metals, composites and polymers.
- *Product Development and Manufacturing Center*  
The Product Development and Manufacturing Center (PDMC) at Oakland University facilitates the collaboration between industry and the students at OU. PDMC supports providing students with practical, hands-on application of the classroom information.
- *Center for Creative and Collaborative Computing*  
The Center for Creative and Collaborative Computing provides an environment for students, faculty and participating industry professionals to collaborate and create novel information technology applications to keep industry competitive and at the forefront of technology. The center is seen as an integral component of the future success of the

computing and information technology-related undergraduate and graduate programs offered by the Department of Computer Science and Engineering at Oakland University.

#### School of Health Sciences

- *Prevention Research Center*

The Center promotes community health through education, promotion, and translational research. Translational research discovers which strategies work in the community: the community of youth, or the community of women, or the community of senior citizens - all at high risk.

#### University Level

- *Project Upward Bound Resource Center*

Project Upward Bound (PUB) is a multifaceted college preparatory enrichment program that has been in place at Oakland University since 1966. The program serves 120 students per year. Its mission is to provide academic, social, cultural and career enrichment to prepare students to succeed in higher education. Project Upward Bound is under the umbrella of TRiO Programs, established when Congress passed the Higher Education Act of 1965.

- *Center for Multicultural Initiatives*

The Center for Multicultural Initiatives was established in 1993 to advance Oakland University's commitment to diversity in increasing the recruitment, retention and graduation of all students and particularly underrepresented racial and ethnic groups by developing strategies that engage students in the attainment of academic excellence and social success.

*5A5: In responding to external constituencies, Oakland University is well-served by programs such as continuing education, outreach, and customized training.*

Oakland University offers an array of lifelong learning (continuing education) and outreach opportunities. An overview of current offerings can be found at:

<http://www2.oakland.edu/grad/web/lifelong/home.cfm?CFID=1305693&CFTOKEN=50780335&jsessionid=dc30679309e17c512012>

Some examples of continuing education opportunities at OU include:

#### *College of Arts and Sciences*

- The Center for English as a Second Language program
- Conferences such as the recent First Midwest Conference on Stem Cell Biology & Therapy

*School of Business Administration*

- Appraisal Program; CPE Weekend; Personal Finance Planning Program; and Paralegal

*School of Education and Human Services*

- Career Development Facilitator Training; Art Therapy for Counselors; Counseling Supervision Workshop; Brain-Based Learning; and an array of professional development for teachers such as: Autism Endorsement and masters and doctoral coursework

Oakland University academic units also provide targeted service to the external community. For example:

- At the university level the OU INCubator offers entrepreneurial resources and strategic business solutions <http://www4.oakland.edu/?id=110&sid=117>
- The School of Business Administration offers customized programs in human resources, management, MIS, entrepreneurship, and in finance and accounting.
- The School of Business also has the ATiB (Applied Technology in Business) program that provides groups of students to local business and industry to pursue targeted projects relating to business technology. <http://atib.sba.oakland.edu/atib/home/index.asp>
- The Department of Mathematics and Statistics has a Statistical Consulting Service that has over 30 years of cumulative experience in working with industrial partners. <http://www.math.oakland.edu/stat-cons.html>  
[Need examples from Engineering](#)

*Core Component 5B: Oakland University has the capacity and the commitment to engage with its identified constituencies and communities*

*5B1: Oakland University's structures and processes enable effective connections with its communities*

In 1995 Oakland University moved to a decentralized continuing education structure that would place the decision-making about continuing education and outreach offerings close to the academic units and faculty expertise; integrate continuing education into the life of the university and its missions; and encourage more interaction between the academic units and business and industry, government, and other external constituencies.

As the many examples in previous sections attest, this strategy proved successful in meeting the goals related to greater academic involvement. Nevertheless, Oakland University's growth and Michigan's economic climate have led to partnerships, professional development, summer programs, and continuing education becoming increasingly important components of the university's life and resources. In recognition of the need for central outreach and continuing education leadership and for centralized support for these services Oakland University has created a new Vice President for Outreach position. Coupled with the structures already in place within the academic units this new office will provide the

central services and planning needed to take the university to a new level of service and partnership with the communities it serves.

*5B2: Oakland University's co-curricular activities engage students, staff, administrators, and faculty with external communities*

Oakland University provides many co-curricular activities that provide engagement and service to its external communities. The following is a sample.

#### *Department of Athletics*

The mission statement of the Department of Athletics states the following: *The Oakland University Intercollegiate Athletic Department shall advance the overall mission of the university by contributing, via competitive sport, to the university's reputation for overall excellence and distinction and thereby to the national eminence of the university as a whole. This will be accomplished in at least the following areas: conducting competition in Division I-AAA of the NCAA; enhancing the quality of student life by assisting in the recruitment of the student population and maintaining wholesome/positive events; and, serving as a point of interest, entry and affiliation with the university for alumni and the general community.*

#### *The Center for Student Activities*

The Center for Student Activities plans, publicizes and coordinates major and traditional programming on campus, such as Welcome Weeks (Fall and Winter), Week of Champions at Oakland University (WOCO), Global Market, Women's History Month, and International Night. The CSA director has provided an extensive list of activities illustrating efforts to engage our students in activities in the surrounding communities and to bring the community to OU for the benefit of the community. The following is just a sample:

- CSA plans, publicizes and coordinates community service/service-learning opportunities throughout the year, such as Volunteer Fair, "Once-A-Month" Volunteer Program, Volunteer Incentive Program (V.I.P.), Up 'Til Dawn (for St. Jude Research Hospital), Winter Wonderland, and Alternative Spring Break
- Participates in the "Spirituality in Service" program, in collaboration with OU's Religious Studies Program, to visit religious and cultural communities in the Metropolitan Detroit doing service-learning projects) and the "What is Spirituality?" series.
- February 2004: Alternative Spring Break to Mt. Pleasant, South Carolina working with East Cooper Habitat for Humanity.
- February 2006: Alternative Spring Break to Slidell, Louisiana to rebuild homes devastated by Hurricane Katrina (OU's Chapter of Habitat for Humanity).
- February 2008: Alternative Spring Break to New York City working with Youth Services Opportunity Programs
- American Red Cross (Conducts five campus blood drives each year – October, January, April, June and August)
- American Heart Association (American Heart Walk – six walks on OU's campus, 1999-2004)
- Rochester Community Schools (Oakland University Transitions Program)
- UNICEF (Trick-or-Treating for UNICEF, Fundraising for Tsunami Relief Effort)
- HAVEN (Take Back the Night)
- Merchants from Downtown Rochester, Rochester Hills and Auburn Hills (GrizzFest, Community Days)

- Baldwin Church & Center (Sorting Food for Holiday Baskets, Trick-or-Treating, Easter & Spring Baskets)

#### *Advising Resource Center*

A new program, My FYE (a living-learning community for undecided students), connects students with the local community by including a service-learning component. This requirement exposes students to a culture of service and benefits the community. The first year of this initiative was co-sponsored by the Advising Resource Center, University Housing and New Student Programs and Orientation. The service learning project was assisting a local organization, the Baldwin Center in Pontiac, to prepare food baskets for families in need.

#### *Golf and Learning Center*

Oakland University's Golf and Learning Center is home to two world-class golf courses — Katke-Cousins and R&S Sharf. In its exclusive state-by-state rankings, Golf Digest ranked R&S Sharf Golf Course 18th among Michigan's 852 golf courses in 2005. The Detroit News also has listed the Katke-Cousins course among the top 10 in the state.

#### *5B3: Oakland University's educational programs connect students with external communities*

The value of integrating service learning, internships and other community oriented activities into the learning process for students is well recognized by Oakland University. Some examples are provided below of how academic units engage students.

- The Honors College at Oakland University has a service learning requirement for its students.
- Faculty in the Department of English supervise student interns placed in a number of community settings such as DaimlerChrysler, PR Partners, the Haven Shelter, EDNA publishing, HOUR publishing, Blue Cross, Easter Seals, and the Troy Historical Museum just to name a few.
- In addition to placing more than 300 student teachers and over 1,000 field placement students in area schools each year, the Office of School and Field Services in the School of Education and Human Services has responded to numerous requests to meet specific needs in the schools. This office has 19 partnerships established with various elementary, middle and high schools in the vicinity of Oakland University in response to requests for education tutors. OU students are then placed as tutors in the various schools as part of their course work at OU.
- Oakland University offers its students the opportunity to study abroad through its consortium agreements and through individual programs administered by academic units. OU has agreements with over twenty institutions for student exchange and study.
- Three Oakland University students were awarded Michigan service awards in 2007. Michigan Campus Compact honored three OU students for their “dedication and commitment to community service.” Lisa Gajeski, Ronee Harvey and Jessica Henry were recognized at the 11<sup>th</sup> Annual Outstanding Student Service Awards. The awards recognized 109 students from 25 institutions.
- Many academic units require internships and field experiences in their majors for example: Human Resource Development, Archeology, Communications, Environmental Science, International Relations, Journalism, Public Administration, Social Work, Women and

Gender Studies, Music, Theatre and Dance

- Oakland University students can also secure internships outside of their academic unit. Career Services in Student Affairs coordinates internship opportunities for all OU students who have a 2.0 GPA and have completed at least one semester at Oakland regardless of their major. (<http://www4.oakland.edu/?id=1947&sid=68> )

Within the office of the senior associate provost a new office of academic service learning has been created to begin assisting faculty who wish to integrate service learning into their courses.

*5B4: Oakland University's resources – physical, financial, and human—support effective programs of engagement and service*

Oakland provides a variety of resources to support engagement and service.

Examples of human resources:

- Staff of Center for Student Activities – Volunteer Incentive Program, etc.
- Staff of Alumni Relations – Volunteer Program
- Staff of the Academic Service Learning Center
- OUPD responds to the requests made by surrounding communities for public presentations on a variety of safety, awareness and training topics. Public feedback usually dictates the type, level (e.g., basic, advanced) and schedule for presentations. Such presentations include: Rape Awareness Defense (RAD) training that is offered to the community on a regular basis, mock date rape trials, crime prevention lectures, child safety seat checks, fire safety reviews, CPR training, TIP instruction, security seminars, stalking presentations, domestic violence seminars, and discussions of hazing and safety with electronic media such as Facebook or Myspace. Follow up training, or more advanced training, is often requested as a result of initial public educational seminars.
- Annually, and sometimes bi-annually, the OU Office of Planned Giving hosts and coordinates educational seminars for the broader community on financial and estate planning information.
- The Division of University Relations is active in the All University Fund Drive assisting in the solicitation of funds to support the United Way and the Black United Fund.

*5B5: Planning processes project ongoing engagement and service*

As noted above, the university is investing in outreach and continuing education at the university level by creating leadership and staffing positions that will effectively ensure delivery of services. As noted under Criterion One, outreach is an ongoing part of university planning and a major component of the university's strategic planning documents *OU in 2010 and OU in 2020* as stated below:

*OU in 2010: Community and Partnerships*

- *Oakland University will be recognized regionally for quality and responsive community outreach.*
- *Oakland University will be recognized regionally for building collaborative relationships with business, industry, education and government to meet the demands of a highly educated workforce and high-performance workplace.*

*OU in 2020: Engaged/Partnership*

*Oakland University will engage with communities to develop partnerships that form solutions to community needs, will resonate in the business and philanthropic communities, and will create and expand experiential opportunities for OU students. Through a multitude of partnerships with hospitals, Fortune 500 companies, individuals, cities, government agencies and educational institutions, Oakland will continue to help the community solve problems and build thriving sustainable businesses. These associations also reward students with internship opportunities and university researchers with access to the latest technology resources.*

*Core Component 5C: Oakland University demonstrates its responsiveness to those constituencies that depend on it for service*

*5C1: Collaborative ventures exist with other higher learning organizations and education sectors*

- Oakland University is a member of *Michigan Campus Compact* (MCC). “*Michigan Campus Compact* promotes the education and commitment of Michigan college students to be civically engaged citizens, through creating and expanding academic, co-curricular and campus-wide opportunities for community service, service-learning and civic engagement.” The Compact has 41 member institutions, 23 public and 18 private. For more information see (<http://www.micampuscompact.org/>).
- Oakland University partners with community colleges through articulation agreements that allow easier student transfer.
- OU also has a special agreement with Macomb Community College. The M2O program (for Macomb to Oakland) is the state’s first concurrent enrollment agreement. “With one application students apply to both institutions and take advantage of the resources offered by both schools.” For more information see: <http://www4.oakland.edu/?id=113&sid=120>
- “Oakland University has partnered with [Wayne State University’s Eugene Appleaum College of Pharmacy and Health Sciences](#) to allow OU undergraduates the opportunity to earn an undergraduate degree in Health Sciences from Oakland University and a graduate degree in Physician Assistant Studies from Wayne State University... Under this agreement, up to five incoming freshmen from the School of Health Sciences at OU who

meet admission requirements and are accepted into the program will have **guaranteed** admission into the Master of Science in Physician Assistant Studies program at Wayne State University, as long as continuing criteria are met.”

<http://www2.oakland.edu/shs/news.cfm?ID=456>

- Michigan State University collaborated with Oakland University to assist in preparing OU's bachelors of social work for accreditation by the Council on Social Work Education. When fully accredited, the graduates of this program will be eligible for advanced standing in any accredited Master of Social Work program and for state licensure. MSU is expected to bring a master's of social work to the area.
- Oakland University also partnered with Oakland Community College to develop the Michigan Technical Education Center (M-TEC) located on OCC's campus.
- Oakland University partners with Cooley Law School to offer unique opportunities to its Honors College and other students.
- As indicated previously, Oakland University has numerous agreements with K-12 institutions for placement of its students and for professional development.

*5C2: Oakland University's transfer policies and practices create an environment of support of the mobility of learners*

- Oakland University participates in the MACRAO agreement created by the Michigan Association of Collegiate Registrars and Admissions Officers. This agreement “is designed to facilitate transfer from community colleges to baccalaureate colleges and universities. It provides for transferability of up to 30 semester credits to meet many (and in some cases all) of the General Education Requirements at participating Michigan four-year colleges and universities. Students may complete the MACRAO Transfer Agreement as part of an associate degree or as a stand-alone package.” For more information see:  
<http://www.macrao.org/Publications/MACRAOAgreement.asp>
- The fifteen state universities in Michigan are members of the state's Presidents Council for higher education. The academic officers committee of the President's Council created a transfer clearinghouse, the Michigan Transfer Network, in which Oakland University participates. For more information see:  
<http://www.michigantransfernetwork.org/>
- Oakland University makes its transfer equivalencies for community colleges available on line for students. <http://www2.oakland.edu/admissions/tce/>
- Information for potential undergraduate transfer students appears in both written and electronic form. The written policies appear in the undergraduate catalog ([give pages](#)) and electronic policies appear on OU's website at: <http://www4.oakland.edu/?id=842&sid=16>

5C3: Community leaders testify to the usefulness of Oakland University's program of engagement

On October 30, 2008 the Rochester Regional Chamber of Commerce awarded OU's president, Gary Russi, the lifetime Achievement Award. The award is given to "an individual who has been successful in their business ventures, and who epitomizes the hopes and dreams of the Chamber business members, and who actively supports and encourages many of them" (Anne Burns, RRCC Marketing and Communication Director). According to the Oakland Post,

OU Campus Recreation was also recognized and awarded the Wellness at Work award for its Shape Up OU program.

5C4: Oakland University's programs of engagement give evidence of building effective bridges among diverse communities

Oakland participates in numerous projects that "build bridges" to the diverse communities that surround it. For example, OU supported the Greater Pontiac Community Coalition whose mission is "to create change for the better in the lives of the people and communities of Oakland County." OU faculty also participate in providing lectures at the Older Persons' Center in Rochester.

5C5: Oakland University participates in partnerships focused on shared educational, economic, and social goals

- One of the most important examples of mutually beneficial partnerships is the partnership that Oakland University has formed with Beaumont Hospitals to develop a new medical school at Oakland University.

5C6: Oakland University's partnerships and contractual arrangements uphold the organization's integrity

Oakland University maintains a contract review process by which all partnership and contractual relationships are either prepared or reviewed by the Office of Legal Affairs. That review is meant not only to ensure compliance with all applicable laws and regulations, but also to ensure that institutional integrity is maintained. The university has rejected partnership solicitations, contractual arrangements, and proffered gifts because they were deemed to be inconsistent with the university's mission.

The Office of Grants, Contracts, and Sponsored Research works closely with the Office of Legal Affairs and other areas related to compliance. Research activity is subject to review by the compliance assurance committees of Institutional Animal Care and Use, Institutional Biosafety, Institutional Review Board for protection of human subjects, Radiation Safety, and the Conflict of Interest Review Committee. External mandates of Federal and State of Michigan regulations, sponsor restrictions and institutional policies are applied to all transactions in the research area. Oakland's faculty, staff, students, and administration work together to fulfill our obligation to uphold the highest possible standards of integrity.

Core Component 5D: Internal and external constituencies value the services Oakland University provides

5D1: Oakland University's evaluation of services involves the constituents served

Oakland University students evaluate the teaching and learning environment of each credit course that they take. Each school and the departments in the College of Arts and Sciences have evaluation instruments that are completed at the end of each semester.

Oakland University service programs and internship opportunities are evaluated on an ongoing basis. Below are examples of how Oakland University involves its constituents in evaluating its services.

- A year-end survey has recently been developed by the Senate Athletics Committee. The survey is slated to be distributed at the end of each team's competitive season in future years. Year-end senior exit interviews have been conducted annually as is required by NCAA guidelines. Student athlete handbooks are modified and departmental goals are reviewed based on the results of these surveys.
- The Department of Recreation has a program survey that is available to constituents for their individual evaluation of each program participated in. A facility survey is also available to constituents upon any visit to the Recreation Center.
- In order to gauge the effectiveness of the services provided at the ACCC (adult career counseling), pre and post counseling data is collected using My Vocational Situation (MVS) as measure of clarity of vocational identity. Of the 126 people seen in the ACCC, 61 completed the MVS before seeing an advisor and again after termination of services. Results show statistically significant improvement in clarity of vocational identity. On average, respondents rated their overall experience as a client of the ACCC as an 8.7 on a 10-point scale.

5D2: Service programs and student, faculty, and staff volunteer activities are well-received by the communities served

Examples of a variety of well received programs to assist local communities are provided in section 5A4 and in the resource room.

5D3: Oakland University's economic and workforce development activities are sought after and valued by civic and business leaders

Oakland University has a partnership with Michigan Works to provide opportunities for dislocated workers and others in need to earn an OU degree. OU recently provided space for a series of Michigan Works workshops for laid off Chrysler employees. The workshops were so popular that a second round was scheduled.

Oakland University's business incubator, OU INC is part of the Great Lakes Interchange SmartZone designed to assist the development of business. OU INC supports existing

and grows new technology-based and life science businesses that evolve and cluster in the SmartZone by providing technology and business services that include:

- applied research and technology development
- intellectual property management
- technology transfer and commercialization
- business and marketing planning
- assistance with developing loan and grant program proposals
- assistance with financing and capital acquisition for start-up and spin-off businesses
- access to Oakland University programs, including business and technology curricula, continuing education and professional development
- access to Oakland facilities including laboratories for biomedical, health, safety and environmental research; industrial research and development facilities; conference, teleconference, testing, training and quality control facilities; and meeting rooms
- use of university research infrastructure
- business diagnostic assessments to help track business development progress and pinpoint specific weaknesses in business processes, products and services
- analysis of core aspects of business management competencies to help develop entrepreneurial skills
- formal and informal business assistance counseling from qualified business coaches and partner business development governmental agencies and corporations
- create and assign volunteer "kitchen cabinet" board of advisers for tenants or affiliate membership client companies
- access to sponsored business training courses and programs
- access to a network of university resources for consultation, education and service programs, including the following applied research and technology centers and institutes

Some of OU INCubator's clients include Advanced Sensing Techniques Inc., EdEn Inc., GS Engineering, and Jadi Inc. The incubator's services are well received by its clients.

5D4: External constituents participate in the organization's activities and co-curricular programs open to the public

Oakland University activities are well attended. A sample of attendance at OU events follows.

- Members of Alumni Relations at OU are engaged in events such as Arts & Apples, Literature to Film Book Club, the Carville and Matalin lecture (500 attendees in 2004), OU Night at Comerica Park (1400 attendees in 2007), OUAA Golf Outing (27 years strong), Family Festival (1200 attendees in 2007), and the Annual Alumni Awards Banquet. They also sponsor scholarship opportunities such as the Returning Alumni Scholarship (open to alumni), the Legacy Scholarship (open to children/grandchildren of OUAA members), and have raised over

\$1.6 million in the scholarship fund. They remain active in events geared to both charter class members and the future alumni network.

- Kresge Library cosponsored with Auburn Hills Public Library a well-attended poetry slam November 1, 2007, attended by over 80 community members, students and OU faculty.
- Formerly titled the Meadow Brook Art Gallery (established in 1962), the Oakland University Art Gallery (renamed in September 2006) organizes a dynamic schedule of six major visual arts exhibitions annually each enhanced with associated programming. Over the past ten years the gallery boasts an attendance of over 183,000 visitors. As an integral part of the Art and Art History Department, the gallery brings academic excellence to its season with a wide variety of special events to enhance each exhibition such as artists' lectures, panel discussions, and symposia.
- Oakland University library participates in the Michicard system and offers guest cards to community patrons, so that currently 285 non-OU patrons have checked out over 1100 items as verified by a recent check of the online library system.
- A total of 2750 people participated in the 27 events held by off campus constituents through the Athletic Department during 2007-2008.

*5D5: Oakland University's facilities are available to be used by the community*

OU makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university. It provides access to its programs and campus, insofar as consistent with the role and scope of the institution, for the recreational and physical enrichment of area citizens. Cultural enrichment is provided for the community through the Meadow Brook enterprises, on- and off-campus presentations by faculty and students, and other campus events.

- Oakland Center is the student center on campus. It houses large banquet rooms and other facilities that are available for public rental when not in use for campus purposes. The Oakland Center also serves internal and external constituents by offering a wide variety of social, recreational, cultural and entertainment programs. Please see the document entitled NCA C5 Oakland Center, Fekel, Director in resource room for a detailed summary of their recent activities.
- The Recreation Center and Upper Pioneer Field are available for use by the community. Please see document, DCR Annual Report 2006-07 in resource room for a listing of usage.
- The Department of Athletics also supports the mission of the university and addresses the needs of external constituents by providing the facilities for numerous events. The support files indicate that 27 unique events for off campus constituents were organized during 2007-2008. Athletics also champions a local cause or organization once or twice a year and permits them to use the facility free of charge to host an event or a gathering of their constituency.

- The Detroit Pistons hosted their annual open to the public practice in the fall of 2007 in OU's arena. The Detroit Tigers held their traveling pep rally for the 2007 season in OU's arena in the winter of 2007.
- The Golf & Learning Center extends special programs to its constituencies via the dedicated Learning Center. G & LC members as well as community members can participate in clinics, individual lessons and junior golf camps. Information on the learning center and these programs can be found on their website ([www.ougolf.com](http://www.ougolf.com)). Many of the golf outings are an extension of the outside communities desire to participate at the G & LC.

5D6: Oakland University provides programs to meet the continuing education needs of licensed professionals in its community

- In response to the need for content-area teachers to understand the importance of integrating information literacy skills into their assignments, the library has begun offering the professional development course "Information Literacy Instruction for Educators," first as a CEU course in summer 2007, and for the first time as LIB501 in summer 2008.
- The faculty of the Department of History has collaborated to create the Historians and Teachers Together project to provide major professional development activities for teams of teachers in the K-3, 4th, 5th, 8th, 9th, 10th, and 11th grade levels. Professional development activities include extensive mentoring, full-day Content Seminars; half-day Workshops; intensive multi-day Summer Institutes
- The School of Education and Human Services provides an array of professional development activities for teachers and counselors. For example:
  - Autism Endorsement
  - Brained-Based Learning Graduate Certificate
  - Career Development Facilitator Training
  - Endorsement for Teaching the Autistically-Impaired Student
  - ESL Endorsement to Teacher Certification
  - Post-Master's School Counseling Specialization
  - Counseling Supervision
  - Helping Children Cope through the Stages of Grief and Loss
  - Workplace Violence: Identifying and Minimizing Organizational Risk

Other academic units also offer continuing education/lifelong learning for professionals

## *Chapter Nine*

### *Summary and Request for Continued Accreditation*

#### **The Self-Study**

Oakland University is dedicated to ongoing assessment and improvement and has undertaken the self-study process in that spirit. The purposes of the self-study were five-fold: to reaffirm Oakland University's adherence to its mission; to demonstrate that the university has met the criteria for reaccreditation by the Higher Learning Commission; to identify the ways in which Oakland University has addressed the recommendations of the 1999 comprehensive visit; to compile information that can assist with strategic planning; and to identify the major challenges and opportunities in pursuit of the university's mission.

The university mission is woven throughout the criteria. The university's planning, budgeting, and operations all flow from its mission. Evidence is presented for each of the criteria in the self-study and supported with documentation in the resource room and online to help substantiate that Oakland University has met the criteria for reaccreditation. Measures taken to address the recommendations of the 1999 consultant evaluator team and results are presented. This self-study has provided information that will assist the university in identifying its major challenges and the strategic steps needed to address them.

#### **Summary of the Criteria**

The self-study document and resource room present evidence to support fulfillment of the following criteria.

##### ***Criterion One: Mission and Integrity***

Oakland University's mission and core strategic documents are clear and effectively communicate with the university's internal and external constituencies. The university mission guided development of its major planning documents, *Strategic Plan 1995-2005*, *OU in 2010*, and *OU in 2020*. The Role and Mission statement clearly identifies the primary populations that the university engages: undergraduate and graduate students enrolled in degree programs, as well as life-long learners seeking continuing education in the State of Michigan. Achieving academic distinction in its degree programs is at the forefront of the mission of Oakland University. A consistent thread that begins in the mission statement and echoes in the strategic planning documents is that a strong core of liberal arts and sciences is the basis on which undergraduates develop the skills, knowledge, and attitudes essential for successful living and active, concerned citizenry. OU's role and mission are available in print as well as on the OU web site.

Oakland University highlights diversity and the importance of meeting the needs of its diverse set of learners through academic programs and co-curricular activities in its *Role and Mission* statement and as one of its core values. Both *OU in 2010* and *OU in*

2020 speak to the university's role in a multicultural society. Throughout the mission and strategic planning documents, an emphasis on cultivating individual growth and potential is pervasive. Policies and programs that support the university's values of integrity, respect for individuals, and diversity are found throughout the university and are in keeping with Oakland's mission to create the highest standards for the academic environment. The university mission statement and strategic plans address diversity, and they all point to strategies to achieve it.

The mission statement appears in material distributed to board members and the administration, and it is reviewed and discussed at planning retreats. The president has asked that the mission be presented and distributed to faculty and staff during new employee orientations. It is presented and distributed to new students in their orientation materials. The President's Executive Council meets weekly and participates in planning retreats to evaluate and review strategic initiatives and to ensure that these initiatives remain mission focused and driven. The vice presidents of each university division make budget recommendations to the president who bases his decisions on values and guidelines that recognize the institution's core mission of educating students and keeping strategic focus on developing OU's vision. The mission statement was central to the process of developing the goals of the university's units and divisions. The prominence of the mission in all planning deliberations, and in university policies and procedures, and on the web site indicates commitment to the mission.

The Board of Trustees of Oakland University is constituted as provided by Public Act 1970, No.35, effective July 1 (MCLA 390.1515) to exercise its constitutional powers and duties. The board is charged with general supervision of the university, including control and direction of all expenditures from the institution's funds. In 1994 the Board of Trustees authorized two student liaison positions to the Board. The board approved the current Role and Mission statement and the mission continues to be the rudder that guides the university's strategic planning. The board participates in strategic planning retreats with the President's Executive Council. Acting on authority delegated by the board, the president assumes primary responsibility for all of the university's educational, financial, and administrative functions. He is the principal liaison officer and official contact between the board and the faculty, staff and students of the university. The president has delegated authority over the major functional operations of the university to four divisional vice presidents who serve as operating officers of their respective divisions: academic affairs, student affairs and enrollment management, finance and administration, and university relations.

Oakland University participates in a system of shared governance. The University Senate is an all-university governance body whose membership includes faculty, administrative officers, staff, and students. The Senate carries out its work through its committees, staffed predominantly by faculty members but including student and *ex officio* administrative members as well. Designated committees operating under the University Senate and the Office of Academic Affairs address curricular issues. The AP Assembly is a governance body operating in the non-academic sphere, representing the administrative-professional staff. The OU Student Congress is the student governance body. Oakland University's governance bodies and leadership keep the university community informed of their activities and of administrative and academic

policies and procedures. The OU Chapter of the American Association of University professors represents the faculty and endorses the principles of the national organization and supports academic freedom and shared governance. Four other unions represent other university employees. Regular evaluation of the university's structures and processes has yielded both major and minor changes in the university's operations.

The vice president for Legal Affairs and General Counsel represents the interests of the university on all institutional legal matters and provides legal counsel to the Board of Trustees and president. Oakland University maintains clear and fair policies regarding the rights and responsibilities of each of its internal constituents. University Human Resources maintains a web site that features employee handbooks, contracts, and policies. OU ensures the integrity of its co-curricular and auxiliary services. Internal Audit plays a major role in monitoring the integrity of these entities. Through its articulation and partnership agreements OU deals fairly with its external constituents. The university represents itself in print publications and increasingly through the OU web site. It also submits information to the media. University Communications and Marketing reviews and approves all communications to external, and some internal audiences. The university endeavors to provide timely responses to complaints and grievances, particularly those of students. The Student Handbook provides resource information for students who may encounter problem situations while at Oakland University as does the Office of the Assistant Vice President for Student Affairs and Dean of Student Life.

### ***Criterion Two: Preparing for the Futures***

Oakland University uses a wide variety of methods to assess current trends, to evaluate the capacity to carry out its mission and serve the needs of its constituents, and to shape and inform its plans for the future. The President's Executive Council and the Dean's Council regularly do environmental scanning. A number of strategic documents inform the planning and resource allocation processes at OU (e.g., *OU in 2010*, *OU in 2020*, Enrollment Projections and Student Trends, Human Resource Trends, Financial Planning documents and State Budgets, Physical Master Plan.) Oakland University supports innovation in achieving its mission. OU began as an experimental external campus of Michigan State University and innovation and change continue to be common themes at Oakland. Innovation permeates the language and focus of OU's planning documents. Innovation is also reflected in the actions, not just the rhetoric, of the institution. Oakland's most recent planning document, *OU in 2020*, clearly reveals the university's understanding of the relationships of educational quality and student learning with the diverse, global, and technological world. OU also incorporates its history and heritage into its planning. Recently Oakland University celebrated its fiftieth anniversary. Its anniversary was a perfect time to acknowledge its history and heritage.

Oakland derives its authority from Article VIII, Section 6, of the 1963 Constitution of the State of Michigan. While authority concerning organizational goals and functions of the university resides with the Board of Trustees which delegates authority to the president, organizational goals are both set and implemented with the support and advice of the entire university. The university has endeavored to maintain its resource base in a time of economic downturn in the state. During a decade when state

funding as a percentage of the university's General Fund dropped to an all-time low, the university and the Board of Trustees have protected the core education of students and have maintained the university's distinctive and valued educational programming and services. They have done so by implementing cost containment initiatives and budget reductions, by entering into partnerships, by conservatively increasing tuition, and by having favorable investment income earnings. To promote the need for resources to strengthen its quality of education the university maintains a legislative liaison at the State level. The president, provost, and members of the university community also engage in dialog with State officials to make the case for increased resources for the institution. The university is also currently involved in its first ever comprehensive capital campaign to secure resources to take the university to the next level of excellence.

Oakland is a lean institution that effectively uses its human resources to maximum effect when compared to peer institutions and other public universities in the state. However, the number of full-time tenure track faculty has grown each year since 1999 and the student to faculty ratio has remained rather constant at around nineteen to one. OU's history of financial resource development documents a forward-looking concern for ensuring educational quality. The university invests in training for faculty and staff and also gives them the opportunity to pursue professional and career development. OU has provided information technology resources to enhance, support, and foster teaching, learning, research, administration, service, communications, and outreach. In addition to expenditures for technology the university has added several new buildings, expanded and/or remodeled others, and created new centers and laboratories. Reduced state appropriations have challenged Oakland's budget planning, but it has successfully responded by employing conservative budget management and creative solutions to insure sustainability.

Oakland University has a history of achieving its planning goals. The Office of the President has maintained records of planning goals and achievements of the divisions, units, and departments since July 1999. Oakland has a number of mechanisms in place to evaluate its performance and demonstrate institutional effectiveness. For example, academic programs undergo both academic program review and program assessment. The Office of Institutional Research and Assessment is charged with securing and maintaining information that helps the institution assess its effectiveness and plan strategically. The institution gathers information on many different levels, from institutional data relating to total number of students to program level measures looking at how well students meet learning outcomes to consultant reports examining specific issues.

Implementation of planning initiatives has contributed to the continued growth and development of the university through new academic programs, increased enrollment, leaner and more effective operations, increased and enhanced technology, improved student services and programs, increased philanthropy, and new and renovated buildings. The annual budget process for the university includes steps linking the budget to the university's planning process. The university's executive leadership planning retreats address the importance of remaining flexible to take advantage of opportunities or prepare for environmental threats. Oakland's strategic planning processes directly involve internal constituents from the campus as faculty, staff, and students serve on

planning task forces and committees and provide suggestions and feedback on various planning documents.

### ***Criterion Three: Student Learning and Effective Teaching***

Oakland University has been consistent in its commitment to excellence in teaching and learning from its inception over fifty years ago. That commitment is visible with over 90% of OU degree programs having specified student learning outcomes. Oakland University has completely renewed its general education program incorporating identified learning outcomes. The first phase of the new general education program was implemented in 2005 for freshmen, and transfer students began the new program in 2008. In response to the 1999 comprehensive visit OU undertook a campus-wide initiative to make changes in how the academic assessment process was implemented. Assessment of academic programs at OU is driven by the faculty. The Oakland University Academic Assessment Plan requires all academic programs to develop assessment plans that include program and learning objectives that flow from the mission of the university. Today, at Oakland, program goals and learning outcomes form the foundation of program assessment across the institution and the campus continues working toward a culture of assessment. The assessment reports prepared by program faculty for the Assessment Committee document the contribution of assessment to program improvement at both the course and program level. Actual results obtained through assessment of student learning appear in department reports forwarded annually to the Assessment Committee. Results of licensure exams and other standardized state or national exams provide outside confirmation of the effectiveness of a number of programs. Placement rates and alumni surveys point to the success of OU students after graduation. By 2008 there were many assessment success stories to indicate that assessment is being integrated into the university culture. Oakland University faculty and staff continue to focus on “closing the loop” and using the results from assessment to improve academic programs and student success.

Oakland values and supports effective teaching. OU has dedicated and qualified full-time, tenure track faculty who develop OU’s curricula. Oakland provides and encourages professional development that enhances teaching skills. Oakland recognizes effective faculty teaching in a variety of ways. The university encourages innovative practices that enhance student learning and educational access. The university and its school and college encourage faculty participation in professional organizations related to the disciplines they teach. Oakland University seeks to provide an environment that supports all learners and respects their diversity. OU provides a variety of learning environments outside of the classroom for students. Oakland also offers numerous services that foster student success including a comprehensive program of decentralized advising. Oakland has online courses and programs to meet the needs of its diverse student population. OU attempts to bridge the silos of university life to address the needs of its students and constituents through cross-divisional endeavors aimed at development of the whole student such as the First Year Initiative. Over the last ten years the university has shown in its budgeting priorities that improvement in teaching and learning is central to the university mission. Funding for Academic Affairs division went from a

base budget of \$62 million to a base budget of \$108 million for FY09, an increase of 74.7%.

***Criterion Four: Acquisition, Discovery and Application of Knowledge***

The university allocates resources with specific focus on a life of learning for its students, faculty and staff. This is accomplished through significant allocations of new operating funds to academic functions, significant allocations of one-time funding and capital improvement funds to academic purposes, and a long standing practice of providing funding to students, faculty and staff to pursue their educational needs and goals. The Oakland University Board of Trustees upholds academic freedom that allows faculty the freedom “to pursue scholarship in an open and creative environment.” The Board goes on to state, “the rights of faculty members to undertake scholarly approaches to their disciplines in accordance with professional standards in the classroom, in the laboratory, and in publications are guaranteed.” As a public institution of higher education, OU acknowledges its responsibility to conduct its programs in the public interest.

Oakland values a life of learning for all of its constituents. The university not only makes provision for faculty training but also provides opportunities for professional and career development for its administrators and staff. Oakland University publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. The university has several methods of recognition including funding of research awards, recognition ceremonies, and publication of newsletters, magazines, and web content that showcases the achievements and involvement of faculty and students. Oakland is classified as a doctoral/research intensive university in the Carnegie system. Oakland received over \$12 million from external funding sources in cumulative new awards for FY07 and over \$9 million in FY09. Contributions in scholarship, research, and creative activities are requirements for OU faculty to be reemployed, tenured, and promoted. *OU in 2010* extended the emphasis on research to students by highlighting student research and creative endeavors both for undergraduate and graduate students. Research and scholarship lie at the core of the university and play an active role in the enrichment and improvement of educational programs and university operations. The university and its faculty value the scholar-teacher model because they believe that cutting edge teaching is informed by quality scholarship.

Regular academic program reviews ensure the currency and relevance of courses and programs. The University Senate mandates that all undergraduate programs be reviewed at least once every ten years. Many programs are reviewed more often due to external professional accreditation requirements. In all of its programs Oakland seeks to prepare students to become part of a diverse workforce. Closely related to the skills and competencies needed to join a diverse workforce are the skills and knowledge needed to function in a global society. OU has focused on preparing students for a diverse world in its undergraduate curriculum from its earliest years. Oakland was one of the first schools to implement an international studies requirement. Oakland engages external stakeholders to ensure the currency of the curriculum and utility of the knowledge and skills gained. OU seeks input from its advisory boards, program reviewers, and employers regarding the relevance of its curricula. Oakland University faculty members

expect students to master the knowledge and skills necessary for independent learning in all OU programs and to carry those skills into practice. Oakland provides its students with many curricular and co-curricular opportunities that promote that socially responsible application of knowledge.

Oakland ensures ethical conduct in its research and instructional activities. The University Research Committee is responsible for developing research policies and practices in conjunction with the university administration. The Office of Grants, Contracts, and Sponsored Research has primary responsibility for the coordination of research compliance oversight through various offices and committees throughout the institution. Research conducted at OU is safe and ethical. To maintain this standard, and to comply with federal, as well as State of Michigan, regulations and laws, the university has instituted a number of regulatory committees. The Office of Grants, Contracts, and Sponsored Research works closely with the university's General Counsel and the resident technology incubator to continuously inform researchers of policies and practices related to intellectual property.

#### ***Criterion Five: Engagement and Service***

Oakland University serves the needs of multiple constituents including students, parents, alumni, donors, the taxpayers of Michigan, future employers, business and industrial communities, and the State's elected governmental officials. Through formal and informal partnerships, Oakland strives to maintain the degree of flexibility necessary to respond with innovative instruction, research, and service to the rapidly changing needs of the people it serves.

The concept of public service is integral to the mission of the university, and Oakland's commitment to service runs deep in its heritage. Initially Oakland University was part of a land-grant institution and the land-grant philosophy remains part of a rich tradition of public and community service at OU. Oakland engages in service in numerous areas such as K-12 education, economic development, urban issues, democratization, health and well-being, poverty, higher education, internationalization, natural resources and environment, security, and energy. Service engagement in these areas undergirds and strengthens the three remaining components of the OU mission – teaching/learning, research, and student development.

Oakland University conducts environmental scans as part of its long-range planning processes to understand the changing needs of its constituencies and their communities. OU views its role as one of service and partnership with the diverse communities which surround it. Oakland University participates in a wide array of activities to meet the needs of the communities it serves. The activities cover a range of service to individuals as well as large populations. Each activity represents OU's awareness of a need by an external constituency and an attempt to address it. Many partnerships, outreach and continuing education programs are sponsored by the numerous centers and institutes at Oakland University. Oakland University's growth and Michigan's economic climate have led to partnerships, professional development, summer programs, and continuing education becoming increasingly important components of the university's life and resources. OU also provides many co-curricular

activities ranging from athletics to volunteer activities that provide engagement and service to its external communities.

The value of integrating service learning, internships and other community oriented activities into the learning process for students is well recognized by the institution. OU's strategic planning documents attest to the importance of the service component of its mission. *OU in 2010* states that Oakland will be "recognized regionally for quality and responsive community outreach" and "recognized regionally for building collaborative relationships with business, industry, education and government to meet the demands of a highly educated workforce and high-performance workplace." *OU in 2020* indicates that the university will "engage with communities to develop partnerships that form solutions to community needs, will resonate in the business and philanthropic communities, and will create and expand experiential opportunities for OU students."

Oakland University maintains articulation agreements with community colleges to assist student transfer. Oakland's Macomb to Oakland (M2O) is the state's first concurrent enrollment agreement. Oakland participates in MACRAO an agreement that "is designed to facilitate transfer from community colleges to baccalaureate colleges and universities." OU's partnerships uphold the institution's integrity. OU maintains a contract review process by which all partnership and contractual relationships are either prepared or reviewed by the Office of Legal Affairs. Oakland's service programs and internship opportunities are evaluated on an ongoing basis. University activities are valued by the community, and the activities that OU provides to the community such as Alumni Relations events, Meadow Brook Art Gallery and events sponsored by Kresge Library are well attended. OU also makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university.

### ***Summary of Measures addressing 1999 Recommendations***

#### 1. Land and facilities master plan

- OU developed a master plan to provide guidance on physical planning for 2001-2020; *Sailing into the Future: Oakland University Physical Master Plan*

#### 2. Resources for planned growth as graduate intensive institution

Since 1999:

- Number of masters degrees increased 55.6%
- Number of doctoral degrees doubled
- Number of certificates increased 43%
- Dedicated, visible location and staffing for graduate admissions, and recruitment and marketing
- OU is continuing to build resources needed in Graduate Study to support academic programs and students

### 3. Communication Between Faculty and Administration

Measures have been taken to increase communication including:

- More interaction between the Board of Trustees and faculty through events, meetings, and highlights of faculty accomplishments
- Provision of presidential updates to the university community through presentations, E-mails, and discussions on important information regarding budget and state of the university
- Administrative and community recognition of faculty accomplishments through venues such as the president's colloquium and annual recognition luncheon.
- Opportunities for dialog such as the provost's regular meetings with academic deans, department chairs, and University Senate.

### 4. International Program Coordination

Two new offices have been established at the university level:

- Office of International Students and Scholars  
Assists incoming international students
- Office of International Education  
Assists with study abroad and international agreements
- More resources are need to assist academic units with international agreements and study abroad

### 5. Diversity

- Establishment of Oakland University Academic Success Fund
- Center for Multicultural Initiatives
- Moderate success in increasing the percent of minority students (13.6% in 1999 to 14.8% in 2008) [note: due to increase in size of student body this represents a 34.2% increase in the number of minority students on campus]
- Minority staff increased from 19.7% to 22.1%; number of Caucasian faculty declined 4%.
- Work still continues on recruiting minority faculty, staff and students

### 6. General Education

- OU reformed its general education and the new program incorporates student learning outcomes
- Focused visit on general education was positive

### 7. Assessment

- OU implemented significant changes in assessment processes focusing on building a culture of assessment
- Focused visit on assessment was positive

### 8. Promotional literature misleading/adjunct faculty

- References to the percent of full-time faculty teaching courses was removed from major university publications
- Percent of full-time faculty approximately the same as in 1999
- Full-time faculty proportion of FTE (full time equivalent) has grown from 64% in 1998 to 67% in 2007
- Proportion of credits taught by full-time faculty increased from 57% to 60%

**Summary of Oakland University's Challenges/Opportunities**

#1: To maintain and increase student access and enrollment in a time of demographic and economic downturn

Significant measures to increase access and enrollment include:

- Expansion of online programs [Request for Change]
- Macomb branch campus [Request for Change]
- Student transfer center [Under consideration]
- Affordability measures [In place: scholarships, tuition differentials, payment plans, etc.]

#2: To increase student engagement, success, and retention:

Significant measures to increase retention and student engagement and success include

- Distinctive Undergraduate Education
  - First year initiative [In process]
  - Renewal of General Education
  - Reform of Assessment
- Affordability measures [In place: scholarships, tuition differentials, payment plans, etc.]

#3: To enhance academic standing and quality:

Significant measures include

- Creation of medical school [Request for Change in Spring]
- Reinvigorating graduate programs while maintaining a distinctive undergraduate program [Proposals under consideration]

#4: To maintain and improve the quality of research in a time of economic downturn

Significant measures includes

- Building partnerships for research and education
- Scholarships, awards and opportunities for student research
- Increased focus on research support through separate research office

#5: To provide a diverse learning environment

Significant ongoing measure includes

- Continue to seek diversity in the student body and especially in new faculty hires

### **Request for Continued Accreditation**

Established as a state institution of higher education in 1957 and offering its first undergraduate classes in 1959, Oakland University achieved accreditation by the North Central Association of Colleges and Schools (NCA) for its undergraduate programs in 1966. Full accreditation at the master's level and preliminary at the doctoral level followed in 1971. The 1979 comprehensive NCA review continued full accreditation at the doctoral level for the existing doctoral programs and recommended a focused evaluation of the university's continued development at the doctoral level in five years. That review, in 1983, achieved mature status for Oakland University a status that was reaffirmed in 1989 with a focused visit on the Library and in 1999 with focused visits on General Education and Assessment, and on International.

**This self-study demonstrates, we believe, that Oakland University has continued its high standards in teaching, research, public service and student development and meets the criteria for reaccreditation. Therefore, we ask that Oakland University continue to be recognized as an accredited institution by the Higher Learning Commission of the North Central Association of Colleges and Schools.**

*Chapter Ten*  
*Requests for Change*

*Request for No Prior Commission Approval Required for Distance  
Learning Education Degree Programs  
(and Certificates)*

*A Request to the Higher Learning Commission  
Of the NCA  
For Institutional Change in Educational Offerings (I.C.2.b.)*

*Oakland University  
Rochester, Michigan  
April 2009*

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## *I. Request for No Prior Commission Approval Required for Distance Learning Education Degree and Certificate Programs*

### *1. What change is being proposed?*

#### *1. a. State the specific change that is proposed*

- i.) Oakland University (OU) requests that no prior commission approval be required for distance learning education degree and certificate programs that are currently under development and will be developed in the future. These completely online programs will only be changing the mode of delivery not the content or curriculum. The online programs will all be based on programs that have previously been approved and offered in the traditional face-to-face mode. The same curricular requirements will exist in both online and on-ground programs.
- ii.) In 2005, Oakland University submitted a Request to the Higher Learning Commissions of the NCA to add a Distance Education (Online) Degree Program in Nursing at Oakland University. In winter of 2006, OU underwent a focused site visit for the approval of an online RN/BSN undergraduate degree that was approved on July 12, 2006. This program began to be developed in 2001.

#### *1. b. State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).*

The current popularity and projected growth of online learning in general demonstrates the viability of online instruction. The Sloan Consortium (2006) reports that 82% of higher education institutions provide some online options and that 69% of academic leaders believe that student demand is still growing.

Outcomes resulting from the proposed change to offer online degrees include enrollment growth through (1) increased access, (2) increased growth (numbers), (3) increased rate of graduation and degree completion, (4) expansion of the geographic diversity of students, and (5) enhancement of student learning. Oakland University's 2010 Plan that was written in 2001, states that "Oakland University will offer a limited number of Ph.D. programs focused on areas with a concentration of faculty expertise and of critical need to the state, region, and nation." An example of this would be the Doctorate in Nursing Practitioner that is now partially online and so can be accessed by nursing students in the Upper Peninsula. The creation of more nurses is crucial to Michigan with its aging population and faltering economy. Many of our graduate students are full-time workers who need the flexibility of online learning, while other adult students need to retrain to fit into our changing economy. Also, "Future growth in

enrollment will continue toward a 20,000-student target matched with growth in faculty, staff, campus and student services and technological enhancements.” Since OU’s enrollment has increased to over 18,000 students. Additional online programs will help continue this growth, particularly since we have a policy that allows online out-of-state students to pay resident tuition. Staff at e-LIS and faculty teaching online regularly present at teaching and learning conferences and publish on the effectiveness of online methods in the scholarship of teaching journals.

1.c. Project the impact of this proposed change on the organization’s current mission, the numbers and types of students to be served, and the breadth of educational offerings.

### ***Oakland University's Mission***

This proposed change supports the vision of Oakland University's mission, which "emphasizes four essential ingredients for the direction of the university: excellent and relevant instruction; high quality basic and applied research and scholarship; responsive and effective public and community service; and a comprehensive schedule of student development activities."

"As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, masters and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership." *Oakland University Graduate Catalog 2003-2005*.

Online instruction has been shown to lead to improved teaching and learning due to greater organization of materials, enforcement of reading through automated quizzes, improved writing through forums due to transparency of output, and greater participation.

Oakland University is very experienced at offering online courses, with the first developed in 2001. There has been upward growth ever since with 88 individual, online courses in the semester of winter 2008 with approximately 2051 registered students. 72% of those are women, reflective of our on-campus population and also due to our high percent of online nursing courses where women students are predominant. About 2% are out-of-state students, a figure we would like to increase with completely online programs. Currently 50% of Oakland University faculty use our learning management system, Moodle, to teach online and supplemented courses. We have begun to develop a number of programs in a partially online mode and if we were to accredit each one of them separately as fully online, it would require up to 15 separate NCA site visits in the next couple of years.

Since all of these programs have been approved and taught in a traditional face-to-face mode on campus for years, the content of the programs will not be changing, only the mode of delivery. The Higher Learning Commission's Evaluation Team in 2006 found that "Oakland University has planned thoroughly to implement and sustain the online RN/BSN. Adequate resources have been dedicated to the effort, challenges and organizational impact have been addressed, and necessary processes and structures have been put in place.",

Oakland University now requests that no prior approval be necessary for online programs in the future. Oakland University will use its own internal processes to establish and provide oversight, in accordance with NCA Best Practices and guidelines, for all subsequent online programs.

### ***Online Program Development***

Oakland University has a process in place for developing completely online programs that was discussed and created by the academic, technology, financial aid, and finance units.

### ***Online Programs***

***Cathy Cheal, e-Learning and Instructional Support***

***January 20, 2009***

#### ***Committee Members:***

*Catheryn Cheal, chair*

*Thomas P. LeMarbe*

*Theresa M Rowe*

*Linda Switzer*

*Cindy Hermsen*

*Cheryl Verbruggen*

*Sheryl Klemanski*

*Darlene Schott-Baer*

*Shannon Flumerfelt*

*Peggy Cooke*

*Laura Schartman*

### ***I. Developing an Online Degree Program from a Pre-existing Program***

*The benefits of developing an online program include an incentive percentage back to the academic unit, resident or online tuition for students, faculty stipends for course development, enhanced faculty/student interaction, and increased enrollments. Oakland University has internal documents addressing the tuition assessment and development of online programs and a Board of Trustee policy addressing the residency classification for admission and tuition purposes:*

*\* The February 18, 2005 New Incentive Plan for e-Learning. This document states: "Students enrolled in courses associated with an approved on-line program*

*(degree or certificate) will be charged resident tuition rates regardless of their residency. The student record will be modified to represent residency once admission to the on-line program is approved and shall be valid only during the time period in which the student is enrolled in such program. If a student is required to support their on-line curriculum with a small number of traditional courses (i.e., general education) then, resident tuition will be assessed. The Provost in consultation with the President will determine which programs will qualify as "approved on-line" programs." This document was updated and revised 10/20/2008 as the Final Incentive Program Revision of Fiscal Year 2010.*

*\* Board of Trustee Action of February 28, 2008, "Application of in-state tuition rates in special circumstance: Regardless of domicile, in-state tuition rates apply to the following persons: ...Student admitted to approved on-line degree or certificate programs"*

*This means that the following types of programs can qualify as online programs:*

- 1. Completely online programs—all courses, meetings, internships are online with no on-campus contact.*
- 2. Completely online programs with internships. Coursework is all online but internships may or may not be on campus.*
- 3. Partially online programs. At least fifty percent of the course work is online and the majority of the remainder of the courses being offered off-campus.*

*The process of developing an online program will include the following:*

***Program Choice and Coordinator*** *The school or department decides on a degree or certificate program that has a market for an online format. The dean's office should identify and hire a part-time coordinator and/or faculty, funded through the online budget proforma process, to do the following work.*

- ***Initial Materials.*** *A faculty/staff coordinator from the School or College will work with the Assistant Vice President of e-Learning and Instructional Support (e-LIS) to convert a current on-campus degree program to an online format. The coordinator will develop a two to three page needs analysis and rationale for offering the program online, determine whether a cohort or non-cohort model will be used, identify and secure commitments from faculty to teach courses, submit a letter of support from the dean and a five year proforma budget (to initiate the incentive) to the Senior Vice President for Academic Affairs and Provost (SVPAA). The sponsoring academic unit will initiate conversations and develop collaborative relationships with other academic units that would be required to provide support courses in an online format to complete the online program requirements.*

*The packet of materials is to be submitted to the SVPAA by December 1, preceding the start of the program the following fall or winter and will contain:*

- 1. Justification of need (2-3 page report)***
- 2. Cohort or non-cohort model***
- 3. Schedule of course development and faculty***

#### **4. Dean's letter of support**

#### **5. Proforma Budget**

- **Academic Affairs approvals.** *The dean or representative and/or program coordinator will notify UCUI (University Committee on Undergraduate Instruction), the Graduate Council, or the Medical School Curriculum Committee [when established] about the change in instructional mode. If the new on-line program will be assessed differently than the current program, an assessment plan for the on-line program must be submitted to the University Assessment Committee. The dean will submit a written request to the Provost and President for formal, written approval to initiate the department incentive dependent on the proforma and incentive criteria, the resident tuition rate dependent upon the justification of need report, and the individual faculty stipends.*
- **Tuition Rates.** *Once the approval for the residency tuition rate is received by the SVPAA, he/she will notify the Assistant Vice President of Academic Affairs, who will inform Undergraduate Admissions or Graduate Admissions, as applicable, and the Registrar that students admitted to or currently enrolled in the approved program are eligible for the resident tuition rate. The student record will be adjusted to reflect the student's residency. Should a student leave the program, whether voluntarily or involuntarily, any student with a former non-residency classification will have their status returned to the non-residency classification.*
- **Content Development and Stipends for Faculty Development.** *Funding for faculty stipends will be managed by e-LIS. E-LIS will initiate the process by filing Faculty Special Payment forms with the appropriate school or college. The deans' offices then enter the payroll information electronically. The stipends will appear in the faculty paycheck a month or two later. The content for the courses will not change and the academic units will be responsible for the content, since online programs will be developed from traditional programs. Only the mode of instruction will change.*
- **Faculty Recruitment and Development.** *The faculty coordinator and the relevant department or school will recruit instructors for the online courses. Pedagogical and technology information for faculty will come from the e-LIS unit that will begin training the relevant faculty in workshops and one-by-one. It usually takes about 3 months to construct an online course. E-LIS will provide daily help desk support to the instructors and the students.*
- **Support Services.** *The faculty coordinator will develop needed publicity, support services like advising and library resources, student recruitment, and if necessary, coordinate any articulation agreements along with their academic unit. The Office of the Senior Associate Provost must be consulted concerning the development of any new articulation agreements. Representatives from an academic unit are not authorized to enter into an articulation agreement without*

*approval from the Senior Associate Provost and the SVPAA. All agreements must be reviewed and sanctioned by the university administration.*

- **Schedule of Courses.** *Courses must be correctly designated as online courses in the Schedule of Classes. Any synchronous meetings, either online or on-campus, must be announced in the Schedule of Classes, so students know required times before they register. Enrollment maxima for online courses are decided by the academic units; however, all courses are required to meet minimum course enrollments as determined by the SVPAA. Practices and policies concerning proprietary rights to course materials are addressed in the faculty contract.*
- **Accreditation.** *OU doesn't yet have blanket accreditation for online programs, although we are asking for that from NCA in our 10-year renewal request in April.*
  1. **A completely online degree program** *must file a written Request for Change submitted to NCA. OU has one NCA approved fully online program (in Nursing) and the change request written for it can be used as a model. Only after the Request for Change has been approved by NCA may the program be called an online program for publicity purposes.*
  2. **A program that has any face-to-face element,** *such as one course on campus or an internship course, or offers a certificate rather than a final degree does not need to file a Request for Change. These programs may be called partially online program or online programs with internships for publicity purposes.*

**II. The program coordinators should work with their school's assistant deans to prepare proformas.**

**III. Supplemental Materials** (available upon request from Cathy Cheal at e-LIS, [cheal@oakland.edu](mailto:cheal@oakland.edu))

- *Sample Proforma*
- *Sample Proposal*
- *Sample Request for Change for the NCA*
- *Inter-Office Memorandum – “Recommendation on Tuition Assessment for On-Line Programs*
- *Board of Trustee Action dated August 3, 2005, approving the revised Residency Classification for Admission and Tuition Purposes Policy*
- *Final Incentive Program Revision of Fiscal Year 2010 (rev. 10/20/2008)*

### ***List of Completely Online Programs***

#### **A. School of Nursing.**

1. 2001 RN/BSN-Completely Online *This is a completion degree of the last two years of the BSN. This is our largest and first completely online program with full accreditation, 2006. Although it had been offered for years as a traditional, campus-based program, conversion to online courses began in 2001 and it was gradually converted to a majority online. All General Education courses needed by the program were also added by 2005 and then it was granted its full accreditation in 2006. This has been a very successful program, with approximately 150 students added each year.*

#### **B. School of Education (not a degree program)**

2. 2002 Autism Endorsement—Completely Online *This program is shared with other universities, Grand Valley State, Northern University, and Central University, created in Winter 2002. We have about 70 students a semester. Accreditation is not necessary for an Endorsement program, although there is a desire to expand this into a Masters in Special Education with Autism Endorsement.*

### ***List of Partially Online Programs or Programs with Internships*** (completed and under development)

#### **A. School of Nursing.**

1. 2006 MSN in Adult/Gerontological Nurse Practitioner—Two-thirds online.
2. 2006 MSN in Family Nurse Practitioner Program—Two-thirds online.
3. 2006 MSN in Nurse Anesthesia—Half online.
4. 2006 MSN in Nursing Education—Majority online.
5. 2007 Doctorate Nursing Practitioner—Majority online.

#### **B. School of Education**

6. 2006 Ed Specialist Degree—Online with local internship. *The Education Specialist degree was developed as an on-campus program in 1989. It currently has 170 students in it. Three of the cohorts are online, while the remaining cohorts continue to be offered traditionally. This program was approved by the NCA liaison in 2006 to be offered as online with internship. The NCA liaison stated that she would not require a site visit.*

7. 2008 *Masters of Education in Educational Administration, in development.*
8. 2008 *Certificate for International Baccalaureate, half online and in development.*
9. 2008 *Microcomputer Applications Certificate Program, under development to begin fall 2008.*

### **C. School of Health Sciences**

10. 2008 *BS in Occupational Safety and Health, online with internship, in development.*
11. 2008 *Masters of Science in Safety Management, in development.*

### **F. College of Arts and Sciences**

12. 2007 *Master of Public Administration—One-third Online.*
13. 2008 *ESL Endorsement in Linguistics—Half online with internship.*
14. 2005 *Online General Education courses needed by the professional schools to complete a BS.*

#### 1.d. Identify from this list the Commission's policy/policies relevant to this change.

This proposed change falls under the Higher Learning Commission's guidelines on *Changes in Educational Offering* (policy I.C.2.a) that state that "Commission approval is required to extend accreditation to include degree programs offered through distance delivery methods."

#### 2. *What factors led the organization to undertake the proposed change?*

##### 2. a. Describe the relationship between the proposed change and ongoing planning.

Oakland University (OU) has a long history of encouraging innovative technology in education, due to Oakland's geographic inclusion in the technological economic center of Michigan and, in particular, its ongoing relationship with Automation Alley, a consortium of over 550 technology and manufacturing businesses in southeast Michigan. OU focused on information technology in its strategic planning documents for the past 10 years. The 1995-2005 Strategic Plan (p. 3) emphasizes community outreach as an important commitment. "Increased institutional investments over the last decade in the School of Business Administration and the School of Engineering and Computer Science have prepared Oakland well to respond to the new outreach opportunities in the automotive and manufacturing areas that are represented by the development of the Oakland Technology Park."

Oakland University is very interested in offering online programs. (See The Provost's Letter of Support in resource room) The campus primarily serves local traditional and nontraditional undergraduate students (97.3% Michigan students and 49.2 % from Oakland County), who commute through Michigan winter storms and continual summer roadwork. Only a small percentage, 10.8 %, undergraduate students, live on-campus. The flexibility of online programs will meet the needs of our large group of non-traditional students, including the graduate population (20.8 %) and an older population; 33.1 % of undergraduates are 23 years or older and the average age of the graduate students is 33.

The population of RN students coming to OU for the RN/BSN program is experienced nurses who often are employed at area institutions with a wide variety of work schedules. This is the perfect population for this online technology since it offers them the opportunity to complete their education in an easily accessible format.

The population of students desiring an Education Specialist degree consists of school administrators, such as school principals, teachers, and district officials, who often are employed at area institutions with a wide variety of work schedules. Online technology offers them the opportunity to complete their education in an easily accessible format, in that online courses may be accessed from the workplace at various times during the day or night.

During the 2002-2003 academic year, the provost reorganized the technology units, furthering the university goals of offering more online courses and programs. A formerly centralized unit was split into three equal areas: University Technology Services (network and helpdesk), Classroom Support and Instructional Services (classroom equipment), and e-Learning and Instructional Support (instructional technology). An Assistant Vice President position was created for each unit, and a new Assistant Vice President for e-Learning was hired in July 2004.

*2.6. Describe the needs analysis related to this proposed change.*

A needs analysis is done internally by a faculty coordinator in the relevant department before approving a program be developed in an online format. A study is made of the educational and economic viability of the program. A projection budget (proforma) is prepared that includes how many students will be enrolled in the program along with the estimated costs and income.

For example, before moving the RN/BSN online a study was done in the School of Nursing that determined the state of Michigan had very few online RN/BSN programs. Two completely online programs for RN/BSN students in Michigan are Kaplan University and the University of Phoenix, neither of which has a physical campus available to students. OU offers students the tradition and confidence of attending a public university with a physical location and long history. The Michigan State

University program for RN/BSN students only offered the nursing courses online without the general education classes.

There is a shortage of nurses across the country that is projected to last until 2015. Last year 32,000 students were turned away from BSN programs because of a lack of faculty. According to the American Association of Colleges of Nursing President Jean E. Bartels, PhD, RN, “increasing enrollment in baccalaureate programs is a key first step to addressing the nation's diminishing supply of nurse educators. Since the overwhelming majority of nurses with master's and doctoral degrees began their education in baccalaureate programs, efforts to overcome the faculty shortage must focus on boosting enrollment in four-year nursing programs.”

The OU program focuses exclusively on nurses who already have completed an ADN and are licensed as Registered Nurses (RN). In southeastern Michigan alone 39% of current practicing nurses have an ADN, 20% graduated from diploma schools of nursing, and 44% have bachelor's degrees (MCN). In the east central part of Michigan (the counties of Arenac, Bay, Clare, Gladwin, Huron, Iosco, Isabella, Midland, Ogemaw, Roscommon, St. Clair, Sanilac, and Tuscola), 18% graduated from a diploma program, 58% from an ADN program, and only 28% with a bachelor's degree.

Another example is the study taken at Oakland University before the Education Specialist in Leadership degree moved to online with internship. The state of Michigan had no other online Education Specialist programs at this time. In addition, there was a shortage of well-trained, experienced educator candidates for administrative positions in the state of Michigan. Cusick's *Policy Report #12: A Study of Michigan's School Principal Shortage* states, “Around the state and across the country, the number of applications for the principal-ship is declining.” (2003, p.5) Increasing access to established, quality leadership programming is of interest in order to advance the profession of education administration. The Michigan Association of Secondary School Principals reinforces the need for such learning options and states in their *Position Statement on Leadership Development for School Administrators*, “Principals must have multiple opportunities to undertake the study of pedagogy and to refine their leadership and management skills directly tied to improving teaching and learning.” (2000)

2. c. Describe the involvement of various constituencies in developing this proposed change.

Again, the decision to move academic programs to online is made in the academic unit. In the case of the RN/BSN and the Education Specialist degrees they were developed in their respective schools. The successive Deans of the School of Nursing have been strong supporters on moving to an online format over a number of years. The SON has a Board of Visitors that acts as an advisory group to the Dean. This group is comprised of a broad spectrum of health care administrators including nurse executives, hospital executives, nurse entrepreneurs, business executives, and community representatives. The specific purposes of the Board of Visitors are to provide counsel to the SON regarding its objectives, strategies, goals, curriculum and concerns; to promote

the school in the community by creating awareness of its existence, supporting recruiting efforts and understanding of the services it renders; and to provide assistance in obtaining financial support from outside sources. The Board of Visitors has also provided general support for online technology by contributing financially to the purchase of computer equipment and videos to aid in the delivery of online content.

The SON had two partnerships in the past to deliver RN/BSN courses face-to-face to a cohort of nurses; one with Henry Ford Health System and one with Mt. Clemens General Hospital. Feedback from administrators and nurses involved in these relationships encouraged the conversion to online courses. A third partnership is under development to begin a cohort at St. Joseph Macomb Hospital. Courses will be delivered face-to-face to begin with, but students who wish to accelerate the time to degree will be able to take online courses.

The full-time nursing faculty was very involved as a group in converting their traditional courses into an online method of delivery. They originally used a template for the WebCT online courses that included specific teaching tools--discussion board, quizzes, content module, chat, assignments, mail, and others. After teaching the first year of courses, the faculty again worked as a group to critique and improve their courses. One member in particular became a teaching-with-technology mentor for other faculty.

In the case of the Education Specialist the Dean of School of Education and Human Services was a strong supporter of the online learning process and has encouraged faculty to use this method of delivery. The Dean's Advisory Council and Executive Committee are supportive of online learning as well. The Educational Leadership Department is interested in this method of delivery, and several of them have tried hybrid approaches with success. Several of the department faculty are former school administrators ( 9 out of 11) and understand the time and place demands of such positions, and, therefore, support this option based on student accessibility.

Both full-time and part-time faculty in the Educational Leadership Department have been involved in converting their traditional courses into an online method of delivery. The teaching tools available on the Moodle template, such as discussion boards, content modules, quizzes and surveys, chat rooms and email, have been used. In addition, enhanced presentation capabilities through Visual Communicator are being developed.

*3. What necessary approvals have been obtained to implement the proposed change?*

*3.a. Identify the internal approvals required, and provide documentation confirming these actions.*

Fully and partially online programs are initiated in the academic department that is responsible for designing, teaching, implementing, and evaluating the program. All of OU's distance education programs are established on-campus programs, and they were

already approved by standard faculty (in the department, college or school, and Senate) and administrative processes (provost, president and Board of Trustees). The central administration at OU strongly encourages the development of online programs throughout the university. (See Attachment 1: Provost's Letter of Support) Changes for the upcoming online programs' tuition fees and incentives for faculty and schools were approved in 2005. (See Attachment 2: Tuition Assessment for Online Programs and Attachment 3: New Incentive Plan for e-Learning)

For example, the Undergraduate Committee on Instruction (UCOI) in the SON approved the original recommended changes in the RN/BSN program. The UCOI then forwarded the proposed change to the Faculty Assembly of the SON. The changes were supported by the Faculty Assembly. The online course changes were sent to the Undergraduate Committee on Undergraduate Instruction (UCUI) of the University for informational purposes. No further approval was required within the University.

Since there were no changes in course content, course titles, or student learning objectives, the original approval process for the Education Specialist program remained in place. In February 2005, the Educational Leadership Department approved offering the Education Specialist program partially online for the winter 2006, pending adequate student enrollment. At the same time, an ad-hoc committee, the Education Specialist Online Committee was formed to address marketing, faculty training, program sequencing and teaching schedules. (See Education Specialist Online Committee Meeting Notes in resource room) Ongoing discussions regarding the entire Education Specialist program occur during Education Specialist committee meetings and Educational Leadership Department meetings.

The approval process for Online Programs according to Strategic Plan for e-Learning at Oakland University 2008 - 2012 is as follows: (See Strategic Plan for e-Learning at Oakland University 2008 – 2012 in resource room)

### ***Developing an Online Program***

The process of developing an online program will include the following:

1. ***Initial Materials.*** *The Assistant Vice President of e-Learning will work with a faculty/staff coordinator to convert a current on-campus degree program to an online format. The lack of faculty/staff coordinators in the schools is a definite roadblock. The content for the courses will not change, since online programs will be developed from traditional programs. Only the mode of instruction will change. The coordinators will develop a needs analysis and rationale for offering the program online, decide on a cohort or non-cohort model, schedule courses with possible faculty, submit a dean's letter of support to the Provost, and submit a five-year proforma to project expenses and income to the Provost.*
2. ***Academic Affairs approvals.*** *The Assistant Vice President of e-Learning will notify UCUI (University Committee on Undergraduate Instruction), the Graduate Council, or the Medical School Curriculum Committee about the change in instructional mode. The Provost will be asked for formal, written approval.*

3. **Tuition Rates.** *The Provost's approval will be sent to the Academic Affairs budget manager, who will inform the Registrar that the students of that program will be charged resident rates rather than non-resident rates.*

4. **Stipends for Faculty Development.** *The Provost's Office will provide the necessary funding for faculty stipends that will be paid through the e-LIS unit. E-LIS will file paperwork for the faculty stipends as the courses are finished and taught.*

5. **Faculty Recruitment and Development.** *The Assistant Vice President of e-Learning will depend on the faculty coordinator and the relevant department or school to recruit instructors for the online courses. Stipends for course development will come from the e-Learning and Instructional Support unit. Pedagogical and technology information for faculty will also come from the e-Learning and Instructional Support unit that will begin training the relevant faculty one-by-one. It usually takes about 3 months to construct a course, because most of the faculty have never taught online before or used a course management system or any other teaching technology.*

6. **Support Services.** *The faculty coordinator will check and develop needed publicity, support services, recruitment, and if necessary, any articulation agreements along with their academic unit.*

7. **Schedule of Courses.** *Courses must be correctly designated as online courses in the Schedule of Courses. Any synchronous meetings, either online or on-campus, must be announced in the Schedule of Courses, so students know required times before they register.*

8. **Help Requests.** *As the first courses start, e-LIS will provide daily help desk support to both the instructor and the students.*

9. **Assessment.** *Online programs should have an assessment plan similar to the on-campus program.*

3.6. Identify the external approvals required, and provide documentation confirming these actions.

There are no external approvals that are required. Delivery of courses and existing degree programs by distance education within Michigan does not require external approval by any higher education agency in Michigan. The Presidents' Council is notified of any fully new degree programs.

4. *What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?*

4a. Identify challenges directly related to the proposed change.

General challenges to the university and challenges regarding assessment were noted in the last comprehensive visit team report. As a result, changes were made to address general areas of concern and to strengthen the assessment process at Oakland University.

*4b. Describe how the organization has addressed the challenge(s).*

OU underwent its last comprehensive visit in February 15-17,1999. The team recommended that OU undergo two focused visits. The first visit was on international programs in 2000 and the second in the areas of general education and assessment in 2004-2005. The team also recommended a stipulation on affiliation status that “International programs are limited to the Master’s in Engineering Management in Vienna, Austria, and the proposed executive M.B.A. in Beirut, Lebanon, with a focused visit to each before January 2000.” The focused visit on the international Vienna program was held with a positive outcome. Oakland University did not pursue the M.B.A. in Beirut due to strife in the Middle East.

In February of 2005 OU underwent a focused visit on general education and assessment. The outcome of the visit was a positive decision that no further recommendations or visits were needed in these areas prior to the next comprehensive visit. An overview of the NCA concerns regarding assessment along with the measures taken by OU can be found in Attachment 6: Concerns about Assessment from 1999 NCA Comprehensive Visit and OU Responses.

In addition to the recommended focused visits the 1999 HLC-NCA team listed a number of general challenges facing OU. Responses to these recommendations from the 1999 visit can be found in Chapter Three of the 2009 self-study document.

*5. What are the organization’s plans to implement and sustain the proposed change?*

*5.a. Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).*

Because all distance education programs are already offered in the traditional on-campus format, the processes for on-campus delivery, such as faculty hiring, curriculum development, pedagogical methodology, course evaluation, and assessment are also in place and have been adapted for online programs wherever possible. The same proportion of full-time and adjunct faculty is used for online courses as on-campus courses. Also, the online programs have usually been developed in a single academic department by a single faculty coordinator, who fills the teaching spots with colleagues from the program’s department. This ensures that the online version is quite similar to the traditional version of a program in content and results, since the same instructor teaches both versions.

For example in the Education Specialist Degree program, eight faculty taught in the first online cohort, 3 full-time tenure track (teaching 9 courses) and 5 part-time

(teaching 5 courses). One of the full-time faculty took responsibility for developing the online program as a coordinator and helping other faculty. Of these faculty, one has taught online courses and six taught online for the first time in 2006-2007. The teaching faculty are fully qualified and have earned doctorates and possess related professional experience. The nature of the program design requires the cohort coordinator to teach one of the first courses, EA 740 and the series of three internship courses, EA 701, EA 702, and EA 743. In addition, there is a series of three action research courses, taught by a qualified faculty member, EA 750, EA 751, and EA 752. All faculty, except one with previous experience teaching online, participated in the WebCT training and worked closely with the Assistant Vice President for e-Learning and Instructional Support on course conversion issues.

For the School of Nursing, RN/BSN online degree, most faculty, 19 full time faculty and 4 part time, in the SON (23 out of a total of 27 faculty), have either taught online courses (17) or will be teaching for the first time in 2005/2006 (6). The four full-time faculty members who originally developed the 8 nursing courses online taught them exclusively from 2001-2005. Eight other full-time faculty members have also taught online courses in SON graduate programs. Only one full-time faculty member has not had the opportunity to teach in an online format although she is familiar with using WebCT for course enhancement. Three part-time faculty who have online teaching experience occasionally teach as well. All of the faculty members teaching online courses are doctoral prepared except for five – two have completed all doctoral degree requirements except for the dissertation and three have master's degrees. In addition, approximately 12 faculty teach online general education courses that are required for the RN/BSN program with more in the development stage.

Curriculum oversight and evaluation will continue to reside with the SON Undergraduate Committee on Instruction (UCOI). The Assessment Liaison/Evaluation Coordinator (ALEC) for the SON will handle assessment of learning outcomes. This is a part-time elected faculty position that reports to the Faculty Assembly and is a member of the University Assessment Committee.

*5. b. Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.*

The administrative structure for the online program is the same as for the on-campus programs. The president and provost strongly support this proposed change. The provost administers the six academic schools, Kresge Library, the Center for Information Technology, including University Technology Services, e-Learning and Instructional Support, and Classroom Support and Instructional Technical Services, Registrar, Graduate Study and Undergraduate Education. Course assessment is overseen by the Senate Assessment Committee and the Office of Institutional Research and Assessment.

In the schools, the administrative structure necessary to support this proposed change consists of the Dean, the Associate Deans, the Department chair and department faculty, a faculty coordinator, sometimes a committee, and the department assessment liaison.

5.c. Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

All student services are accessible for online students:

- Admissions: The applications for undergraduate and graduate admissions are online.
- Moodle Helpdesk: e-Learning and Instructional Support is open 24/7 via the help request form on the Moodle login page. All requests are answered by email or phone within 24 hours, including weekends. Office hours are from 8am to 5 pm weekdays.
- Registration: Registration, drops, and adds are all online through Banner, our student/course information system. (See Attachment 7: Letter from the Registrar of Oakland University).
- Financial Aid at: <http://www3.oakland.edu/oakland/financialaid/> has online information with all communication by web page forms or mail. Billing is also done by email. A cost calculator and tuition schedule are on the financial aid pages.
- Advising: There are professional advisors in each school, as well as faculty advisors, advisors in Student Affairs for undecided majors, and athletic advisors. Advisement can be accomplished through scheduled appointments, telephone, and email correspondence. For example, the Educational Leadership Department has full-time faculty serving as an Education Specialist Program Coordinator and Education Specialist Cohort Coordinators available for student advising through all these methods.
- Kresge Library offers special service for distance education students, at: [http://www.kl.oakland.edu/services/distance\\_ed/index.htm](http://www.kl.oakland.edu/services/distance_ed/index.htm) which includes activation of library cards, remote access to databases, document delivery, getting help over live chat, mailing services and interlibrary loan, and online instruction about the library. (See Attachment 8: Letter from the Dean of Kresge Library) The library helps online faculty link articles directly from Moodle courses. Kresge has access to 13,000 online electronic journals, including both current subscriptions and titles no longer current (i.e., holdings with beginning and end dates). This includes both full-image e-journals and ascii text journals. Several librarians help instructors develop online modules. Kresge Library developed an online tutorial, with pre- and post-testing, to assist graduate students in the online program with online research techniques.
- The OU Bookstore allows buying of textbooks online on their homepage through easy forms.

- Disability Support Services are available for all traditional and online students and has an online accommodation form and is also accessible by phone and email.
- Grievance procedures--such as the proper person to contact regarding academic and behavioral issues and time limits--may be found in the student handbook.

A team, from the Registrar's Office, and from Graduate Studies of Oakland University attended the NCA WCET/HLC conference, Good Practices Workshop in Online Student Services on June 15-17, 2005.

*5.d. Provide financial data that document the organization's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).*

The budgets of the academic units, as well as those of e-LIS , Kresge Library, and other academic areas, are administered through Academic Affairs. The Academic Affairs budget will be made available during the site visit. Examples of unit level budgets follow.

The online RN/BSN program was offered through the SON, which is centrally funded through Academic Affairs at OU. The total budget for the SON may be seen in Attachment 9: OU School of Nursing Total Budget. The budget for the partially online RN/BSN during FY 05-06 shows the full-time equivalent students of 99, total projected revenues of \$298,460.00, total expenses of \$214,163.00, giving a net income of \$84,297.00. (See School of Nursing Budget for Partially Online RN/BSN Program in resource room)

The Education Specialist degree program was offered through the SEHS, which is centrally funded through Academic Affairs at OU. The total budget for the SEHS may be seen in the resource room under OU School of Education and Human Resources Total Budget. The projected budget for the distance education Educational Specialist cohort during FY 06-07 shows the full-time equivalent students of 22, total projected revenues of \$207,586.00, total expenses of \$142,144.74, giving a net income of \$3165.46. (See (SEHS) Budget for Distance Education--Education Specialist Degree in resource room) Future online programs will be funded in a similar way as these examples.

Academic Affairs also provides central financial support for the technology to offer online courses through Moodle. The total budget for e-Learning and Instructional Support, which supports Moodle, is \$502,079.00 for staff, faculty incentives for online teaching, supplies, equipment, travel, and telephone. All courses in the university, traditional and online, are encouraged to use Moodle, so Internet and Moodle expenses should be spread throughout the university. One sixth of the staff's time is available to the SON, as they are one of six schools at OU. Since no other facilities or classroom equipment are needed, there is a savings in traditional classroom expenses that are no longer needed for this program.

5.e. Specify the timeline used to implement the proposed change.

Since Oakland University already has some online programs in place, this blanket request will only affect existing partially online programs that become fully online and the future development of programs. OU plans to put one or two programs online per year for the foreseeable future.

6. *What are the organization's strategies to evaluate the proposed change?*

6.a. Describe the measures the organization will use to document the achievement of its expected outcomes.

Oakland University is committed to ensuring that the quality of its online programs matches or surpasses that of its on-campus programs. The same curriculum is taught by the same faces, only changing the mode of delivery. The following measures, including student enrollment data, student evaluations of courses, graduation rates and assessment of learning outcomes, will be used to evaluate the proposed change:

- Student enrollment data  
Program enrollment data will be used to verify that increases are being achieved.
- Student evaluation surveys  
All students have an opportunity to provide feedback regarding the course itself and the faculty at the end of each course.
- Time to graduation  
The time to graduation will be compared to current data. It is expected that time to graduation will decrease since students will have access to all courses online.
- Graduation rates  
OU is tracking graduation rates for online programs. Presently, most RN/BSN students finish the program once they begin. Graduation rates should be enhanced in the totally online RN/BSN program.
- Assessment by student program survey  
Example from RN/BSN program: Two surveys were developed in winter 2005 for the RN/BSN students. One was directed toward students presently taking online classes and the other to alumni that had taken online classes between 2001-2005. Data from these surveys will be gathered every two years. These surveys will evaluate the program as a whole and provide direction for improvement. (See RN-BSN Online Program Survey and RN-BSN Online Program Alumni Survey in resource room) Data received from the first set of surveys has been analyzed. Results will be shared with a faculty ad hoc committee. Recommendations for change will be proposed, implemented, and evaluated.

The School of Nursing received 11 surveys from the RN-BSN students who graduated in May 2007 and December 2007. The results of the survey indicate that students are achieving learning outcomes. The outcomes were evaluated on a 1 – 10 scale (1 = have not achieved; 10 = have completely achieved). The average score for critical thinking was 9.09; effective communication was 9.09; ethical and legal was 9.09; adherence to AACN essentials was 9.55; and foundation for graduate school was 9.45.

Student portfolios are also in the process of being required of all RN/BSN students and will provide additional data to analyze.

- Online and on-ground program comparisons  
Example from Education Specialist: The Education Specialist program developed a two-year study comparing differences in online and on-ground student characteristics, student learning experiences and student outcomes began in September 2005. The study was conceptualized in terms of focus and method through research questions of interest solicited from the entire Educational Leadership full-time faculty. These four categories were then reorganized into three general areas, representing three separate studies (See Comparing Partially Online and On-Ground Education Specialist Degree Programs in resource room). Data collection points were identified (See Data Collection Points for Partially Online and On-ground Programs in resource room) Data from the first study have been collected and is being analyzed. Results will be shared with the Educational Leadership faculty and the Education Specialist Committee. Recommendations for change will be proposed, implemented and further evaluated based on the results and departmental recommendations.

6.6. Describe how the assessment of student learning is integrated into the assessment program.

*Assessment Oversight at the University Level*

The University Assessment Committee oversees assessment plans for academic units. The structure at OU for assessment consists of:

1. University faculty: Assessment at OU is faculty driven and academic units are responsible for creating assessment plans and reporting on their implementation and success
2. Faculty governance process: Assessment Committee appointed by University Senate
3. Administrative guidance: Office of Institutional Research and Assessment (OIRA) is staffed by a director, research associate, research assistant and research information clerk, Assessment Executive Committee, and Office of Senior Associate Provost--provides research to committee.

(See Oakland University Academic Assessment Plan in resource room)

### *Assessment at the Department Level*

Using as our example, the RN/BSN online program, the Assessment Liaison/Evaluation Coordinator (ALEC) for the SON coordinates all assessment activities related to undergraduate programs in the SON; prepares appropriate reports for the faculty and Dean of the SON; and participates on the University Assessment Committee representing the SON. (See Attachment 19: Assessment Plan of OU School of Nursing)

A faculty member in the SON who was also the chairperson of the University Assessment Committee developed a plan for the assessment process in the SON during January 2005 (See Attachment 20: SON Assessment Process). Progress was made over the next three months (Attachment 21: Update for SON Assessment Process) and the assessment plan for the SON was approved by the SON Faculty Assembly in April 2005 and work began on step 2 of the assessment process.

The role of the SON ALEC was also delineated and approved at the same time. The SON is in the process of electing an ALEC from faculty volunteers according to the policies established. Recruitment for an information technology specialist is in progress. These two individuals will work with the UCOI of the SON to complete the steps in the assessment process. The SON ALEC will work with the SON faculty to identify learning outcomes for all online RN/BSN courses before fall 2006 courses are offered.

### **Assessment at the Program Level**

Example from SON: The assessment plan for the SON undergraduate RN to BSN program flows from the following sections of OU's Role and Mission statement:

1. "A strong core of liberal arts and sciences [will] . . . develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship [and] an enriched life."
2. "promotes the arts through research, scholarship and creative activity"
3. "renders significant public service"
4. ". . . curricula prepare students for post-baccalaureate education [or] professional schools. "

The role and mission statement of the SON embraces the above statements. Program goals then flow from the goals identified by Oakland University. Although there are several curriculum plans in the undergraduate nursing program (traditional basic, RN to BSN, and Accelerated Second Degree ), the program goals and related end-of-program student learning outcomes/objectives are the same. In order to facilitate the understanding of linkages, numerical references that identify the linkages, are consistent

throughout this plan. For example, the program goal labeled '1.' below, flows from the Oakland University's goal labeled '1.' above.

- 1a. The program will enable students to demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.
- 1b. The program will enable the student to demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.
2. The program will enable students to apply ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.
3. The program will enable students to demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.
4. The program will enable students to acquire the foundation for continued study at the graduate level.

Based on program goals, relevant student learning outcomes/ objectives were developed, related to each program goal. Again, for clarity, the numerical references are consistent. By the end of the program, students will:

- 1a. Demonstrate critical thinking through synthesis of knowledge from the humanities and the sciences in the application of the nursing process to the independent and collaborative practice of professional nursing.
- 1b. Demonstrate effective communication skills and proficiency in information management, including standardized nursing languages, and technology in delivering safe, effective and cost-efficient professional nursing care based on current best practice.
2. Develop ethically and legally grounded clinical judgments supported by research in making decisions about the provision of professional nursing care.

3. Demonstrate adherence to the essentials of the AACN when delivering nursing care across the life span to diverse client populations in a wide variety of settings.
4. Acquire the foundation for continued study at the graduate level.

In order to evaluate students' achievement of the end-of-program student learning outcomes/objectives, direct and indirect measures of student learning have been selected by faculty.

*Plan for the Direct Measure of the RN-BSN program:*

The RN/BSN completion students are already licensed and practicing RNs and do not have to retake the NCLEX examination upon completion of their BSN. Therefore, the direct measure for the RN/BSN students, selected by the faculty, is an **evaluation of student portfolios**. Students will choose one paper from each of the following courses: NRS 310 Conceptual Foundations of Practice, NRS 452 Scientific Inquiry II, and NRS 475 Nursing Synthesis for the RN Clinical (capstone course) that they feel demonstrate achievement of one or more of the student learning outcomes. Students will upload their papers to their E-Portfolio site on Moodle. Student portfolios will be evaluated according to the attached rubric by 2 to 3 faculty members (including the ALEC and one member of UCOI) each spring. All of the portfolios completed (one paper from each of the three classes submitted) during the fall and winter semesters will be eligible for review. Student names will be removed and 50% of the portfolios will be randomly selected for evaluation. Each paper in the portfolio will be evaluated according to the rubric and the entire portfolio will be evaluated for demonstration of professional growth and development.

*Preliminary results from evaluating portfolios for the RN-BSN program.*

In the winter 2008 semester, 16 students submitted portfolios for evaluation. Of those 16 portfolios, a total of 8 portfolios will be randomly selected and evaluated. At this point, 4 portfolios have been evaluated and the preliminary data is positive. The average score on the 4 portfolios was 92% and students demonstrated growth over time as the paper written in the capstone course (NRS 475) was much improved over the paper written in the first course NRS 310. We had previously seen a weakness in the discussion of ethical and legal issues, but those issues have been addressed and were discussed in the NRS 475 papers. The remaining 4 portfolios will be evaluate during the fall 2008 semester. In addition, all 8 portfolios will also be evaluated by another faculty member in the SON. Once all of the data is evaluated, we will determine what changes, if any, need to be made in the program. All of this information will be included in the Feb. 2009 report that will be submitted to the University Assessment Committee.

NRS 475 is a clinical capstone course that may be taken for variable credits across one or more semesters but the student must complete a total of four credits. Six substantive assignments worth one credit each provide learners the opportunity to apply general and discipline-specific knowledge to issues and problems in the practice of

nursing using a variety of skills including writing, analysis, journaling, presentation using PowerPoint, and teaching. Each student must complete four of the six assignments; one of the six options may be student designed. A team of three faculty members will evaluate achievement of student learning outcomes in work submitted for NRS 475 using the rubric found in Attachment 22: Rubric of Capstone Program Outcomes.

Indirect measures include an exit survey of graduating seniors, follow-up alumni and employer surveys, and admissions to graduate school. The exit survey would be conducted online as part of the course requirements for the completion of the students' capstone course. A sample survey is found in Attachment 14: SON RN/BSN Alumni Survey.

Individuals in the SON who have primary responsibility for administering assessment activities are: a) Undergraduate Committee on Instruction (UCOI), b) Executive Committee (EC), and c) the Assessment Liaison/Evaluation Coordinator (ALEC). Individuals who serve on these committees and as the ALEC are elected by the faculty through a secret ballot. The UCOI and EC have primary responsibility for oversight of designated assessment activities. The ALEC is charged with facilitating implementation of assessment activities.

Assessment measurement results will be routinely reviewed by the UCOI and EC, with the assistance of the ALEC. Actions/activities that are identified as needed, following a review of the results, will be discussed by the UCOI and EC, and documented in the appropriate committees' minutes. These actions and activities will be reported to the next Faculty Assembly (FA). At the FA, the actions and activities will be discussed, and actions taken, if appropriate. Committee and FA minutes will include: 1) results of assessment activity, 2) resulting discussion, 3) resulting actions/activities, and 4) ongoing evaluation of the results of the actions/activities. Results of actions/activities will be examined by the UCOI, EC and FA on an ongoing basis and also included in the self-study report to the external accrediting organization.

### *Assessment at the Course Level*

Proposed student learning outcomes for each nursing course in the program are identified below:

NRS 310: Conceptual Foundations of Nursing Practice.

The student will:

1. describe her/his philosophy of nursing.
2. formulate nursing diagnoses based on analysis of patient assessment data.

### NRS 340: Health Promotion in the Community

The student will:

1. apply principles of cultural competence in health promotion activities.
2. design health promotion activities consistent with national health objectives.
3. integrate complimentary therapies for wellness in health promotion activities.

### NRS 355: Nursing Leadership and Health Care Issues

The student will:

1. analyze the impact of cost containment initiatives on patient outcomes.
2. apply provisions of the Code of Ethics for Nurses in problem solving
3. support health care reforms that improve access, promote quality, and contain cost.

### NRS 426: Nursing: Home and Community

The student will:

1. distinguish between community health, public health and home health nursing.
2. apply the nursing process to care of a community
3. explain differences in reimbursement for community, public and home health services.

### NRS 450: Nursing: Vulnerable Populations for the R

The student will:

1. recognize members of a vulnerable population.
2. choose a strategy to assess vulnerable populations.
3. develop a nursing care plan for specific vulnerable populations

### NRS 452: Scientific Inquiry II

The student will:

1. retrieve current published nursing research reports using electronic databases.
2. analyze current published nursing research reports for applicability in clinical practice.
3. incorporate nursing research findings into nursing care plans.

#### NRS 474: Nursing Synthesis for the RN

The student will:

1. choose a strategy for increasing personal professional influence in the work setting.
2. identify the relationship between trends in health care, societal changes, and the role of the professional nurse.

#### NRS 475: Nursing Synthesis for the RN/Clinical

The student will:

1. select appropriate individual and agency resources to deliver nursing care to individuals, families, or groups.
2. differentiate between applications of the nursing process to individuals, families, or groups across the lifespan in a variety of settings

As can be seen in this example, there is a formal assessment process and plan for each degree program.

## *II. Compliance with the Best Practices and Protocols*

### *1. Institutional Context and Commitment*

#### *1a. Role and Mission of Institution*

The Mission of Oakland University (OU) focuses on instruction, research and scholarship, public service, and student development. It is published in full in the OU Undergraduate and Graduate Catalogs.

#### *1b. Does the Program represent a Substantial Change to Mission*

OU believes that online programs represents an enhancement to Oakland university's mission. OU online programs are high quality in terms of instruction and scholarship, lead to degrees, and render public service in graduating school administrators who are well prepared to meet the demands of 21<sup>st</sup> century public school students.

### *1c. Sustainability in Budget and Policy*

The administration at OU is extremely committed to the sustainability of online programs at OU. Online programs are funded through the schools that offer them in Academic Affairs. In fall 2004, a committee, consisting of the Assistant Vice President for Academic Affairs, the Assistant Vice President of e-Learning and Instructional Support, the Director of Institutional Research, and the Director of Budget and Financial Planning, met to formulate a policy about tuition for online students and incentive funds for faculty and schools to develop online programs. (See Attachment 2: Tuition Assessment for Online Programs and Attachment 3: New Incentive Plan for e-Learning) The President of OU approved the proposal on Feb. 17, 2005 and it was publicized to the deans and staff in the appropriate units for implementation. The full policy states that out-of-state students will be charged resident tuition rates for approved online programs and that units offering online programs may use 70% of the tuition revenue as incentive funds, with \$3000 (per 4 credit course) development grants for faculty. This plan continues.

### *1d. Adequate Technical and Physical Plant and Staffing*

Most online courses at OU are offered over the university network with a Learning Management System, Moodle. Hardware and software are managed by University Technology Services (UTS). They maintain the server on-campus, with a server administrator, who makes daily backups that are recycled every 7 days, burns an end of term archive to a DVD that is sent to e-Learning, and pulls SIS information from Banner at the start of every semester.

All Oakland University courses and students are pulled into Moodle. We have the backend database on a separate server from the front end application for best performance standards, and are currently using 102 GB out of 200 GB or approximately 50% of disk space. The systems (server procedures, backup plans, redundancies, connections to SIS, hardware replacement cycles) in place for managing Moodle follow the product's recommended standards.

The Moodle software is administered in e-Learning and Instructional Support by a PHP programmer and an LMS administrator, who manually handle all exceptions to the SIS information such as secondary faculty given TA roles, student accounts for faculty to test their courses, and course spaces created for research or committee work. In addition, the Assistant Vice President of e-Learning and the Senior Systems Analyst also have administrative access to Moodle to help with its administration. A procedural policy for operating and managing Moodle was developed in Winter 2007. (See Attachment 24: Moodle Policy and Procedures)

Security is well managed as students access Moodle with OU email logins provided by the university with their email. Privacy is assured because Moodle, Banner

(Student Information System) and email are all accessed through Secure Socket Layer, a secure protocol to encrypt data over the Internet. Only the faculty and students officially registered in an online course in Banner have access to that course.

### *1e. Organizational Structure of Program*

Online programs are offered directly through the Schools and College and use the same faculty and academic structures that the on-campus academic structures do. All degree programs go through the entire academic governance process including the Board of Trustees. The internal organizational structure that develops, coordinates, and supports online programs is based on a close working relationship between the Provost, the Deans of the academic units offering online programs, and the three Assistant Vice Presidents in the Center for Information Technology. These participants are all members of the Academic Council and meet regularly. The Assistant Vice President of Classroom Support and Technical Services manages the on-campus classrooms. The Assistant Vice President of e-Learning and Instructional Support provides training in online pedagogy and Moodle and/or Elluminate, education about copyright law, and provides development funds to faculty and oversees the construction of their courses. The Assistant Vice President of University Technology Services provides the infrastructure, policies about Internet use, and support services needed for online courses. (See Attachment 25: Policy 890 for Use of University Information Technology Resources and Attachment 26: UTS Network Policy 850)

### *1f. Transfer and Articulation Policy*

Transfer student information, including transfer admissions, transfer practices for community college students, transfer practices for students from four-year institutions, transfer credit evaluation, study at a foreign university, transfer principles for community college credit limit, principles concerning MACRAO, general education requirements for transfer students, and College-level examination program (CLEP) credits, is found in the Undergraduate Catalog (pages 93-96 in the 2008-2009 catalog). In addition using the RN/BSN as an example, the SON has transfer and articulation agreements with Michigan colleges, which are on their Web site.

Nine credits may be transferred into a graduate degree program from a regionally accredited institution either as elective or equivalent credit with approval of the program.

### *1g. Handling of Technological Changes*

Moodle is now used for online and on-campus courses throughout the university, and students quickly become familiar with the interface. Another instance of Moodle is used for their career ePortfolios, assessment activities, student organizations, etc.

In general, when new systems are adopted (such as OU's 2006/2007 change from WebCT to Moodle) the process is as follows:

- A survey is taken by e-Learning and Instructional Support to gather university-wide faculty opinions and needs.
- Academic Computing Committee and other faculty committees are consulted.
- The provost and Academic Council are consulted. If the decision is to implement the update, the requested funds are put into the upcoming budget planning, which is a yearlong process.
- Budget planning begins with the Office of Academic Affairs. Implementation on the server is planned with University Technology Services.
- E-Learning and Instructional Support thoroughly learns the new software, creates simplified handouts of common procedures, posts them on their website, schedules, publicizes, and teaches workshops. They also respond to help requests and offers one-on-one appointments.

No platform change was foreseen up until October, 2005, since faculty had become accustomed to WebCT and it worked well for the university. In October, a buyout of WebCT was announced by Blackboard. It was doubtful that WebCT would last much longer than a couple of years, since it wouldn't be practical for a software company to support two competing products and WebCT had been losing market share due to a difficult navigation and interface. In particular, Moodle, seemed to be the only product complete enough to offer what we need, and open source, so no worries about company licensing or support or cost.

ELIS and UTS both investigated two products, Blackboard and Moodle, constructed a rubric of functionality and issues of interest to our campus, consulted with the Provost, the Academic Council, the ELIS Faculty Advisory Committee, the Academic Computing Committee and WebCT faculty users at-large, through email information and demos of Blackboard and Moodle. (See Attachment 28: WebCT Planning III) Once the decision to change was finalized, we ran both programs simultaneously for a year and then turned WebCT off at the beginning of the Fall 2007 semester. The transition was relatively smooth, with most faculty expressing pleasure at the change. Support was much better with our own PHP programmer than it had been with prior LMS companies.

In addition, University Technology Services provides planning for long-term network and technological infrastructure improvements.

### *1h. UTS and E-LIS Helpdesk*

Oakland University has two university-wide helpdesks for students and faculty. Since most online courses are asynchronous, students will be able to find help easily within a 24-hour period.

The web page of the University Technology Services Helpdesk states their mission, which is " *to provide Oakland University faculty, staff, and students with a single point of contact for all supported services and products. The Helpdesk will ensure that all requests are handled promptly, professionally, and within the established time frame for each type of call*"

"The Helpdesk helps all members of the OU community connect to Internet resources and utilize Oakland's e-mail system. We also answer general technology questions. The Helpdesk will only work on Oakland University owned machines located on or brought to the central campus, including East Campus. The Helpdesk staff will not drive to University locations off the main campus location."

The UTS Helpdesk is open from 8 AM until 5 PM, on Monday through Friday and has widely publicized methods for contact by phone, in person, and e-mail. The helpdesk's priority levels are stated as follows:

- Priority 1      The work of the campus is stopped.
- Priority 2      The work of a department is stopped.
- Priority 3      The work of an individual is stopped.
- Priority 4      Requested installation, activation, or move.

Over the past year the UTS has received and answered about 6000 requests for software, hardware, account, and network problems.

e-Learning and Instructional Support's Helpdesk, for specifically teaching and learning software, is open 24/7 for email requests and responses. Email requests come in through a Help Request link on the login page to Moodle and other applications and are answered everyday including weekends on the day received. The Helpdesk is open from 8 AM until 5 PM, Monday through Friday for phone and walk-in traffic. In addition, an online student orientation helps all online students become adjusted to Moodle and online courses.

### *1i. Match between Technology and Program*

Moodle has flexible functionality for a Learning Management System. The Senate Academic Computing Committee voted unanimously to move to Moodle after WebCT was bought out by Blackboard. Faculty have been widely consulted in surveys, committee meetings, and in the faculty Senate. With appropriate support, most faculty can learn the system and it provides over twenty different teaching and learning tools. Most of the nursing and general education courses make use of the major components of Moodle, including a file uploading capability and content module, discussion board, and

online quizzes. E-Learning and Instructional Support works closely with faculty on course design, e-pack searches, Moodle technical training, and help requests. In addition, videos needed for health assessment courses were installed on our web server in Dec. 2004. Elluminate, a video conferencing system, was licensed in 2006 and continues to be popular, as a synchronous audio/video online classroom, especially for the Doctorate in Nursing Practitioner.

There is no separate technology fee. Oakland University is part of non-profit Merit Network, Inc on Internet 2, which provides very reliable service. The University Technology Services network support team is responsible for maintaining and improving the network. University Technology Services has provided very secure and robust server support. The University Technology Services describes their mission, three-year plan, and annual report at: <http://www.oakland.edu/uts/vision/vision.php>. *"The mission of University Technology Services is to provide technically current, adequate, responsive, reliable and service-oriented information technology resources to the students, faculty, and staff who rely on and use those resources."*

#### *1j. Legal requirements and Policies for Disabilities, Copyright Law*

OU is currently working on a Board of Trustee's Copyright Policy, which delineates the rights to copy for all university constituents.

OU also has the following statement and links at the bottom of it's WebPages: " © Oakland University 2004. All Rights Reserved. **Privacy Statement. Notifications/Consumer Information. Report a Digital Millennium Copyright Act violation. OU Web Site Style Guidelines and Technical Guidelines.**" These links address various legal issues for the different visitors to the site.

OU administrative and department web pages are created through e-Learning and Instructional Support and Communications and Marketing, who adhere to 508 Compliance Guidelines for disabilities, particularly on the following points:

- Resizable Text - None of the text is hard coded as actual pixel size. This is done so that people will be able to make the text larger or smaller so that it is easier to read for them.
- Alt Tags - Alt tags are used on most images. These will display a description of the picture for those browsers that doesn't display pictures, or for readers to read if the user is not able to see the screen.
- High Contrast Colors - Most web pages are simple white background with black text, menus and pictures aside, to make the content of the sites easy to read.
- No Frames - None of the pages use frames, and so different readers will not be confused.
- No Flash - All pages use HTML/CFML, and are reader friendly pages. Flash movies that could be lost on certain visitors are not used.

Also posted at: <http://www3.oakland.edu/oakland/copyright/techspec.html> are:

## *GENERAL GUIDELINES FOR THE PUBLIC*

### Disability Compliance

All content should be made as disability compliant as possible. Media that is not disability compliant (ex: an audio segment) should have a disability-compliant alternative (ex: a text transcript). It is beyond the scope of this document to address all aspects of disability compliance, but questions can be referred to the University Communications and Marketing Department.

## *GUIDELINES FOR TRUSTED DEVELOPERS*

(under the "images, audio and video" section)

- \* All images should use ALT tags for disability compliance.
- \* Disability compliant content should be made available for non-disability compliant media. For example, a text transcript should be available for audio content.

(under the "Design Standards and Conventions" section)

- \* Sites should be made as disability compliant as possible.

(under the "Navigation" section)

- \* Navigation should be disability compliant.

## *2. Curriculum and Instruction*

### *2a. Curriculum Development*

Curriculum development is created by the relevant academic program in Academic Affairs. Development for the online RN/BSN program, for example, is described above in the Request for Change, Section 2a and 3a. The online RN/BSN includes the same courses as the traditionally taught program, including General Education requirements. Course syllabi are collected and archived by the SON.

### *2b. Appropriate Academic Qualifications*

Full-time and qualified adjunct faculty teach and oversee all on-campus and online programs. All previous online programs and partially online programs have 50% to 100% full-time faculty teaching online programs. This is largely due to the online programs being completely developed in the relevant academic departments.

### *2c. Notification of Program Requirements*

Program requirements for online programs are made available to all students. Notification of the RN/BSN program requirements, for example, is on the SON website. All courses are provided by OU and are equally accessible to the target audience through Moodle in an asynchronous mode, accessible to all prospective students with a computer and Internet access. The 2003-2005 Undergraduate Catalogue is located at: <http://www2.oakland.edu/catalog/undergrad/index.cfm> and is the primary way that students are notified of program requirements.

### *2d. Contractual and Consortia Partners*

OU's major contractual partner for online programs is Merit 2 for the network. Standard contracts that define expectations are in place. Since Moodle is currently hosted at Oakland University, OU has control over its reliability and it is open source code, so not owned by another company. All courses are created, produced, and taught by faculty members hired by the relevant school. All other non-instructional contacts with students, from various student services offices like helpdesk and advising are handled by the same people who have contact with traditional students. OU takes privacy and security issues (FERPA, etc.) very seriously as can be seen by the privacy policies.

### *2e. Interaction between Faculty and Students*

Interaction between faculty and students is provided online by the following means:

- Email
- Online office hours
- Discussion boards in Moodle
- Mail in Moodle
- Chat rooms in Moodle

There is much discussion among faculty learning to teach online and the coordinator of an online program and with the AVP of e-Learning, who believe in the value of a high degree of faculty/student and student/student interaction for quality learning and student retention. It accords well with the teaching philosophy of social constructivism which underlies online teaching methodology at Oakland University.

Faculty committees, such as the Senate Academic Computing Committee, the Teaching and Learning Committee, the E-LIS Faculty Advisory Committee, and a Technology Learning Community, newly formed in Fall 2007, all discuss online pedagogy that includes interaction between students and faculty.

### 3. Faculty Support

#### 3a. Policies

Oakland University and its faculty have considered issues of workload, compensation, ownership of intellectual property, and the implications of program participation for the faculty member's professional evaluation processes, as evidenced by policies and agreements.

Workload and compensation is discussed in the Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors. Guidelines on Distance Education indicate *"Faculty should receive adequate overload remuneration and/or in load course credit for develop and/or delivery of distance education..."*

The issue of ownership of intellectual property is in the Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors:

*"Intellectual Property. The parties acknowledge that intellectual property issues are becoming increasingly complex, and that shared participation in the development of new practices and approaches to the rights and responsibilities of both faculty and Oakland is important to fostering a campus climate that encourages such work. To this end, the parties agree that:*

*a. Oakland, in keeping with academic tradition, generally does not claim for itself copyrightable material, such as books, articles, theses, papers, lectures, novels, poems, musical compositions, computer software, and similar works which are intended to disseminate knowledge, such as the results of academic research, scholarship, and artistic expression of its faculty. Exceptions to this policy would be works subject to third-party contractual obligations (such as sponsored research agreements) or works produced under specific written agreements between a faculty member and Oakland."*

In addition, Oakland University is currently working on a Board of Trustee's Copyright Policy, which delineates the copy rights for all university constituents, and specifically addresses distance-learning materials. **"II.2 Ownership of Online Course Materials.** *With the above principal in mind, all faculty also own the copyright to distance learning materials that they have initiated and created themselves with usual University resources."*

The implications of participating in an online distance program for a faculty member's professional evaluation process is addressed in the Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors University Standards for Re-employment, Promotion and Tenure. In the section on teaching:

*"These [teaching] activities include classroom, laboratory, studio, field, and clinical teaching and evaluation; the supervision of research, writing, independent study, practica, and performance; individual and group advising and mentoring; preparation of courses; development of curricular and instructional materials; instructional innovations; and application of new education technologies." In the section on service: "Beyond their achievements at the time of tenure all candidates for professor are expected to have continued their development in teaching or performance as a university librarian and in intellectual contributions and service. In addition, candidates for professor are expected to have demonstrated excellence and creativity in teaching or performance as a university librarian including **application of technology**, or to have achieved wide recognition beyond the institution as authorities or leaders in intellectual contributions or wide recognition in public, institutional, and professional service."*

### 36. Faculty Support Program

OU supports faculty in their development and delivery of online courses and programs through the office of e Learning and Instructional Support (e-LIS), which is a centralized unit serving the entire university. In addition, the School of Nursing, College of Arts and Sciences, School of Business Administration, and the School of Education and Human Resources each have an instructional technologist. The e-LIS staff works closely with the other instructional technologists on Moodle and pedagogical issues on an as needed basis.

e-Learning and Instructional Support offers support to faculty, staff, and students in the creation of online learning material and the development of custom web solutions for academic and administrative needs. Specifically, e-LIS supports the following functions:

- Online program development.
- Training for faculty and students in instructional technologies, especially Web-based courseware such as Moodle. This includes one-on-one training (when necessary) and scheduled workshops.
- Development of help documents and workshop instructions for faculty and students.
- Technical support for e Learning issues, especially for Moodle help requests. (See the support request form).
- Instructional design and implementation (creation of online learning material, especially in support of academic programs).
- Technical support for Web-based databases and Web servers.
- Development of custom Web applications to support academic and administrative business processes and initiatives.

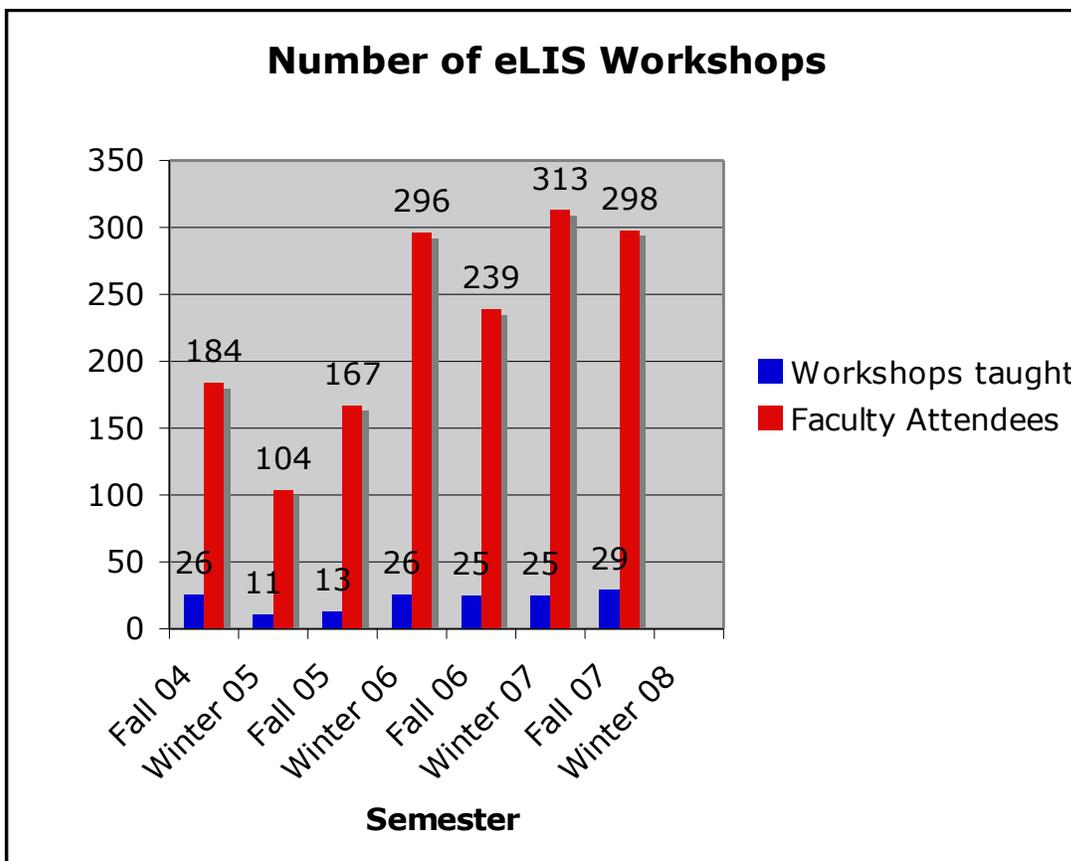
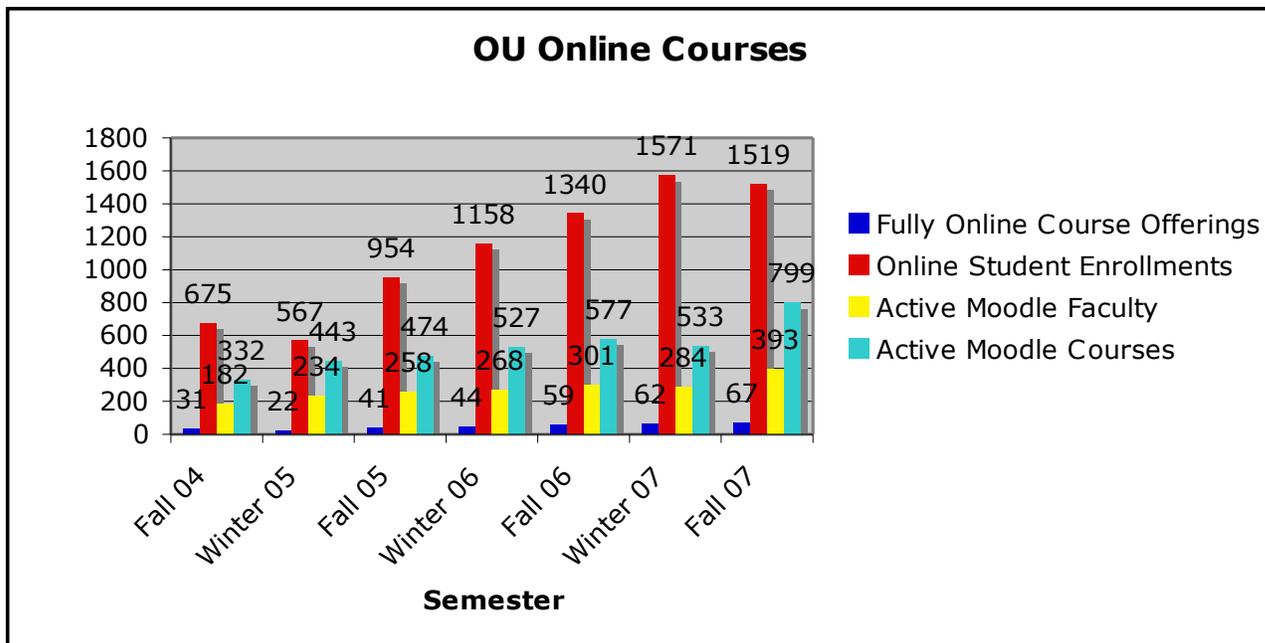
- Web site prototyping for public OU sites, in coordination with University Communications and Marketing.
- General support (documentation and personal communication) for faculty, staff, and students in the use of OU Web resources.

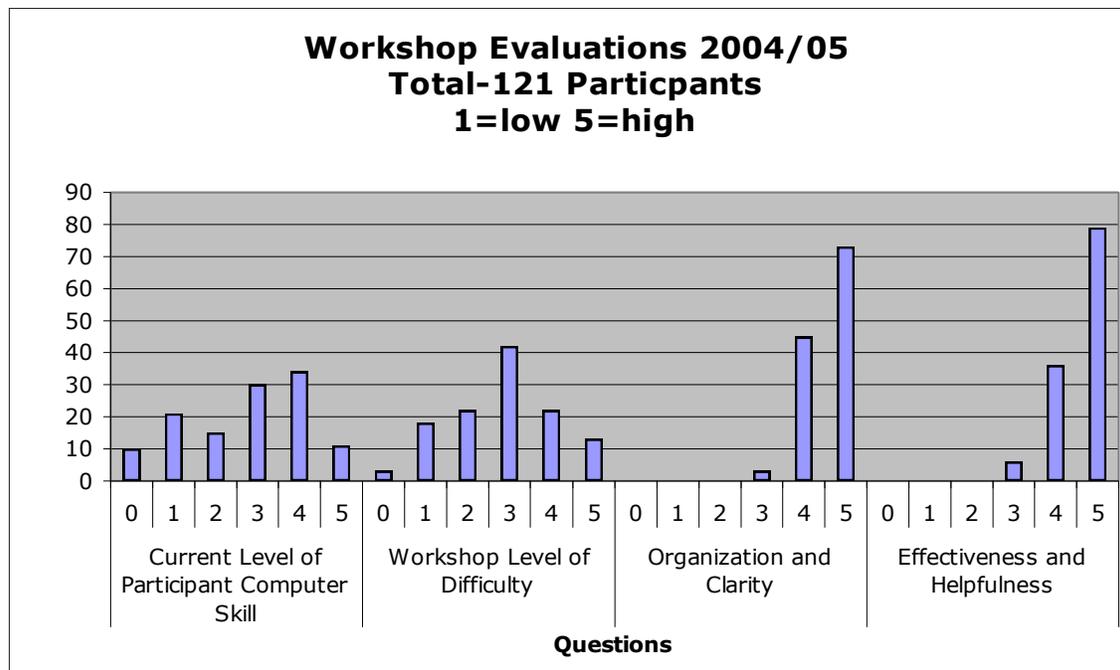
The staff is composed of an Assistant Vice President of e-Learning and Instructional Support, a LMS Administrator, an LMS programmer, a Senior Systems Analyst and Web Developer, an Instructional Graphic Designer, a Developer Analyst, student Help Desk assistants, and Clerical Staff. During Winter 2007, we supported a total of 96 Scantron faculty users, 18 Turnitin.com faculty users, 284 Moodle faculty, and 12,727 (not individuals but numbers for each course instance) Moodle faculty and student users in 533 courses.

### *3c. Orientation and Training Programs for Program Development*

e-LIS has a very active orientation and training program for online program development. For example, one-on-one faculty appointments for online course design and technical help with Moodle and Scantron. E-LIS expanded our training/learning lab from 12 to 24 computer seats and updated software in lab--OS, Office, Macromedia Suite, Impatica, Turnitin.com, Respondus and Photoshop. We also have a small walk-in Faculty Lab with seven computer stations.

For or Winter 07, 25 faculty workshops in Moodle, Scantron, Turnitin, and web page making were offered with a total of 313 attending faculty. The Assistant Vice President of e-LIS taught these. Evaluation forms were handed out to the faculty participants and as can be seen by the chart below, the self-estimate of current computer skills matched quite well with the level of the workshop difficulty. Also most rated the workshop on the 4-5 level in terms of clarity and helpfulness. Most faculty who will be converting traditional courses to an online format take advantage of three forms of help--one on one consultations about course design, workshops for technical step by step instructions, and online email help requests or walk-in help requests.





### *3d. Orientation and Training Programs for Teaching and Learning*

A series on Teaching with Technology is offered by the Assistant Vice President for e-Learning once a semester. Also, there is a strong belief on the part of e Learning that teaching faculty about the pedagogy of online courses goes hand in hand with technical training. It is important to combine the two completely because the conceptual change in moving to a new format is more difficult than the technical change. Faculty can understand the need for technology training better and are more likely to attend hands on workshops. Since that is the case, all technical workshops consist of a large portion of pedagogical discussion as technological steps are covered. This has the advantage of engaging the faculty new to online teaching in discussion about examples and strategies that others have used. Most of the training for online teaching and learning, however, occurs with one on one appointments with the Assistant Vice President for e-Learning. Here is where an actual conversion takes place as the discussion focuses specifically on a particular course and its subject matter.

Also in September 2006 and 2007, e-Learning and Instructional Support and Undergraduate Education sponsored 10 and 20 faculty, respectively, to attend the Teaching and Learning Conference, the Lilly Conference North in Traverse City. About half the participants gave presentations at the conference. OU also sponsored a joint conference on teaching and learning with the University of Windsor in the spring of 2007 and 2008, where OU faculty were prominent in presenting their pedagogical research.

#### *4. Student Support*

Students are supported at Oakland University on a 24 hours/7 days a week basis. e-Learning has a Request Help form on the login page for Moodle, Elluminate, and the e-Portfolio. Email support answers students' requests within a 12 hour period including weekends. Also the e-Learning phone number is published and phone support is available from 8am to 5 pm working days. Faculty often schedule a staff member to drop in on Elluminate, Moodle, or Second Life courses to help students. In addition, during the first week of classes each semester, a week long booth is open from 8am-5pm in the Oakland Center for personal help with Moodle and technological problems in general to all walk-by students and faculty, serving several hundred.

All online students are sent an email welcoming them to their online course and giving specific instructions about location (URL) and login procedures. They are told how to contact e-LIS and the availability of an online student orientation at: [http://www2.oakland.edu/elis/WSO\\_index.cfm](http://www2.oakland.edu/elis/WSO_index.cfm) which includes a list of online courses, technical requirements, a FAQ, login help, a demo Moodle course for live practice on the tools, a self-readiness quiz and responses, and a student work list.

Student Affairs created a new Student Technology Center in 2005. It is located in the Oakland Center, a student union, and offers a walk-in lab with hours from 11am -9 pm, mentors and on call help, workshops, technology library, and digital camera loans. e-Learning and Instructional Support works closely with the Student Technology Center to ensure that their staff is updated on any new technology we introduce for teaching and learning.

##### *4a. Sustainability of Program*

Because online programs are based on successful on-ground programs they are good candidates for sustainability. The online RN/BSN program, for example, is sustainable financially because it receives funding centrally through Academic Affairs. It has demonstrated stability over the past six years since the conversion to an online format. The SON has offered an on-campus RN/BSN program for over 25 years. The large percentage of full-time, permanent faculty who currently teach online courses in the SON ensures availability of qualified faculty resources and support. The Education Specialist Degree, also, receives funding centrally through Academic Affairs and has been offered since 1998 in a traditional format and is a successful and nationally recognized program. Future online programs will be financed in similar ways.

#### *4b. Pre-admission Information for the Student*

On the Monday before each semester begins, e-Learning and Instructional Support sends out an orientation email to all online students. Moodle access information, technical requirement and information, the URL for our online student orientation, the workshop schedule, e-pack access information, and possible on-campus meeting are discussed. (See Attachment 32: Pre-online Course Student Email).

#### *4c. Distance Services for Students*

All student services are accessible for online students:

- Admissions: The applications for undergraduate and graduate admissions are online.
- Moodle Helpdesk: e-Learning and Instructional Support is open 24/7 via the help request form on the Moodle login page. All requests are answered by email or phone within 24 hours, including weekends. Office hours are from 8am to 5 pm weekdays.
- Registration: Registration, drops, and adds are all online through Banner, our student/course information system. (See Attachment 7: Letter from the Registrar of Oakland University).
- Financial Aid at: <http://www3.oakland.edu/oakland/financialaid/> has online information with all communication by web page forms or mail. Billing is also done by email. A cost calculator and tuition schedule are on the financial aid pages.
- Advising: There are professional advisors in each school, as well as faculty advisors, advisors in Student Affairs for undecided majors, and athletic advisors. Advisement can be accomplished through scheduled appointments, telephone, and email correspondence. For example, the Educational Leadership Department has full-time faculty serving as an Education Specialist Program Coordinator and Education Specialist Cohort Coordinators available for student advising through all these methods.
- Kresge Library offers special service for distance education students, at: [http://www.kl.oakland.edu/services/distance\\_ed/index.htm](http://www.kl.oakland.edu/services/distance_ed/index.htm) which includes activation of library cards, remote access to databases, document delivery, getting help over live chat, mailing services and interlibrary loan, and online instruction about the library. The library helps online faculty link articles directly from Moodle courses. Kresge has access to 13,000 online electronic journals, including both current subscriptions and titles no longer current (i.e., holdings with beginning and end dates). This includes both full-image e-journals and ascii text journals. Several librarians help instructors develop online modules. Kresge Library developed an online tutorial, with pre- and post-testing, to assist graduate students in the online program with online research techniques.

- The OU Bookstore allows buying of textbooks online on their homepage through easy forms.
- Disability Support Services are available for all traditional and online students and has an online accommodation form and is also accessible by phone and email.
- Grievance procedures--such as the proper person to contact regarding academic and behavioral issues and time limits--may be found at:  
<http://www2.oakland.edu/oakland/ouportal/index.asp?item=3225&site=75&centeronly=y>

#### *4d. Community of Students*

Developing a community of students is particularly important to Oakland University faculty. Online programs take measures to help ensure students become part of the OU community. For example, the SON includes all nursing students in the News and Events columns on their homepage and addresses the nursing community with pages for current students and alumni. Students in the RN/BSN program also participate in the Dean's Circle. The Dean's Circle is a group of students representing all SON programs that serve in various roles throughout the school year, largely as ambassadors for the SON. RN/BSN students are also eligible for selection into Sigma Theta Tau, a national honorary nursing society. RN/BSN students are also invited to participate on the Commencement and Honors Committee that plans the SON convocation each year.

The Education Specialist program is designed as a cohort model. This aspect of the program is highly valued by students, based on feedback from the Exit Survey, as student-to-student interaction provides sharing of problems and solution development in a confidential setting with colleagues. Cohort coordinators teach the first course of the program to ensure that students are satisfied with the program, that the program provides meaningful leadership development experiences, and to help establish the cohort's interpersonal dynamics. Students also select a mentor or mentors to assist them in professional development issues. Students indicate this aspect of the program is highly valued as well. The Educational Leadership Department provides student assistance through the Department Chair, an Education Specialist Program Coordinator, a Cohort Coordinator and faculty members. In addition, students enrolled in off-campus or online programs can find assistance through the Professional Development offices as well.

### *5. Evaluation and Assessment*

#### *5a. Documented Assessment for Each Course and End of Program*

Oakland University's Assessment Planning and Information can be found online at: <https://www2.oakland.edu/secure/oira/assessment.htm> . The University Assessment Plan includes a directive to all academic units to develop individual assessment plans and implementation guidelines on the schedule established by the Assessment Committee.

### *5b. Exams and Student Identity*

All online Education Specialist courses, for example, use Moodle for student examinations or quizzes. Student logins are private IDs, and exams are timed and randomized by the settings in the program. Grading for objective exams is done within the program. Essay exams may be emailed or posted on the assignment tool in Moodle. Most of the courses in our online degree programs rely on the instructor getting to know the student well and the type of work (writing) each student produces.

### *5c. Security of Personal Information*

Personal information within Moodle is protected by the functionality of the software. Each student has a randomly generated login and a password they create, that enable them to only see their own grades. OU follows the Family Educational Rights and Privacy Act closely as can be seen in the Graduate Catalogue of Oakland University on p. 15 and is careful to adhere to all legal requirements regarding social security numbers. A privacy policy statement is attached to every OU web page. (See Attachment 34: Oakland University Web Privacy Statement).

### *5d. Effectiveness, Student Retention, and Satisfaction*

The SON developed an undergraduate assessment plan in April 2005 with an indirect measure of a survey of graduating seniors.

"We received 11 surveys from the RN-BSN students who graduated in May 2007 and December 2007. The results of the survey indicate that students are achieving learning outcomes. The outcomes were evaluated on a 1 – 10 scale (1 = have not achieved; 10 = have completely achieved). The average score for critical thinking was 9.09; effective communication was 9.09; ethical and legal was 9.09; adherence to AACN essentials was 9.55; and foundation for graduate school was 9.45"

### *5e. Self-evaluation for Program Improvement*

When online courses were first being developed, the faculty came together informally to critique their courses and make improvements. The faculty conduct a review of the online program at least every two years to make recommendations for improvement based on student and faculty input.

The Education Specialist Committee worked with the online Cohort Coordinator to make recommendations for improvement during the 2007-2008 academic year, when the first online cohort completed the program. The Education Specialist Committee

reports to the Educational Leadership Department and faculty roundtables are used to address possible problems. In addition, the Educational Leadership Department is forming a Leadership Fellow Roundtable, a group of professionals from outside the OU community, who will provide feedback and suggestions for future program development and improvement. Feedback from this roundtable will be sought regarding the online Education Specialist program.

### *5f. Evaluation of all Programs*

#### Course evaluation

Courses are assessed in all programs. For example, all nursing courses in the SON, both traditional and online, use an online evaluation system. It is a custom web application developed by university programmers. Students are able to login to a web site (secured by SSL) using their SIS username and pin. Once the student is logged in, the system presents him/her with a list of courses he/she is enrolled in for that semester, and the evaluations that are available for each course. In some cases, more than one evaluation will be available per course (to handle situations where the student may have encountered multiple instructors). Student may only complete one evaluation per instructor/course; the system does not allow students to "double post" an evaluation.

The system is interfaced to the SIS to ensure that data, specifically by way of courses, is accurate. The data is stored in a database on the campus MS SQL server. This server is located in the campus data center and is heavily protected by way of a firewall and tight system administration. The web interface for both the student and administrative sides is programmed in Cold Fusion.

The system can deliver different evaluation surveys (each with their own distinct set of questions) depending on a teacher's role in the course. For instance, there is an evaluation survey for classroom teachers and another for clinical faculty. If a student takes a course with two teachers, one who is in the classroom and the other who is in a clinical setting, the student can evaluate both teachers separately using the surveys tailored for that teacher. Technically, a system administrator designates the course/instructor/survey associations before the evaluation period begins (usually the last few weeks of a term).

Administrators and faculty can login to another site of the application (also secure via SSL) to view reports. Each faculty member can only see his or her own data. Designated administrators can generate enterprise reports that show evaluation results, the question means, and totals, by degree level (grad/undergrad), term, survey, etc. An individual faculty member may quickly compare his/her own totals to the entire SON means and totals for comparable courses and/or nursing roles.

*Request to Change the Status of  
Oakland University – Macomb  
From a Degree Site to a Campus Designation*

*A Request to the Higher Learning Commission  
of the NCA  
For Change in Educational Site (I.C.2.c.)*

*Oakland University  
Rochester, Michigan  
April 2009*

## *Introduction*

Located to the north and east of the City of Detroit, Macomb County has grown from a predominantly rural community at the end of World War II to become the third largest of Michigan's eighty-three counties. By 2007, Macomb was home to more than 830,000 people. Until recently, County residents enjoyed a comfortable and relatively stable middle class lifestyle, driven primarily by a heavy concentration of auto related manufacturing employment within the region. But in recent years, the excess reliance on manufacturing has put the County at significant risk. By December of 2008, Macomb's 10.2% unemployment rate was the highest in the state.

States with high levels of manufacturing employment typically have lower levels of educational attainment within their adult populations. Michigan is no exception, and with Macomb's percentage of manufacturing employment exceeding the state average, it is not surprising that the proportion of college graduates living in Macomb County is below the state average. Recognizing that attracting future high wage jobs would require a better educated citizenry, Michigan's Governor Jennifer Granholm empanelled the Lt. Governor's Commission on Higher Education and Economic growth in the spring of 2004, and charged the Commission with a goal of developing strategies for doubling the number of college graduates within ten years.

Since the college education gap was even wider in Macomb, the Governor subsequently created a Commission on Higher Education and Economic Growth in Macomb County. With financial support from the Kellogg Foundation, the Macomb Commission retained the Institute for Higher Education Policy (IHEP) in Washington D.C. to conduct an in-depth analysis of educational opportunities and recommend strategies for improvement. Both the Macomb Commission and IHEP issued formal reports in 2007. At the request of the Governor, IHEP undertook a second study of educational opportunities in three historically underserved regions in Michigan, and the conditions in Macomb County were studied once again.

While complete copies of these four reports will be available for the evaluation team to review during their site visit, the conclusions were highly consistent and can be easily summarized. All of the studies recognized the state's deteriorating fiscal condition and that creating yet another state university was simply not an option. At the same time, each of the studies called upon Michigan's existing state universities to do more and to reach out to underserved communities in innovative and cost effective ways. Recommendations for Macomb County were even more specific. For example, the final report of the Macomb Commission stated:

*"The Governor should ask Oakland University and Wayne State University to dramatically increase involvement in Macomb County that would immediately build on and expand current post secondary offerings to expand 4--year degree opportunities and address acute economic needs."*

The IHEP study went one step further and recommended the creation of a branch or satellite campus in Macomb County. It stated:

*“Michigan has an admirable array of higher education institutions. It may be desirable to establish a branch or satellite campus of one of these existing institutions, or perhaps to establish two different satellites—one in the northern part of the County, and one in the southern part. For this to be effective would require a major commitment on the part of the parent institution to Macomb County and its values.”*

Oakland University has responded to these well publicized calls for action and has made such a commitment. In September of 2008, President Russi, accompanied by members of the university’s governing board, announced to a group of more than a hundred community leaders that Oakland University was committing to the development of a satellite campus in Macomb County. That campus, to be called Oakland University-Macomb (OU-Macomb), would build upon the twenty-year history of degree offerings in the County and move the long-standing partnerships with the Macomb University Center and the Macomb Intermediate School District to a new level. He also announced that a newly appointed Vice President for Outreach would lead the Macomb initiative, and that the President Emeritus of Macomb Community College had agreed to join OU-Macomb as an Executive-in-Residence to assist with strategic planning and program development.

This request for a change of status for Oakland University’s long-standing programming in Macomb County from a Degree Site to a Campus designation is in direct response to several formal studies of educational needs and evidences the university’s commitment to significantly enhance its offerings and degree opportunities, as requested, in Macomb County. The following narrative demonstrates how OU-Macomb now meets the Commission’s criteria for a Campus designation and why this change will enhance the university’s ability to provide much needed degree programs to this educationally underserved region of Michigan.

### *Documentation to Support the Change Request*

The organization’s written request and supporting documentation serve as the basic reference for the Commission’s decision to approve or deny a request to extend accreditation to include significant organizational change. Approval of the request results in the modification or expansion of the organization’s relationship with the Commission.

A request for approval of the proposed change needs to provide a well-written and comprehensive analysis. To assist the organization in preparing its requests the Commission poses six major questions to address and proposes narrative and documentation that should be part of the request. They need to be answered even if the organization includes copies of applications that have been submitted to other agencies, such as state governing boards.

Each of the six questions posed by the Commission is addressed below. Supporting documentation will be made available to the evaluation team during their site visit.

*1. What change is being proposed?*

*1.a. State the specific change that is proposed*

Oakland University is proposing to change the designation of its long-standing extension center sites located in Macomb County from a Degree Site to a Campus designation. By establishing a Campus Designation (Macomb campus) in Macomb County, Oakland University will significantly expand its commitment to enhance access, opportunity, and affordability for the more than 830,000 residents of Macomb County. Although the county is well-served by a nationally prominent community college, Macomb is one of the largest counties in the nation without a residing public university.

The proposed campus has been announced to the Macomb community as a “21<sup>st</sup> Century Satellite Campus” that will be lead by the University’s Vice President for Outreach, who now has a full-time office on-site. The term 21<sup>st</sup> Century Satellite Campus has been used to convey a unique type of campus --- one that is innovative, cost effective, builds upon existing facilities and partnerships, is especially responsive to local input, and that seeks to serve a local population. Throughout the document the designation of Macomb campus is used to simplify the language and to indicate clearly those aspects of programming and leadership specific to Macomb County.

Under the Vice President’s direction, a Regional Director of Enrollment Outreach will provide oversight for marketing and student recruitment; and a Director of Budget will provide oversight for overall business operations. The university Provost and the Vice President for Outreach will collaborate to provide oversight for academics. The university Provost and the Vice President for Outreach will provide oversight for academics. Additional programs, unique to the needs of the residents of Macomb County, will be developed and offered in collaboration with the academic units housed on the main campus. Well-structured articulation agreements will be developed with regional community colleges to create a seamless transition from associate to bachelor degree, thereby creating greater access to a 4-year degree for the residents of Macomb and surrounding communities.

*1.b. State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).*

University records show that student course enrollment in Macomb County has increased over 540% since 1999 and totaled 1,312 unduplicated headcount for the Fall 2008 term. The University has established an enrollment goal of 2,000 students by 2010 and 5,000 students by 2020. By adding new programs, comprehensive student services,

additional articulation agreements, and a concentrated marketing effort, student enrollment and subsequent financial benefits are anticipated to increase accordingly. Services will be added to support the development of a student centered environment, creating an overall sense of an academic community. The intent is to focus on academic areas which evidence high employment demand in the region such as health sciences, nursing, education, engineering, business, social work and criminal justice. The proposed change will make it possible for more students to complete all of their coursework in Macomb County.

Additionally, data from the 2000 census reveals that more than 220,000 Macomb residents aged 25 and older have completed some college or an associate degree, but do not have a baccalaureate credential. The recent national and statewide economic challenges have increased the need for Macomb County to have enhanced educational opportunities for members of the community. By offering the residents of Macomb a local opportunity to upgrade their existing credentials, Oakland University is supporting the academic needs of students and the economic development needs of the community.

This planned educational delivery system for Macomb County will include virtual as well as physical learning opportunities. Since the ability to connect electronically will be as important to future student populations as the existing architecture, the university is also seeking Commission approval for all of the degrees it chooses to offer at a distance. In this way, students of the Macomb campus will have the same choice as their main campus counterparts when it comes to delivery alternatives.

Faculty teaching in Macomb County is supported in a variety of ways including technological support, administrative/clerical support, and peer collaboration between Macomb Community College and Oakland University. Projected revenue from tuition and fees is sufficient to cover the direct costs of program expansion at the Macomb campus.

1.c. *Project the impact of this proposed change on the organization's current mission, the numbers and types of students to be served, and the breadth of educational offerings.*

A Macomb campus will further Oakland University's mission by offering high quality interdisciplinary programming geared specifically toward areas of high need in Macomb County and the State of Michigan. The location attracts a more diverse body of students, and supports a distinctive undergraduate experience that revolves around student success.

*Excerpt from Core Components of the Oakland University in 2020:*

*Satellite Campuses*

*"OU will continue to extend its reach into the community through the development of satellite campuses and partnerships with other institutions of higher learning. Oakland will build collaborative relationships with other*

*educational institutions to offer students convenient, effective opportunities for learning. OU will extend these opportunities into other communities and expand student enrollment and opportunities for an Oakland education.”*

Currently, 30% of Oakland University’s student enrollment is comprised of residents of Macomb County. The satellite campus will ensure and maintain growth of the university’s current market share in the county by providing coursework in closer proximity to residents. Lessening the commuting time will provide more accessible and more affordable learning opportunities, especially for working adults.

According to 2000 census data, 17.6% of Macomb residents have a 4-year degree which falls short of the state average of 21.8%. By providing greater access to a 4-year degree as well as graduate degrees closer to home and work, the University will play an important role in increasing the percentage of residents with a bachelor’s degree. In addition, through the enhancement of existing programs, creating new and relevant programs of study, and forming new partnerships, the Macomb campus activities will provide opportunities for research, scholarship and collaborations/partnerships which support Oakland University’s overall strategic 2020 vision.

*1.d. Identify from this list the Commission’s policy/policies relevant to this change:*

*Change in educational sites (branch campus: “a site that houses a full range of instruction as well as administrative and support services”)*

Oakland University is proposing to change the designation of its long-standing extension center sites located in Macomb County from a degree Site to a Campus designation. The proposed change in educational site designation is geographically 18 miles from the main campus. The site is comprised of four adjacent buildings which include classrooms, laboratories, computer labs, and faculty and administrative offices. Long term lease agreements are in place to support office and academic space needs, and there is room to expand academic offerings and student services. Students will be able to complete all of the requirements for a variety of undergraduate and graduate degree programs at this site.

An advisory board for OU-Macomb will be appointed in 2009 by the President of Oakland University. It is anticipated that the appointment of board members will be made up of prominent Macomb County business and community leaders. Many of these individuals will have been involved in focus group discussions about the educational needs of the community.

The Vice President of Outreach is an academic administrator with supervisory responsibility for both administrative and academic staff. The faculty are hired specifically for Macomb by the deans, who report to the Provost. The faculty are hired

specifically for Macomb by the deans, who report to the Provost. Collaboration with the main campus academic programs and departments is evidenced by the involvement of faculty and deans at planning meetings and in discussions with the Macomb campus staff to develop new programs and to refine existing programs. Programs offered in Macomb County are jointly monitored and supported by the academic departments and the administrative staff housed at the Macomb campus.

Faculty are and will continue to be hired to teach specifically at the Macomb campus in partnership with the main campus. Two full-time advising staff members are currently assigned to Macomb. Additional advising is available from program specific advisors and at special advising events as well as by individual appointments. During each semester, representatives from main campus advising staff offer on-site advising on a pre-determined schedule so students know when advising will be available. Full-time Macomb staff are available at both site locations in Macomb County to assist students with questions regarding admissions, registration, financial aid and advising.

This change is responsive to the academic needs of Macomb County, surrounding communities, agencies, and the community-at-large. Responsiveness is demonstrated by the strategic development of new degrees/programs committed to educational excellence and by creating greater accessibility and affordability of a bachelor's degree and of professional graduate education.

## *2. What factors led the organization to undertake the proposed change?*

*Excerpt from Oakland University in 2020:*

*“Oakland University will engage with communities to develop partnerships that form solutions to community needs, will resonate in the business and philanthropic communities, and will create and expand experiential opportunities for OU students. Through a multitude of partnerships with hospitals, Fortune 500 companies, individuals, cities, government agencies and educational institutions, Oakland will continue to help the community solve problems and build thriving sustainable businesses. These associations also reward students with internship opportunities and university researchers with access to the latest technology resources.”*

The primary rationale for initiating the development of the Macomb campus is to further promote and expand the mission and purposes of the home institution by offering affordable, accessible, and relevant educational opportunities. Specifically, the Macomb campus will provide a pathway of study for regional residents who wish or need to attain their degrees closer to home and/or work. By responding to the established needs of the community, the OU-Macomb campus will play a major role in executing the University's 2020 vision of developing engaged partnerships.

### *2.a. Describe the relationship between the proposed change and ongoing planning.*

The Lt. Governor's Commission on Higher Education and Economic Growth issued its final recommendations in December of 2004. That report called upon existing institutions to provide a greater level of service to the state's residents by developing new models for collaboration and delivery. In March of 2007, Governor Granholm created a Commission on Higher Education and Economic Growth in Macomb County, which specifically called upon Oakland University to dramatically increase its involvement in Macomb County. Oakland University responded to these recommendations by appointing a Vice President for Outreach in June of 2008 to further develop and implement degree programs, educational support services, community services and adult education in Macomb County. The evolution of this campus is appropriately depicted as a direct and timely response to these public policy studies and recommendations.

Macomb County is one of the few counties in Michigan that has continued to see a net increase in population, but even with steady growth, it does not have a 4-year university located within its borders. Since college graduation rates in the State of Michigan have increased over the past twenty years, but not in Macomb County, Oakland University is positioned to play a major role in increasing educational attainment rates in Macomb County. Access to higher education and to programs that correlate with the skills needed for growing and emerging industries in Macomb County will provide opportunity for relevant education that may increase the possibility of graduates remaining in the community to live and work. Further, the Macomb campus will offer more affordable options for higher education through its articulation agreements with the community college and programs such as Macomb 2 Oakland (M2O).

Oakland University has been offering academic degree programs and professional development in Macomb County for over 20 years, and expansion of these programs has been reflected in university planning documents. Another example of support for expansion in Macomb County was the announcement in November 2008 of Oakland University's support for a SmartZone Business Incubator, created in collaboration and funded jointly by Macomb County local government and the State of Michigan. The incubator supports the development of new and spin-off businesses and helps to grow new technology-based businesses. The University is often able to provide expertise from faculty and students as well as offering other resources such as decision support technology, business counseling services, and financial/capital acquisition assistance.

### ***Satellite Campus Characteristics***

The overall plan for the development of a campus in Macomb County is consistent with the university's concept of a 21<sup>st</sup> Century Satellite model. While a satellite campus is not new, the model for Oakland University's Macomb campus is strikingly different. It proposes educational outreach designed for life and work in the 21<sup>st</sup> Century by recognizing that many working adults will desire an education that fits into the overall context of their lifestyle. This is a change from a time when "being a student" was the focus of a person's life to a time where "being a student" is only a part of life.

The geographic focus is strategically set on Macomb and St Clair counties and the surrounding areas known as the Michigan “Thumb.” All of these areas of the State are currently underserved by public higher education. To minimize cost, campus development will rely on the use of existing facilities and infrastructure rather than new construction. Capitalizing on long-term leases of instructional, laboratory, and office space at the Macomb University Center (MUC) and the Macomb Intermediate School District (MISD), Oakland University has built a strong enrollment base and has room to grow. Other locations will be considered if there is a need for specialized space that can not be accommodated by existing facilities.

Following characteristics have been used to more fully describe the university’s conceptual design for a 21<sup>st</sup> Century Satellite Campus:

**It will be community based.** While the campus will have a headquarters facility, it will offer programming in multiple locations rather than concentrating all activities at a single place. Delivery locations will be determined by the best fit between program and purpose. Alternate service delivery models will accommodate the needs of students to study on-line and at a variety of places and times.

**It will be comprehensive.** While its primary focus will be on offering upper division and graduate programs, the campus will also provide for a connection to the intellectual capacity of the university, especially its research and economic development capabilities, as well as educational resources and services to members of the community.

**It will be collaborative.** The satellite campus will build upon partnerships already in place and create new ones in response to changing needs within the community. A philosophy of “do it together” will replace a strategy of “go it alone.” The overarching focus will be to provide a responsive and yet comprehensive set of educational opportunities.

**It will be student centered.** Students will have the opportunity to participate in campus activities, internships, community service and they will be encouraged to engage in developing student activity and co-curricular programs. Student advising and support will be readily available.

**The curriculum will be seamless.** The campus will strive to crisply align its academic offerings with educational programs offered by area school districts and community colleges. The goal is to serve the students from Macomb and surrounding counties by offering a student-centered curriculum that allows individuals to begin making early decisions about their future education.

**It will be virtual as well as physical.** Electronic connections will be as important as architectural spaces. The focus will be on fashioning the most effective linkage between students and faculty as well as between clients and university resource providers.

**It will be locally directed.** OU alumni along with civic, business and professional leaders from the region will have a direct role in shaping the programming and services offered by the campus.

**It will be adaptive and responsive.** Programs will be developed based on desire, need and the collective wisdom of educators and regional advisors. Programs will be continually revised to be relevant and supportive of the needs of students.

**It will be cost-effective.** As the campus develops, it will strive to utilize existing resources. In the tradition of lean-leadership, the campus will engage in transparent decision making that includes the stakeholders. At each step the goal will be to avoid duplication, waste and to establish a fluid and visible process of delivery.

*2.6. Describe the needs analysis related to this proposed change.*

The following documents and surveys that report on higher education needs were used to assist in the development of the initial vision for a satellite campus in Macomb County:

- 2004 final report of the Lieutenant Governor’s Commission on Higher Education and Economic Growth
- 2006 Macomb County Targeted Industries report and Macomb County demographic and economic data
- March 2007 report of the Governor’s Commission on Higher Education and Economic Growth in Macomb County
- April 2007 report from Institute for Higher Education Policy (IHEP) – Improving Access to Bachelor Degrees in Macomb County
- Winter 2007 Aslanian Group Graduate Education Survey
- Winter 2007 Macomb University Center Student Survey
- Fall 2007 MISD Educators in Macomb County
- Fall 2007 OU Macomb Student Survey
- Winter 2008 St. Clair Educator’s Survey
- March 2008 report from the Institute for Higher Education Policy Higher Education in Michigan: Overcoming Challenges to Expand Access
- Fall 2008 Eduventures White Paper on the Adult Learner

The findings of these studies and surveys consistently reveal certain barriers that make it difficult for area residents, especially low-income and minority populations, to earn a college degree. These barriers include the lack of easily accessible 4-year institutions, inadequate partnerships and articulation agreements, poor public transportation systems, the need to develop new and innovative programs to train workers in growth industries, affordability, and the need to develop a college-going culture. Oakland University’s Macomb campus will help to overcome many of these barriers.

In July 2006 the Macomb County Targeted Industries Report shows opportunities for attracting new businesses to the County are in the areas of advanced manufacturing,

alternative energy, bio-technology, homeland security/defense, and medical/healthcare. It also showed that key factors these companies consider in choosing a new location include proximity to institutions of higher learning and customized training programs. Placing a satellite campus in Macomb County will improve the region's attractiveness to new businesses.

Feedback from several interviewees noted in the 2008 IHEP report revealed that while the Macomb University Center at Macomb Community College provides some access to higher education, it does not provide adequate student guidance services. It also noted difficulty in completing a degree solely at the MUC due to course sequencing, scheduling options and access to professors. Once again, a Macomb campus will address these issues.

The 2007 IHEP report offers possible options for improving opportunities for baccalaureate degree attainment in Macomb County. A branch or satellite campus of an existing state institution was recommended. The report also identified characteristics that would enhance the potential for success:

*“Research indicated that for a satellite campus to be effective, it will need to include:*

- *A high quality physical space or facility;*
- *Committed teaching faculty, preferably those who live in the community;*
- *Reasonable opportunities for students and faculty to interact with those from the main campus;*
- *Adequate financial resources both for start-up and multi-year operating costs;*
- *A prospective student body willing to attend a branch campus of an institution that is based elsewhere.”*

The design of the Macomb campus incorporates all of these recommended characteristics.

As previously stated, the intent of the Macomb campus is to provide greater access, opportunity and affordability of higher education to the residents of Macomb County and the surrounding communities. The Macomb campus will provide an increased number of relevant degree opportunities, additional scheduling options, and increased student services. Also noted in the research was a need to create greater awareness of higher education opportunities in Macomb County. This will be accomplished through a comprehensive communications and marketing plan, focus groups of identified constituent groups, and ongoing community involvement.

*2.c. Describe the involvement of various constituencies in developing this proposed change.*

Oakland University has a two decade-long presence in Macomb County that has historically been guided by local constituencies. Business and civic leaders, labor groups, and County educators have provided critical insights and guided program

development. To augment this practice, an Advisory Board for Oakland University – Macomb will be appointed by Oakland University President Dr. Gary Russi in 2009. The advisory board members will be comprised of prominent business and community leaders within Macomb County.

Additionally, Dr. Albert Lorenzo, President Emeritus of Macomb Community College, has joined OU-Macomb as Executive-in-Residence. Dr. Lorenzo, will focus on strategic planning and community development for Oakland University in Macomb County. Dr. Lorenzo will engage key constituents in planning and developing a campus that reflects the community’s vision for higher education. He will facilitate community focus groups and represent Oakland University as a highly engaged member of Macomb County organizations. As the former 29-year president of Macomb Community College, Dr. Lorenzo has a strong historical perspective of the higher education strengths, needs and opportunities. He has a proven track record in developing partnerships and fostering community involvement to benefit the education and economic growth of Macomb County.

Another area of emphasis is the continued collaborations with the Macomb Intermediate School District and individual county school districts to develop programs to serve teachers and students. An example is providing educational transitions for students to move directly from high school into college and degree completion. Oakland University has successfully partnered with the MISD on several federal and state grant initiatives.

Finally, OU-Macomb is in the process of meeting with the following constituencies to engage in the development of the Macomb campus:

- Community leaders in health care and human services to explore the academic needs for professional staff.
- Oakland University alumni living in Macomb County (approximately 15,000) to learn ways that Oakland University can better serve the Macomb community
- Macomb Community College faculty and administrators to establish collaborative student services and academic programs
- Oakland University main campus faculty to develop new programs for Macomb County
- The M2O Committee to market the M2O program
- Key Macomb County elected officials to learn their vision for higher education
- Oakland University Board of Trustees
- Oakland University Leadership

3. *What necessary approvals have been obtained to implement the proposed changes?*

3.a. Identify the internal approvals required, and provide documentation confirming these actions.

Since Michigan does not have a State oversight body, each university's governing board is able to establish its own directions. Oakland University's governing board has approved the development of a Macomb campus and has appropriated funds for implementation and support. Members of the Board of Trustees joined the university president for the formal public announcement of their intent to develop a satellite campus in Macomb County in September of 2008. Beyond that, OU-Macomb has actively been seeking support from other internal constituents as it moves forward in the creation of the Macomb campus.

The appointment of the Vice President for Outreach was another action taken by the Board of Trustees and the President to advance the creation of the Macomb campus. Subsequently, the administrative structure for the Macomb campus was established with approvals from Human Resources and Finance and Budget.

As an established degree site with two locations, all academic approvals have previously been secured. All undergraduate and graduate degree programs and courses offered by the University are approved by the faculty and are implemented under academic policies established by the University Senate, the University Committee on Undergraduate Instruction, and the Graduate Council. The Provost, as the Chief Academic Officer, maintains authority for the academic administrative policies that govern the undergraduate and graduate curriculum.

At this time, no further approvals are required to establish the Macomb campus.

*3.6. Identify the external approvals required, and provide documentation confirming these actions.*

At the institutional level, Oakland University is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. This document supports our request to become a NCA accredited campus.

At the programmatic level, many Oakland University academic programs are accredited by their relevant specialized accrediting agencies to offer programs at other campus locations. At this time no additional external approvals are required because the programs offered at the Macomb site meet the same standards as those offered on the main campus.

In support of the decision to establish a campus in Macomb County, long-term lease agreements were entered into at both Macomb locations and have been subsequently renewed.

*4. What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?*

*4.a. Identify challenges directly related to the proposed change.*

The following relevant challenges were listed in the Report of a Comprehensive visit to Oakland University in 1999.

- a) Communication between faculty and administration continues to be a concern.
- b) The university does not yet have the resources to match planned growth as a “graduate intensive” institution.
- c) There is insufficient diversity in faculty, staff, administration and students.
- d) References in promotional literature to the percent of full-time faculty teaching are misleading, and in some areas, there is an over-reliance on the use of adjunct faculty.

*4.b. Describe how the organization has addressed the challenge(s).*

In response to challenge (a), improving communication between faculty and administration is an ongoing commitment of the Macomb staff. Each semester, email communications are sent to all faculty teaching at the MISD and MUC sites to list the support services available to faculty and students and to provide general operational information to the faculty. Equipment training is offered to all faculty and they are informed about resources available in Macomb County to support their teaching and/or content area. On a quarterly basis, faculty are invited to participate in an administrative update/assembly meeting in Macomb. Additionally, faculty support materials are posted on the website. Macomb site administrators are readily available to meet with faculty on an informal or scheduled basis.

The Vice President regularly hosts meetings at the Macomb campus for on campus administrators and faculty to report on enrollment, student success and program development. Presentations are also made on campus to departments and academic units to ensure that information is readily available to the university community.

In response to challenge (b), the expansion of the Macomb campus and the increase in the number of graduate programs/students will create additional graduate assistantships, research projects and internships and practicums for graduate students. New partnerships with education, health care, community agencies, business and government will maximize the opportunity to advance graduate initiatives.

In response to challenge (c), constant attention is focused upon hiring diverse faculty and staff as well as upon recruiting a diverse student body. Open administrative positions are posted through the University Human Resource Department and must meet the hiring process coordinated by University Diversity and Compliance. Position postings are sent to a variety of resources to compile a diverse pool of qualified

candidates. Macomb County has a large immigrant population and a growing minority population. It is also proximate to Wayne County, so expansion of Oakland University into this county will likely increase the diversity of students who apply to the University.

One of the primary goals of developing the Macomb campus is to enhance local access to quality higher education. Local access is expected to increase the numbers of students who previously would not have considered college, or who did not consider a 4-year university degree option. By developing the Macomb campus, Oakland University is offering higher education to a new student population, more transfer students, and older adult learners.

In response to question (d), faculty/adjunct faculty teaching at the MISD and MUC are appointed by the individual departments based on department scheduling and faculty availability. Academic departments are charged with upholding the faculty contract and responding to appropriate staffing needs. The ongoing intent is to work with individual academic departments to facilitate the appointment of full-time faculty specifically for programs offered in Macomb County.

For full information on how Oakland University has addressed the recommendations identified in the 1999 comprehensive visit, see Chapter 3 of the 2009 Self-Study.

*5. What are the organization's plans to implement and sustain the proposed change?*

The Macomb campus will be the university's primary delivery system for academic programs offered in Macomb County. There are three highly sustainable aspects of this initiative: a partnership with Macomb Community College, a partnership with the Macomb University Center, and a partnership with the Macomb Intermediate School District. Through these relationships, Oakland currently offers nine baccalaureate programs, 10 master's degree programs, an education specialist degree, and a Ph.D. in Educational Leadership.

The OU-Macomb campus will continue to collaborate with Oakland University Undergraduate Admissions, Graduate Admissions and University Communications and Marketing to develop and implement comprehensive enrollment management and marketing plans. The enrollment management plan details recruitment and communication strategies to attract new undergraduate, transfer, graduate and Macomb 2 Oakland students. Strategies include specific OU-Macomb written and electronic communication plans, open houses and information sessions, high school visits, as well as a presence at traditional recruiting fairs on and off campus. Retention strategies are part of the overall plans being developed by the Division of Student Affairs and will be implemented in Macomb County to ensure continued successful retention of students. The Communications and Marketing plan includes development of Macomb County specific promotional materials, print materials, and an extended web presence, as well as media and public relations strategies.

Sustainability will also be accomplished through the active involvement and engagement of members of the Macomb community. Examples of this include a local advisory board appointment by Oakland University's President, developing a specific alliance with Oakland University alumni who live in the community, assisting local school districts by supporting pre-college programs, and supporting new business development through the SmartZone Business Incubator in Macomb County.

The sustainability of the Macomb campus will be the responsibility of the dedicated administrative staff and the faculty who teach and support student activities. The university's investment in marketing and community relationships, support of current partnerships and initiation of new partnerships, as well as the development of new programs will contribute to the development of a Macomb campus that the community will help sustain.

5.a. Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

The Vice President for Outreach, who reports directly to the President of Oakland University, serves as the senior academic administrative leader at the Macomb campus. The Vice President for Outreach secures the support of the college and schools for curriculum development and ongoing assessment. Instruction is evaluated through a university wide system for full-time faculty whether they are teaching at the main campus or at the Macomb sites. The Vice President for Outreach has reorganized the Macomb campus and the Outreach Division, which currently consists of Academics, Budget, and Enrollment Management and Marketing.

Oakland University faculty members extend research, provide instruction, and expand scholarship through degree programs and non-degree courses offered at the Macomb University Center and the Macomb Intermediate School District. Each academic dean, with support from the Vice President for Outreach, is responsible for the faculty, degree programs and courses housed at OU-Macomb. The academic department serves as the basic unit for curriculum, instruction and research. Individual department faculty members may request or be assigned to teach courses at Macomb.

5.b. Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

The Division of Outreach, under the leadership of its Vice President, is responsible for Oakland University's programs in Macomb County. The Vice President is accountable to the University President and reports monthly on the actions taken to develop the vision and identity of Oakland University in Macomb County. The Vice President attends regular executive council meetings with the President and other vice

presidents to coordinate, plan and implement programs and strategies to develop the University.

The staff members of the Macomb campus are responsible for specific elements of developing Oakland University's presence in Macomb County through program development, marketing, recruiting and retaining students, budget and personnel management. All staff members are accountable to the Vice President for Outreach and they regularly report on their activities and plans. The names and titles are listed below:

#### Executive Leadership:

Mary L. Otto, Vice President Outreach  
 Robin McGrath, Assistant to the Vice President  
 Albert L. Lorenzo, Executive in Residence

#### Academic and Student Support

Pamela J. Kellett, Assistant Vice President Outreach  
 Cheryl Rhodery, Academic Coordinator for Student Success/Advising  
 Barbara Line, Office Assistant III

#### Recruitment and Marketing

Julie Dichtel, Regional Director of Outreach/Enrollment  
 Andreea Bordeianu, Academic Advisor (assigned by SEHS)  
 Pam Papineau, Office Assistant I

#### Business Operations

Julianne Leigh, Director of Budget/Pawley Institute  
 Jim Sechelski, Site Coordinator  
 Ginny Ellis, Office Assistant III

Each individual employee is responsible for setting professional/personal goals through the University Human Resource system. Individual goals are evaluated at the mid-point and year-end. An annual evaluation is completed with each employee, reviewing their individual goals and the overall organizational impact.

Key leadership personnel (Vice President for Outreach, Executive in Residence, Assistant Vice President Outreach, Regional Director of Outreach/Enrollment, Director of Budget/Pawley Institute) meet on a semi-monthly basis to review OU-Macomb progress, policies and procedures, enrollment strategies and academic program needs.

After one year in the new organizational structure, the Outreach Division will hold a retreat to establish a statement of purpose, passion and goals consistent with the Oakland University 2020 vision.

5.c. Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

Academic services are comprised of several support areas, each designated to meet specific student needs. Academic advisors from the main campus offer on-site Macomb advising days minimally twice a semester. The Macomb campus also houses a full-time dedicated Advisor for all School of Education and Human Services programs in Macomb County.

Oakland University Academic Advisors and Macomb Counseling and Academic Advising Services collaboratively offer joint advising to prospective and current Macomb 2 Oakland students. The advising partnership established between Oakland University and Macomb strengthens and coordinates the learning experience of the M20 student and assists in the assessment of academic progress toward a degree. All undergraduate students who are new to OU-Macomb or the M2O program are expected to attend an orientation before registering for their first semester of classes. Students who attend the M2O orientation at Oakland University are exempt from attending the Macomb new student orientation and course planning session.

Graduate students, after being admitted to an OU program at Macomb, are assigned to a faculty advisor within their discipline. Depending on the discipline, on-site orientations are offered to acclimate undergraduate students to the Macomb locations, support services, and programs.

Oakland University students most frequently register for classes offered at the Macomb University Center and the Macomb Intermediate School District via the web (SAIL).

In some cases, on-site paper registration is more appropriate given the nature of the specific program offered. The M20 students are admitted simultaneously to Oakland University and Macomb Community College and are eligible to register concurrently for courses at both institutions. The Oakland University Office of the Registrar web site provides detailed information on registration procedures and policies.

Library support for OU-Macomb students is provided in several ways. Macomb College's Center Campus Library and the Macomb County Reference Library are both located within walking distance of the University Center. The Macomb Intermediate School District, also within walking distance, houses the Beal Library, which is specifically designed for educators and contains appropriate journal resources. Included is a Teacher's Workshop Center for developing classroom manipulatives and a film library.

OU-Macomb students also have access to resources provided by Oakland University's Kresge Library via the Oakland University website and on-site library training when requested. Kresge Library has access to 13,000 online electronic journals,

including both current subscriptions and titles no longer current. This includes both full-image e-journals and ascii text journals. All four libraries participate in regional lending cooperatives and thereby offer nearly limitless access to reference and research materials.

Students have the opportunity to participate in events such as OU-Macomb Welcome Week and Student Success Advising Week that are planned to address the needs of students at OU-Macomb. These events offer students an opportunity to meet the staff and learn where to find support with their educational needs, like: registration, advice on classes to take, financial aid resources, and web resources available to students.

Additionally, students are encouraged to participate in the cultural activities available through the adjacent community college campus. The regionally acclaimed Macomb Center for Performing Arts and the Albert L. Lorenzo Cultural Center offer ongoing opportunities for student engagement in a familiar and convenient environment.

Students are encouraged to form new organizations and to collaborate with student organizations available at the main campus. Students in the undergraduate and graduate education programs formed the Future Educators OU-Macomb, and students in the Communication program are active and plan activities for the OU-Macomb community. Students collaborate and have assigned student-liaisons to the Graduate Student Counseling Association (GSCA), and the Student Michigan Education Association (SMEA).

*5.d. Provide financial data that document the organization's capacity to implement and sustain the proposed change (projected budgets, recent audit reports, revenue streams, cost of facilities, and projected facility and equipment costs).*

Oakland University has operated academic programs in Macomb County at the University Center for almost 20 years and at the Macomb Intermediate School District for almost 9 years. Office set-up costs, facilities and equipment have already been accounted for in the initial establishment of the Macomb campus. Prior to the appointment of the Vice President for Outreach, the budgetary structure at the two locations was based on an incentive model which focused on the ability of the programs to be self-supporting. With the appointment of the new administrative structure for programs in Macomb County, the base operating budget is being funded through the general fund of the University. Programs continue to be funded by individual departments based on an incentive budgetary structure that includes all revenue and expenses associated with the development, implementation and ongoing support of the program at an off-site location. Academic program sustainability is determined in collaboration with the individual departments and the Vice President for Outreach.

*5.e. Specify the timeline used to implement the proposed change.*

June 2008	VP for Outreach appointed
August 2008	Developed and implemented student success initiatives – Welcome Week, Advising events/Advising Week, and formation of student organizations in Macomb County
September 2008	Public Announcement of intent to create a Satellite Campus in Macomb County; Asst. VP for Outreach appointed
October 2008 external	Executive-in-Residence appointed; internal and information presentations
November 2008 finalized	Administrative staff reorganized and appointments
December 2008	Community & Student Focus Groups; Finalize Outreach Budget
January 2009 launch	Initiate new program development for Fall 09
February 2009	Finalize Marketing Plan
April 2009	Visit by the Higher Learning Commission
May 2009	Update vision, mission and statement of purpose consistent with OU in 2020
June 2009 Advisory Board	Presidential appointment of OU-Macomb
August 2009 expansion	Launch new program initiatives and geographic

6. *What are the organization's strategies to evaluate the proposed change?*

6.a. *Describe the measures the organization will use to document the achievement of its expected outcomes.*

One measure of success will be student enrollment for M2O and at the Macomb County sites. Another will be overall growth of Macomb County enrollment in Oakland University. Additionally, local/regional community support and increased partnerships will be evaluated through focus groups.

Another measure of success will be student involvement and engagement in Macomb County and main campus activities. The growth of student organizations in Macomb County will also be considered.

Finally, undergraduate and graduate students taking courses at OU-Macomb are annually surveyed to provide feedback and to evaluate programs/degrees, student support, advising and financial aid. This data is shared with the academic units and student support services to identify areas of opportunity.

6.b. *Describe how the assessment of student learning is integrated into the assessment program.*

Academic programs are continuously evaluated for content and quality to meet established standards and best practices reflecting today's complex business environment and changes in knowledge, practice and technology. Student learning is part of the regular assessment practice for each Oakland University academic unit. However because of the unique goals of the Macomb campus, the Macomb students are surveyed for information about the value of their course work and learning. So in addition to the regular assessment, this information is used to help develop and direct programs for the student population being served in Macomb County.

Tenure track faculty evaluations are conducted online on a semester by semester basis through the individual departments. New part-time and special lecturers are evaluated at the mid-term and final semester through the OU-Macomb office. The results are recorded and sent to the individual departments for further assessment. The Macomb campus staff are available to assist and support departments and individual faculty to continually improve the quality of instruction.

Each individual department is responsible for curriculum assessment and revision based on faculty evaluations and student feedback. The Macomb campus provides specific feedback regarding programs and courses offered in Macomb County. Tracking student retention, degree completion and professional licensing/certification is done programmatically within each academic unit.

### *Employment rates*

Assessment of student job placement rates is done through Alumni Relations via graduation surveys. Placement/career opportunities for OU-Macomb graduates are available through the same services available to all Oakland University students. Additionally, OU-Macomb will work to facilitate increased exposure to networking and career opportunities in Macomb County through the continued development of community relations/partnerships.

### *Request Summary*

Oakland University believes that after twenty years of continuous growth in enrollment and program offerings, its substantially enhanced financial and human resource investments, and its public commitment to implement the recommendations of several external policy studies, the criteria have been met for the Commission to approve a Campus designation for its presence in Macomb County. In summary,

- All programs and operations in Macomb County are now directed by an on-site executive officer who is a member of the President's Council and a tenured professor at the university
- Registrations have grown to nearly 2,000 course enrollments each term, evidencing strong student demand and the potential for long-term viability
- All of the coursework and supporting services are housed in state-of-the-art instructional facilities under formal lease arrangements
- Students can complete several undergraduate and graduate degrees at the Macomb County location and more are being developed
- Both full-time and adjunct faculty teach at the Macomb location. They have corresponding control over course content and curriculum development and they work within the university's overall academic governance system
- Two full-time advisors are housed at the Macomb location and several other advisors are at the site on a scheduled basis each semester
- There is a full-time supervisor of business operations at the site, although the vast majority of students utilize online services to transact business with the university

- The budget is created by the staff at the Macomb facility and it is allocated by the university in separate cost centers with approval authority given to the Vice President on-site
- Staff at the Macomb site are hired in accordance with the university's human resource policies and require the same level of external approval as any other unit of the college

Given these enhanced conditions, the University now requests that the Commission approve a Campus designation for the operating division known as Oakland University-Macomb.

*Appendix 1: Federal Compliance*

## *Federal Compliance*

### *Section A: Credits, Program Length, and Tuition*

#### A1. Credits

The credit-hour value of each Oakland University course (both graduate and undergraduate) is specified in semester hours. One semester hour is equivalent to a total of fifty minutes of scheduled instruction each week plus the estimated time required in outside preparation. The majority of Oakland University courses are four credits.

#### A2. Program Length

The academic year is divided into three fourteen week semesters (fall, winter, and summer) with six days of final examinations. Summer semester is divided into two sessions with three days of exams at the end of each session. Sixteen standard parts-of-term are maintained to accommodate flexible scheduling and to ensure compliance with financial aid and administrative processes. Fall semester begins the day after Labor Day except when Labor Day is September 5th or later. In that case Fall classes begin the Thursday before Labor Day. (2008/09 Academic Calendar:

[http://www2.oakland.edu/registrar/acad\\_cal.cfm](http://www2.oakland.edu/registrar/acad_cal.cfm) ; Academic Calendar Requirements: <http://www4.oakland.edu/?id=6902&sid=175> ).

To earn an undergraduate degree a student must have at least 124 credits. Some programs require more credits. At least 32 credits must be at Oakland University. The last 8 credits (4 for the Bachelor of Integrative Studies) must be completed at Oakland. Thirty-two credits of the 124 credit minimum must be at the 300 level or above. (See pp. 75-76 of 08/09 Undergraduate Catalog for more information on undergraduate degree requirements.) There is no minimum number of credits to earn a master's degree. However, the fewest hours that any master's degree requires is 30 (with most requiring 32 credits or more).

Oakland's undergraduate program length is slightly longer than the minimum requirements at other Michigan universities. Wayne State University, the University of Michigan (Ann Arbor), and Michigan State University each require a minimum of 120 credits for an undergraduate degree. At the graduate level both Wayne State University and Michigan State University have master's programs with as few as 30 credits. The University of Michigan (Ann Arbor) has some master's degrees requiring only 27 hours of graduate credit.

#### A3. Tuition

The Board of Trustees approves tuition rates. Tuition rates are easily accessible from the Oakland web site. Searching "tuition" in the search box on the homepage ([www.oakland.edu](http://www.oakland.edu)) takes you to the page on "Tuition Rates" (<http://www4.oakland.edu/?id=900&sid=6>) with links to the latest tuition and to prior tuition rates as early as fall 2001. This page is also easily found by clicking on the "Current Student" tab and then on "Finances" in the resulting menu. Tuition rates also appear in the Schedule of Classes for each semester. (See p. 10 of the Winter 2009

Schedule of Classes.) The online Schedule of Classes (available from the web site via Sail) also gives tuition rates in the “general information” section.

The only program that charges program specific tuition rates is the Executive MBA. The tuition for the EMBA program is \$35,000. This fee includes all course registrations, textbooks, graduation fees, and meals on Fridays and Saturdays when classes are scheduled to meet. The program requires 39 credit hours.

Oakland’s average undergraduate tuition for FY2009 places it almost in the middle of in-state tuition rates for the other 14 state-assisted universities. At \$8,426 Oakland’s tuition is seventh. (See page 4 of the Michigan House Appropriations Subcommittee on Higher Education: <http://www.house.mi.gov/hfa/PDFs/Hied%20tuition%20rates%208-08.pdf> .) The Board of Trustees has approved charging in-state tuition rates for all students enrolled in courses associated with an approved on-line degree or certificate program regardless of their residency during the time period in which the student is enrolled in such a program. If such a student is required to support their on-line curriculum with a number of traditional courses (e.g., general education), then, resident tuition will still be assessed.

*Section B: Institutional Compliance with the Higher Education Reauthorization Act*

B1. Oakland University will provide copies of all relevant Title IV documents to the Higher Learning Commission’s site review team.

At Oakland University, the Financial Aid Office administers and awards all Title IV programs. The documents, Program Participation Agreement (PPA) and Eligibility and Certification Renewal (ECAR), can be found in the Financial Aid Office while the results for the Annual A-133 audit are located in the University’s Controller’s Office. A recent audit noted enrollment reporting discrepancies to the National Student Loan Data System. The university expects that the identified issues can be corrected during FY2009. (Compliance issues involved are listed in a 9/4/2008 from the Director of Financial Aid to the Vice President of Student Affairs and Enrollment Management. One issue, involving students in mini-sessions, has been resolved by the recent change to the academic calendar that identifies sixteen parts of term.) Oakland has had no audits by the Inspector General of the United States Department of Education, and it has had no limitation, suspension, or termination (LST) actions.

B2. Oakland University maintains federal student loan default rates below national and state averages.

As provided by the U.S. Department of Education in 2008 for fiscal year 2006, the national default rate for federal Stafford student loans was 5.2% percent. The national default rate for all public four year institutions was 3.4%. The fiscal year 2006 cohort default rates by state as reported by the Department of Education indicate Michigan having 128 institutions with 4,571 borrowers in default, 115,568 borrowers in repayment, and a statewide default rate of 4.2 percent. For Oakland University fiscal years 2005-2008, Oakland University’s default rates were below the national averages. [Note that

the OU fiscal year is the fiscal year that the default rate was recorded for the FY cohort as defined by the U.S. Department of Education.]

Figure 23: Default Rates

<b>FY Cohort</b>	<b>National</b>	<b>Public 4 Year (+)</b>	<b>Oakland University</b>
2006	5.2%	3.4%	2.3%
2005	4.6%	3.0%	2.9%
2004	5.1%	3.5%	2.9%
2003	4.5%	3.3%	2.5%

Source: U.S. Department of Education

Although the default rate for Oakland University increased slightly between the fiscal years 2003 and 2004, the rate remains below national and state averages. The increase was likely due to the initiation of providing unsubsidized loan eligibility in student financial assistance packages. Students are provided with information on options for loan repayment with emphasis on the seriousness of defaulting on outstanding loans. Additionally, due to several years of excellent interest rates and heavy marketing campaigns, loan consolidations are at record highs. Loan consolidation at low interest rates is a good way for students to avoid defaulting on outstanding loans.

#### *Fiscal Year 2006*

- Number of borrowers entering repayment: 2401
- Number of borrowers entered repayment and defaulted: 57
- Official Cohort Default Rate: 2.3%

#### *Fiscal Year 2005*

- Number of borrowers entering repayment: 2339
- Number of borrowers entered repayment and defaulted: 69
- Official Cohort Default Rate: 2.9%

#### *Fiscal Year 2004*

- Number of borrowers entering repayment: 1956
- Number of borrowers entered repayment and defaulted: 57
- Official Cohort Default Rate: 2.9%

#### *Fiscal Year 2002*

- Number of borrowers entering repayment: 1732
- Number of borrowers entered repayment and defaulted: 45
- Official Cohort Default Rate: 2.5%

### B3. Perkins Loan information

Along with the Department of Education (DOE) computed federal Stafford student loan default rates, Oakland University submits through the Fiscal Operations Report and Application to Participate (FISAP) the default rates for the Perkins Loan Program. Federal Perkins loan collections are the responsibility of Student Business Services. An

outside billing service, University Accounting Service, is used for the billing and collection of Perkins loans. Oakland University uses the services of two outside collection agencies for the collection of delinquent Perkins loans. Perkins loans that are more than 3.0 years old, have an outstanding balance of \$25 or more, are not in deferment status, and have had no payments are usually sent to DOE for collection. Oakland University has used University Accounting Service for 21 years as its outside billing service provider. Prior to University Accounting Service, Wachovia was used. Oakland University is very pleased with the efficiencies and support the managing team of University Accounting Service provides and intends to continue the current relationship.

On June 30, 2008, the Perkins cohort default rate was 18.58 percent. On June 30, 2007, the Perkins cohort default rate was 12.50 percent. On June 30, 2006, the cohort default rate was 4.46 percent and on June 30, 2005 the cohort default rate was 13.11 percent. Student Business Services is not able to determine why the default rate dropped in 2006 but speculate that it is because of the influx of consolidation loans that year. Since the method of payment is not recorded, we have no way of proving this.

In August of 2006 Oakland University increased the collections services of University Accounting Services by adding 30/60/90 day collection call services. University Accounting Services now makes at least two phone attempts to contact defaulted students at the 30 day, 60 day and 90 day point in time. In 2007 Oakland University also instituted certified mailings to the projected cohort and cohort group. Letters informing these students that they are past due are mailed at 1 month, 2 months, 3 months, 4 months & 5 months. The letter outlines payment options and the consequences of being past due. The packet also includes a forbearance form.

B4. Oakland has no federal nursing loans.

B5. Student Right to Know

This federal Title IV requirement is coordinated by the General Counsel's Office. Information is provided by several University units.

B5.1. Campus Crime Report

Oakland University complies with the applicable requirements of Public Law 101-542, known as the Crime Awareness and Campus Security Act of 1990 (Clery Act). The Oakland University Police Department (OUPD) collects information with respect to campus crime statistics and campus security policies, as required by the Act. The OUPD publishes and distributes an annual safety security report containing information on campus crime statistics and campus security policies, as required by the Act. It also includes in the annual report all policies and procedures which address the prevention of sexual assaults and racial violence on the campus. Both annual reports of crime statistics (<http://www4.oakland.edu/?id=6787&sid=206#15>) and a daily activity of significant police activity are on the university web site (<http://www4.oakland.edu/?id=7560&sid=206>).

Compliance with the Clery Act requires institutions like Oakland University to adhere to various mandates. One of those requirements involves timely notification of the campus community of certain crimes or incidents that are (a) reported to campus security authorities or local police agencies, and (b) considered by the institution to represent a serious or continuing threat to students and employees. The OUPD is typically the first university entity to become aware of an incident or situation that may require a safety alert pursuant to the Clery Act. The Chief of Police (or designee) will notify the Vice President for Finance and Administration of the incident or situation. The Vice President for Finance and Administration, in consultation with the President, will decide whether to issue a safety alert. However, when an emergency situation exists, and when time is critical and immediate notification to the campus community (or a portion thereof) is necessary, the decision to implement a full or partial campus safety alert can be made by the highest ranking member of the OUPD. University Communications and Marketing is responsible for issuing the safety alert using one or more of the available methods of communication, as directed by the Chief of Police and/or the Vice President for Finance and Administration. Methods of reporting threats of imminent danger include:

- Posting on OU home page
- Text message alert to registered cell phone numbers
- Broadcast e-mail to all student, faculty and staff OU addresses
- Broadcast voicemail to all campus phones
- Notification of campus operator
- Notification of media outlets including WJBK-TV FOX 2, WDIV-TV Channel 4, WXYZ-TV Channel 7, WJR AM 760 and WWJ AM 950
- Loudspeaker systems in patrolling police cars
- Posting of flyers on doors throughout campus
- Word of mouth

#### B5.2. Student Athlete Completion/Graduation Rates

Oakland University reports its graduation rates (1998-2001 cohorts) and academic progress rates (2006/07) ([http://www.ougrizzlies.com/auto\\_pdf/p\\_hotos/s\\_chools/oakl/genrel/auto\\_pdf/complianc e-0607-academic-pr](http://www.ougrizzlies.com/auto_pdf/p_hotos/s_chools/oakl/genrel/auto_pdf/complianc e-0607-academic-pr)) for student athletes on the Athletics Department web site.

## Graduation Success Rate Report

### 1998-2001 Cohorts: Oakland University

Men's Sports			Women's Sports		
Sport	GSR	Fed Rate	Sport	GSR	Fed Rate
Baseball	71	64	Basketball	71	57
Basketball	73	56	Bowling	-	-
CC/Track	100	86	CC/Track	78	78
Fencing	-	-	Crew/Rowing	-	-
Football	-	-	Fencing	-	-
Golf	67	60	Field Hockey	-	-
Gymnastics	-	-	Golf	100	100
Ice Hockey	-	-	Gymnastics	-	-
Lacrosse	-	-	W. Ice Hockey	-	-
Rifle	-	-	Lacrosse	-	-
Skiing	-	-	Rifle	-	-
Soccer	73	38	Skiing	-	-
Swimming	71	62	Soccer	74	76
Tennis	-	-	Softball	63	63
Volleyball	100	-	Swimming	54	55
Water Polo	-	-	Tennis	100	100
Wrestling	-	-	Volleyball	91	78
Men's Non-NCAA Sponsor. Sports	-	-	Water Polo	-	-
			Women's Non-NCAA Sponsor. Sports	-	-
			Women's Equestrian	-	-

### B5.3. Completion/Graduation Rates

Oakland University makes available from its web site on Federal and State Notifications a report on student graduation rates. Current information gives information for freshman cohorts from 1993 through 2002 (<https://www2.oakland.edu/secure/oira/Graduation.htm>). More detailed reports are available from the "OU Data Set" (<https://www2.oakland.edu/secure/oira/data.html>) which is on the Office of Institutional Research and Assessment web site.

**Figure 24: Full-Time FTIACs' (First Time In Any College) Graduation Rate**

Cohorts	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
4 yr. grad.	10.2 %	10.6 %	10.2 %	12.1 %	13.4 %	12.7 %	14.4 %	14.4 %	12.0 %	12.5 %
5 yr. grad.	31.2 %	31.7 %	33.3 %	34.9 %	35.7 %	33.1 %	33.6 %	33.8 %	31.8 %	%
6 yr. grad.	41.3 %	41.4 %	43.7 %	46.7 %	44.8 %	44.3 %	44.3 %	43.7 %	%	%
N	1352	1330	1468	1463	1707	1781	1814	1785	2016	1950

Adapted from: <https://www2.oakland.edu/secure/oira/Graduation.htm>

### *Section C: Federal Compliance Visits to Off-Campus Locations*

The Higher Learning Commission distinguishes among three different types of off-site locations. A degree completion site is one where students in a program can complete all required courses there. An off campus site is one where a student can complete fifty percent or more of a degree program. A site where fifty percent or less of a program is offered is a course location. The HLC web site

([http://www.ncahlc.org/index.php?option=com\\_directory&Itemid=192&Action=ShowBasic&instid=1357](http://www.ncahlc.org/index.php?option=com_directory&Itemid=192&Action=ShowBasic&instid=1357)) lists off-campus sites for Oakland. Oakland will also be submitting for approval five new site locations.

In April 2007 the Higher Learning Commission visited three of Oakland's off-campus sites. These were the Macomb University Center in Clinton Township, the Macomb Intermediate School District in Clinton Township, and Conner Creek in Detroit. All three sites were reported as adequate with no further review or monitoring by the Higher Learning Commission necessary. Reports of all three visits will be in the Resource Room.

### *Section D: Institutional Advertising and Recruitment Materials*

D1: Reference to OU's affiliation with the Commission

Oakland has referenced its accreditation by the Higher Learning Commission by giving the HLC's street address and toll free telephone number. However, Oakland is now in the process of change to consistently refer to the HLC in the following way: *Oakland University is accredited as a doctoral degree-granting institution by the Higher Learning Commission of the North Central Association of Colleges and Schools*

(<http://www.ncahigherlearningcommission.org/>; phone: (312) 263-0456). References to the Higher Learning Commission appear in the undergraduate and graduate catalogs and on several university web pages. Currently there is no reference to the Higher Learning Commission on recruitment materials. This affiliation will be included beginning with fall 2009 materials and will include HLC's web address and local phone number.

D2. Oakland University clearly and prominently provides its own contact information so that students know how to reach the institution. Both the undergraduate and graduate catalogs include relevant university phone numbers in several places. Most primary

university web pages (homepage, various index pages) include the university address and phone number. Departmental and office web sites include phone numbers and other contact information on a page typically labeled as “contact us.”

### *Section E: Professional Accreditation*

Specific academic departments, programs, and schools have received accreditation by specialized or professional accrediting bodies. No accrediting body has taken any adverse action against any of Oakland’s programs. Reports of these specialized accrediting agencies are available in the appropriate school or college office.

#### *College of Arts and Sciences*

Chemistry: American Chemical Society (2009)

Social Work (undergraduate) (Department of Sociology and Anthropology): Council on Social Work Education (2008). Currently in candidacy status.

Dance (Department of Music, Theatre, and Dance): National Association of Schools of Dance (2013)

Music (Department of Music, Theatre, and Dance): National Association of Schools of Music (2016)

Public Administration (Department of Political Science): National Association of Schools of Public Affairs and Administration -Commission in Peer Review and Accreditation (Public Administration) (2008)

Theatre (Department of Music, Theatre, and Dance): National Association of Schools of Theatre (2017)

#### *School of Business Administration*

Association to Advance Collegiate Schools of Business (2008-09)

Accounting --- Association to Advance Collegiate Schools of Business (2008-09)

#### *School of Education and Human Services*

Counseling (graduate): Council for Accreditations of Counseling and Related Educational Programs (2010)

Endorsements to Teacher Certification: Michigan Department of Education (2008)

Teacher Education: Teacher Education Accreditation Council (2013)

#### *School of Engineering and Computer Science*

Computer Science (undergraduate): Computing Accreditation Commission of Accreditation Board for Engineering and Technology (2011)

Engineering (undergraduate): Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (Last visit 2008)

#### *School of Health Sciences*

Physical Therapy: Commission on Accreditation in Physical Therapy Education (2009)

Occupational Safety and Health: Applied Science Accreditation Commission of Accreditation Board for Engineering and Technology (2011)

*School of Nursing*

Commission on Collegiate Nursing Education (2012)

Council on Accreditation of Nurse Anesthesia Educational Programs (2012)

*Section F: Institutional Records of Student Complaints*

The Commission expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints that it has received and their disposition.

Oakland's general policies regarding student complaints are contained in the "Grievances and Complaints" portion ([http://www4.oakland.edu/view\\_popup.aspx?id=1573&sid=75](http://www4.oakland.edu/view_popup.aspx?id=1573&sid=75)) of the *Student Handbook*. Several offices maintain files/logs of complaints, and these will be available for review in those offices. These include Office of the Dean of Students, the President's Office, the Academic Affairs Office, and the Office of University Diversity and Compliance.

The Dean of Students serves as ombudsman for Oakland University. Student complaints that are in writing, signed, of sufficient magnitude, and addressed to the Dean of Students or Assistant Dean of Students are recorded in a database and placed in a grievance file, which is kept in a secure environment within the Dean of Students Office. The office staff engages in appropriate and immediate action to resolve complaints. University established formal procedures for handling such complaints is adhered to. Therefore, the office often refers complaints to other university departments for resolution. Tracking database and files of formal complaints submitted to the office will be available to the site review team.

Written student complaints are shared with the President and/or Executive Assistant to the President. Depending on the area of responsibility, the complaints are typically forwarded to the respective Vice President for resolution. The complaint and resolution are filed in the Office of the President. With phone calls, office staff initially obtains information concerning the nature of the complaint along with name and contact information. Depending on the area of responsibility, the staff member will refer the call to the respective Vice President for resolution. The complaint and resolution are filed in the Office of the President. These files will be available to the review team.

The Office of Academic Affairs receives a variety of student complaints. The Assistant Provost handles these student complaints, documents them, and follows up as necessary with the units that are named in the complaints. All complaints whether received by telephone, e-mail, or in writing are pursued to a conclusion. The Assistant Provost maintains a file on every complaint that Academic Affairs receives. This file will be available to the review team.

As discussed in Administrative Policy #711 (accessible from:

<http://www2.oakland.edu/audit/>), the Office of University Diversity and Compliance (UDC) investigates anonymous as well as complaints with no written statement (if there is sufficient information) and those with written statements. All complaints are handled similarly. Witnesses are interviewed, and, where appropriate, a confidential report is

drafted. UDC maintains a log (part of a report) that details when a complaint is received and when it is resolved. If a confidential report is issued on a matter it would reflect the disposition date. UDC can make available to the team the log of student complaints available for the last 2 years.

*Appendix 2: Academic Profiles*

## Academic Profile

# College of Arts and Sciences

Established 1965

### Accrediting bodies

American Chemical Society (2009)

Council on Social Work Education (2008)

National Association of Schools of Dance (2013)

National Association of Schools of Music (2016)

National Association of Schools of Public Affairs and Administration -Commission in Peer Review and Accreditation (Public Administration) (2008)

National Association of Schools of Theatre (2017)

### Student and faculty counts

Fall 2008

**Total Enrollment** **5,234**

**Undergraduate Students** **4,873**

White 3,786

African American 431

Native American 27

Asian 119

Hispanic 99

International 34

Not reported 377

**Graduate Students** **361**

White 255

African American 16

Native American 3

Asian 15

Hispanic 7

International 41

Not reported 24

**ACT composite average** **22.47**

**Degrees conferred 2007-2008** **1,057**

Baccalaureate 963

Graduate Certificates 1

Masters 85

Doctorate 8

**Tenured/ Tenure-Track Faculty (IPEDS data) All full**

Total Headcount 246 238

Total FTE 246 238

Men 143 142

Women 103 96

Minority faculty 44 44

Percent with terminal degree 92% 93%

**Tenure/ Tenure track**

**Degree Programs**

B	Acting		
B	African American Studies		
B	Anthropology		
B	Anthropology modified with Linguistics concentration		
	D	Applied Mathematical Sciences	
B	M	Applied Statistics	
B		Art History	
B		Biochemistry	
B	M	Biology	
B		Biology modified with Applied Statistics concentration	
B		Biology modified with Specialization Cell/Molecular Biology	
B		Biology modified with Specialization in Anatomy	
B		Biology modified with Specialization in Microbiology	
B		Biology with Secondary Certification	
		D	Biomedical Sciences: Biological Communication
		D	Biomedical Sciences: Environmental Chemistry
		D	Biomedical Sciences: Medical Physics
B	M	Chemistry	
B		Chemistry with Secondary Certification	
B		Choral/General Music Education	
B		Communication	
B		Communication modified with Linguistics concentration	
B		Dance	
B		East Asian Studies-China	
B		East Asian Studies-Japan	
B		Economics	
B	M	English	
B		English modified with Linguistics concentration	
B		English with Secondary Certification	
B		Environmental Science Specialization Public Health	
B		Environmental Science Spec. Environ/Resource Mgt	
B		Environmental Science Spec. Occupational Health& Safety	
B		Environmental Science Spec. Toxic Substance Control	
B		French Language and Literature	
B		French-Modified	
B		French with K-12 Certification	
B		French with Secondary Certification	
B		German Language and Literature	
B		German modified with German Studies concentration	
B		German-Modified	
B		German with K-12 Certification	
B		German with Secondary Certification	
B	M	History	
B		History with Secondary Certification	
B		Independent Major	
	M	Industrial Applied Mathematics	
B		Instrumental/General Music Education	
B		International Relations	
B		Japanese Languages and Literatures	

B	Journalism
B	Latin American Language and Civilization
B	Latin American Studies
M	Liberal Studies
B M	Linguistics
B	Linguistics-modified with Computer Science Major
B M	Mathematics
B	Mathematics with Secondary Certification
B	Medical Physics
B	Music
B	Music – Composition
M	Music-Conducting
M	Music - Instrumental Pedagogy
B M	Music – Instrumental Performance
M	Music- Piano Pedagogy
B M	Music - Piano Performance
M	Music-Vocal Pedagogy
B M	Music - Vocal Performance
M D	Music Education
B	Musical Theatre
B	Philosophy
B	Philosophy-Modified
B	Philosophy-modified with Linguistics concentration
B M	Physics
B	Physics with Secondary Certification
B	Political Science
B	Psychology
B	Psychology modified with Linguistics concentration
B M	Public Administration and Public Policy
B	Slavic Studies
B	Sociology/Anthropology
B	Sociology
B	Sociology modified with Linguistics concentration
B	Sociology with Specialization in Criminal Justice
B	Social Work
B	South Asian Studies
B	Spanish Language and Literature
B	Spanish-Modified
B	Spanish with K-12 Certification
B	Spanish with Secondary Certification
B	Studio Art
B	Studio Art-K-12
B	Studio Art-Specialization in Drawing
B	Studio Art-Specialization in New Media
B	Studio Art-Specialization in Painting
B	Studio Art-Specialization in Photography
B	Theatre
B	Theatre Design and Technology
B	Two Modern Languages
B	Women and Gender Studies
B	Writing and Rhetoric

### **Joint Programs with School of Engineering and Computer Science**

B	Engineering Biology
B	Engineering Chemistry
B	Engineering Physics

### **Certificate Programs**

GC	Teaching English as a Second Language
GC	Statistical Methods
PMC	Nonprofit Organization and Management
PMC	Local Government Management

**Mission:** The intellectual and creative capacity of the College of Arts and Sciences provides students with multiple opportunities to develop distinctive individualized academic and cultural experiences, serving as a foundation for professional goals, civic engagement, creative problem solving, and entrepreneurial impulses.

### **Significant accomplishments over the last three years**

- Initiation of space planning and departmental moves to enhance the visibility of the College of Arts and Sciences
- Significant activity in grantsmanship and grant awards
- Establishment of market driven majors in Writing and Rhetoric, Social Work, and Engineering Biology
- Development of strong ties to local communities including the Jewish Community and Islamic Community resulting in increased classroom and study abroad opportunities for students
- Strong recruiting efforts resulting in the hiring of high quality faculty, many with strong international ties
- Teaching lab updating in the sciences

### **Important goals for next three years**

- Organizational changes are planned to increase the visibility of important programs within the college. We anticipate exploring new ways to accommodate multidisciplinary and interdisciplinary programs and to convert the Oakland University Art Gallery to a Museum among other possible initiatives.
- Within the next three years we anticipate the completion of department moves from Wilson Hall to O'Dowd Hall creating a Humanities building for the College of Arts and Sciences

- Community partnerships with the Palace and the Legacy Project in Rochester will continue in an effort to provide improved performance and art facilities for OU students and faculty.
- New degree programs are planned that build on faculty expertise and respond to student interest and global concerns including Bachelor of Arts degrees in Liberal Studies, Museum Studies, Middle East Studies, Creative Writing, Cinema Studies, and Actuarial Science; Master of Arts in Health Psychology and in Communication; and a Ph.D. in Applied Computational Physics.
- In advising, we will expand the use of technology and reimagine what a state of the art advising office is in order to leverage resources and expand service to the 4800 majors in the College of Arts and Sciences.
- CAS will engage in a campaign to use the concept of creativity to brand the College.

**List of notable facts**

- The College of Arts and Sciences is the largest academic unit at Oakland University and leads in academic activities on campus.
- The College delivers approximately 63% of the total number of student credit hours.
- Fifty-three percent of tenured/tenure-track faculty members are appointed in the College.
- In FY 2009 the College Base Budget was \$30,285,109.

## Academic Profile

# School of Business Administration

Established 1969

### Accrediting bodies

Association to Advance Collegiate Schools of Business (2008-09)

Accounting --- Association to Advance Collegiate Schools of Business (2008-09)

### Student and faculty counts

Fall 2008

<b>Total Enrollment</b>	<b>2,720</b>
Undergraduate Students	<b>2,197</b>
White	1,744
African American	163
Native American	5
Asian	82
Hispanic	33
International	31
Not reported	139
Graduate Students	<b>523</b>
White	363
African American	13
Native American	4
Asian	47
Hispanic	12
International	45
Not reported	39

**ACT composite average** **21.27**

<b>Degrees conferred 2007-2008</b>	<b>552</b>
Baccalaureate	356
Graduate Certificates	9
Masters	187
Doctorate	0

<b>Tenured/ Tenure-Track Faculty</b> (IPEDS data)	All	Tenure/tenure track
Total Headcount	58	58
Total FTE	58	58
Men	44	44
Women	14	14
Minority faculty	14	14
Percent with terminal degree	97%	97%

### **Degree Programs**

B	M	Accounting
	M	Business Administration
B		Business Economics
B		Economics
B		Finance
B		General Management
B		Human resource Management
	M	Information Technology Management
B		Management Information Systems
B		Marketing
B		Operations Management

### **Certificate Programs**

PMC	Accounting
PMC	Business Economics
PMC	Entrepreneurship
PMC	Finance
PMC	General Management
PMC	Human Resource Management
PMC	International Business
PMC	Management Information Systems
PMC	Marketing
PMC	Production/Operations Management

### **Mission**

The mission of the School of Business Administration is to advance knowledge and enhance students' abilities to manage in a global business environment. The mission is achieved through a synergistic combination of teaching, scholarship, and professional service, with emphasis on the linkage of theory and practice and the application and management of technology. Toward the achievement of these ends, the SBA promotes collaborative relationships among students, faculty, administrators, and employers.

### **Significant accomplishments over the last three years**

- Development of a School Theme: Excellence Through Integration
- Creation of SBA Scholars program for high achieving undergraduate students
- Creation of the ACHIEVE program for all undergraduate business students (to prepare them for careers in business beginning in their freshman year).
- Creation of CIBRE (Center for Integrated Business Research and Education)
- Reformulation of our Executive MBA program.
- Opening of a new Leadership and Development Center for undergraduate and graduate students in March 2009

**Important goals for next three years**

- Use CIBRE to increase the School's visibility and partnerships in the business and government community
- Have ACHIEVE fully operational and serving all of the School's undergraduate student body
- Expand the School's global offerings for both undergraduate and graduate students
- Substantially increase the number of undergraduate students participating in internships programs
- To continue to improve our learning assurance process for our undergraduate and graduate programs

**List of notable facts**

- Over 95% of the School's full-time faculty hold PhDs.
- 95% of the School's doctoral faculty are active researchers and are Academically Qualified by our accrediting bodies standards.
- The School's undergraduate and graduate programs were reaccredited by the AACSB in fall 2008.



### Degree Programs

M	D	Counseling	
M	D	Early Childhood	
M	D	ES	Education Leadership
M		Educational Studies	
B	M	Elementary Education	
B		Human Resource Development	
M		Reading and Language Arts	
	D	Reading Education	
M		Secondary Education	
M		Special Education	
M		Teacher Leadership	
M		Training and Development	

### Certificate Programs

GC	Advanced Microcomputer Applications
GC	Microcomputer Applications
GC	Educational Administration
PMC	Advanced Reading, Language Arts and Literature
PMC	Higher Education
PMC	Reading, Language Arts and Literature

### Mission:

To promote and create growth and learning opportunities for all individuals.

To achieve our mission:

- We prepare students to be extraordinary educational leaders, counselors, and human resource professionals.
- We research and create new knowledge to expand education and improve current practices.
- We develop academic programs and engage in community outreach to promote an inclusive society.

### Significant accomplishments over the last three years

- Completed the review process for accreditation of initial teacher education program by the Teacher Education Accreditation Council. (2007)
- OU's Teacher Education program was rated highest in the state with a score of 68 out of 70 points on the Michigan Department of Education Title 2 reporting assessment scale in 2007.

- The Department of Teacher Development and Educational Studies was ranked 8th in the nation on the Chronicle of Teacher Education assessment of faculty research productivity for two consecutive years (2007 and 2008).
- Formed the Oakland University Center for Autism Research, Education, and Service (OU CARES). (2008)
- Completed a successful campus visit for approval to offer programs leading to the International Baccalaureate Award for teachers at all three levels. OU will be the only institution in the world authorized to grant these awards. (2007)
- Became the first university in Michigan to offer a specialization in autism as a first endorsement on a Michigan Teaching Certificate and established Asperger coaching program with Student Affairs to support OU students with Aspergers Syndrome. (2005)
- The Department of Counseling paired with the special education faculty to develop counseling coursework and supervision for counseling families with special needs students.
- Established the Visiting Scholar Lecture Series. (2007)
- Began a Summer Film Camp for students on the autism disorder spectrum operated by a team of film making professionals headed by Joey Travolta. (2006)
- Started OPTIONS – a continuing education program for college age students with cognitive disabilities – the first of its kind in Michigan. (2007)
- Initiated the Student Success Scholarship Program – up to five \$5,000 scholarships for students from urban areas. (2006)
- Established the Galileo Institute for Teacher Leadership (2006) and created a new M.Ed. in Teacher Leadership. (2007)
- Formed the Avondale Initiative – a partnership with Avondale School District, Oakland Community College, and Oakland University to provide a seamless K-16 education program for Avondale students. (2007)
- Partnered with Oakland Intermediate School district to create the Closing the Achievement Gap Task Force which is now called the Learning Achievement Coalition – Oakland. (2005)
- Created a new certification in Art Education (2006)

**Important goals for next three years**

- Continue to develop and support programs in Macomb County
- Develop an Education Specialist degree in Early Intervention
- Develop a PhD cognate in College Teaching
- Develop two new certification programs in teacher education
- Further support the recently formed Faculty Scholars Group that is collaborating on grant proposals to support faculty scholarship

**List of notable facts**

- While the job market for teachers in Michigan has declined in recent years, our teacher education graduates are sought after for employment in other parts of the country.
- Michigan's Teacher of the Year for the 2007-2008 academic year is a doctoral candidate in our Department of Educational Leadership. She has been nominated for National Teacher of the Year.
- The recently revised program in School Counseling was given full accreditation status by the Council for the Accreditation of Counseling and Related Programs (CACREP) this year.
- In the past three years, we have seen a steady increase in the number of faculty members and graduate students who have had papers accepted at the annual conference of the American Educational Research Association.
- SEHS offers programs leading to teacher certification specifically designed for career changers in both Oakland and Macomb counties. In the past 7 years, 430 students have completed this program and have been recommended for certification. In addition, 5 advanced degrees are offered in 11 locations in the tri-county area.

# Academic Profile

## School of Engineering and Computer Science

Established 1965

### Accrediting bodies

Computing Accreditation Commission of Accreditation Board for Engineering and Technology (2011)

Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (Last visit 2008)

### Student and faculty counts

Fall 2008

<b>Total Enrollment</b>	<b>1,434</b>
Undergraduate Students	<b>968</b>
White	715
African American	74
Native American	2
Asian	71
Hispanic	9
International	19
Not reported	78
Graduate Students	<b>466</b>
White	251
African American	7
Native American	2
Asian	47
Hispanic	4
International	121
Not reported	34

**ACT composite average** **22.96**

<b>Degrees conferred 2007-2009</b>	<b>304</b>
Baccalaureate	142
Masters	149
Doctorate	13

<b>Tenured/ Tenure-Track Faculty (IPEDS data)</b>	<b>All</b>	<b>Tenure/ tenure track</b>
Total Headcount	46	45
Total FTE	46	45
Men	37	36
Women	9	9
Minority faculty	21	20
Percent with terminal degree	98%	98%

## Degree Programs

B		Computer Engineering	
B	M	Computer Science	
	D	Computer Science and Informatics	
	M	D	Electrical and Computer Engineering
B		Electrical Engineering	
	M	Embedded Systems	
	M	Engineering Management	
B	M	Industrial and Systems Engineering	
B		Information Technology	
B	M	D	Mechanical Engineering
	M	Software Engineering & Information Technology	
	M	D	Systems Engineering

## Mission:

The SECS mission is:

- to provide high-quality undergraduate and graduate programs of instruction in engineering and computer science to prepare graduates for careers in the coming decades,
- to advance knowledge through basic and applied research in relevant branches of engineering and computer science, and
- to provide service to both the engineering profession and public of the state of Michigan.

In carrying out its mission the School will address the needs of the automotive and related industries in southeast Michigan for the:

- education of engineers and computer scientists,
- development of research programs and
- fulfillment of the demands for professional service.

## Significant accomplishments over the last three years

- A new undergraduate 'Core' program was implemented. Significant changes were made in all of the undergraduate programs.
- Three new undergraduate programs were introduced:
  1. Information Technology
  2. Engineering Biology
  3. Industrial and Systems Engineering
- Three new doctoral programs were introduced:
  1. Ph.D. in Mechanical Engineering
  2. Ph.D. in Computer Science and Informatics
  3. Ph.D. in Electrical and Computer Engineering
- A fourth department was created, the Department of Industrial and systems Engineering.

- Federally funded undergraduate research programs were developed in Automotive Research and Industrial Mentorship, Undergraduate Computer Research for women and minorities, Summer Institute in Bio-engineering and Health Informatics
- The strategic plan for the SECS, developed in 2003, was implemented.

**Important goals for next three years**

- Bring about a new program in the Electrical and Computer Engineering Department: M.S. in Mechatronics
- Help the Fastening and Joining Research Institute (FAJRI) achieve US-DOD Centers of Excellence status to guarantee funding base for the next five years.
- Realign/refocus the current centers: Center for Robotics and Advanced Automation (CRAA) and Product Development and Manufacturing Center (PDMC)
- Develop new centers—Antenna Range, Tribology
- Continue focus on recruitment efforts at both the undergraduate and graduate levels
- Recruit new, highly competent faculty in emerging fields of technology
- Pursue approval by the State of a new Engineering building.

**List of notable facts**

- Summer faculty internship in real-world engineering with Chrysler Corporation. This has been mutually beneficial both for the Corporation and the School.
- Highly productive Fastening and Joining Research Institute (FAJRI) that has been instrumental in saving millions of dollars to local industry.
- SECS was ranked by ASEE within the top twenty schools in the nation on recruitment of female faculty members.
- Significant research productivity of faculty. Grants/contracts totaling in excess of \$4-\$5 million. Actual research expenditure, approximately, \$4.0 million.

## Academic Profile

# School of Health Sciences

Established 1984

### Accrediting bodies

Commission on Accreditation in Physical Therapy Education (2009)  
Applied Science Accreditation Commission of Accreditation Board for Engineering and Technology (2011)

### Student and faculty counts

Fall 2008

<b>Total Enrollment</b>	<b>1,459</b>
Undergraduate Students	<b>1,189</b>
White	930
African American	92
Native American	6
Asian	64
Hispanic	17
International	11
Not reported	69
Graduate Students	<b>270</b>
White	185
African American	7
Native American	0
Asian	11
Hispanic	2
International	51
Not reported	14

**ACT composite average** **21.94**

<b>Degrees conferred 2007-2008</b>	<b>177</b>
Baccalaureate	99
Graduate Certificate	28
Masters	12
Doctorate	38

<b>Tenured/ Tenure-Track Faculty</b> (IPEDS data)	All full	Tenure/tenure track
Total Headcount	20	18
Total FTE	20	18
Men	9	9
Women	11	9
Minority faculty	1	1
Percent with terminal degree	95%	100%

## Degree Programs

B		Applied Health Sciences
M		Exercise Science
B		Health Sciences
B		Medical Laboratory Science
B		Medical Laboratory Science-Specialization in Cytotechnology
B		Medical Laboratory Science-Specialization in Histotechnology
B		Medical Laboratory Science-Specialization in Nuclear Med. Tech.
B		Medical Laboratory Science-Specialization in Radiation Therapy
B		Medical Laboratory Science-Specialization in Clinical Lab Science
B		Medical Laboratory Science-Radiologic Technology
B		Occupational Safety and Health
M	D	Physical Therapy
M		Safety Management
B		Wellness Health Promotion and Injury Prevention

## Certificate Programs

GC	Orthopedic Manual Physical Therapy
GC	Pediatric Rehabilitation
GC	Orthopedics
GC	Neurological Rehabilitation
GC	Teaching and Learning for Rehab. Professionals
GC	Exercise Science
GC	Clinical Exercise Science
GC	Corporate and Worksite Wellness
GC	Complementary Medicine and Wellness

**Mission:** Our mission is to serve community health care needs and to prepare our students to become leaders in health care, wellness, safety and clinical laboratory sciences.

### Significant accomplishments over the last three years

- In 2008, the Human Health Building was approved in Lansing. We are currently working with architects on design and program elements.
- Partnered with the Eugene Applebaum College of Pharmacy at Wayne State University to allow Oakland students in the program who meet admission requirements to take pharmacy classes at Wayne State while completing their final year of classes at OU.
- Developed the foundations for applying for accreditation for the Clinical Laboratory Science (CLS) component of the MLS program.
- Completed phase I of the goal to expand advising operations and enhance the health student experience is complete.
- Developed a Bachelor of Applied Health Sciences for students with associate degrees in applied health sciences areas (e.g., respiratory therapy). SHS is currently working with VP Mary Otto to promote this program with students at Macomb Community College.

- Developed Pre-Physician Assistant program in partnership with Wayne State.

### **Important goals for next three years**

- Position SHS as a leader in the community of health care and wellness professions.
- Enrich new academic programs through new collaborations with William Beaumont Hospital and community groups such as MIRA (Mental Illness Research Association).
- Increase visibility and activity of our recently established Prevention Research Center which develops interdisciplinary teams of investigators from the university's School of Health Sciences and clinical institutions such as William Beaumont Hospital.
- Develop an education and training program in diet and exercise science. The School of Health Sciences is positioned to develop a Bachelor of Science and a Master of Science in dietetics within the existing Exercise Science program. This will provide students bachelor's and advanced study in the theory and application of nutrition and exercise science.
- Develop a Master of Public Health degree. The establishment of the Oakland University William Beaumont School of Medicine makes this an opportune time for such a program at Oakland. The new degree will seek to create and disseminate knowledge with the aim of preventing disease and promoting the health of populations in the United States and worldwide.
- Strive for higher (and more visible) levels of expertise in the health and wellness field.
- Enrich student environment to foster more success, higher recruitment and retention.

### **List of notable facts**

- The School of Health Sciences/Beaumont Hospital Adolescent Obesity Study, a prospective randomized, controlled trial of lifestyle changes (specifically, improved exercise and diet) on psychosocial measures, body composition, cardiorespiratory fitness, and cardiovascular disease risk factors in obese children, is entering the internal review board and funding stage ahead of its anticipated fielding in 2008.
- Oakland University has teamed with the Beaumont Hospital System to begin research on wellness and health promotion in people undergoing treatment for cancer.
- One in four Americans have Metabolic Syndrome and through published findings the School of Health Sciences has helped hundreds of Michiganders get fit, acquire better nutritional habits, lower blood pressure, high triglycerides, decrease body fat, blood sugar and HDL.

- The Bridge the Gap Program continues to grow each year to help stroke victims. This program utilizes doctoral and graduate students, supervised by clinical and academic professors, to provide free personalized treatment to those who suffer from neurological disorders to help them regain function that are lost or impaired.
- Oakland University Alumna Erin Brosko, DPT '06, was named by the American Physical Therapy Association as the Outstanding Physical Therapy Student for 2007.
- Charles McGlothlin was recognized by the American Society of Safety Engineers (ASSE) as the Outstanding Safety Educator in 2006.



**Significant accomplishments over the last three years**

- Hired an Academic Administrator to direct program
- Name change to Integrative Studies to align with national organization, Association for Integrative Studies (AIS)
- Implementation of capstone course for major (HS 402 – Field Experience in Integrative Studies)
- New assessment plan approved by Oakland University's assessment committee
- Implementation of online advising tutorial

**Important goals for next three years**

- Create and assess learning objectives for advising
- Offer capstone course under BIS rubric
- Develop introductory course for major
- Offer capstone course online

**List of notable facts**

- The program has a departmental membership in the AIS.
- The director of the program has attended and presented research at the annual convention for the AIS.
- The student population for Integrative Studies is one of the most diverse amongst Oakland University's academic majors.

# School of Nursing

Established 1974

## Mission

To offer instructional programs of high quality that lead to degrees at the baccalaureate and master's levels as well as programs in continuing education to advance knowledge through research, scholarship and creative activity; and to render significant public service. In all its activities, the school strives to exemplify educational leadership.

## Accrediting bodies

American Association of Nurse Anesthetists (2002-2012)

Commission on Collegiate Nursing Education (2002-2012)

## Student and faculty counts

*Fall 2007/FY 2008*

<b>Total Enrollment</b>	<b>2040</b>
<b>Undergraduate Students</b>	<b>1826</b>
Minority	347
Nonminority	1372
International	15
Not specified	92
<b>Graduate Students</b>	<b>214</b>
Minority	25
Nonminority	183
International	1
Not specified	5
<b>Degrees Conferred (06/07)</b>	<b>251</b>
Baccalaureate	183
Masters	46
Doctorate	22
<b>Tenured/Tenure-Track Faculty</b>	
Total headcount	18
Men	1
Women	17
Minority faculty	6

**Full-time and Part-Time Faculty**

Total headcount	99
Full-time	37
Part-time	62
Men	8
Women	91
Minority	13

**Degree Programs**

BSN	Nursing
RN-BSN	Online RN-BSN Completion Program
BSN	Accelerated 2 <sup>nd</sup> Degree
MSN	Adult/Gero Nurse Practitioner
MSN	Family Nurse Practitioner
MSN	Nurse Anesthesia
MSN	Nursing Education
MSN	Adult Acute Care Clinical Nurse Specialist
DNP	Doctor of Nursing Practice

**Certificate Programs**

Adult/Gero Nurse Practitioner  
 Family Nurse Practitioner  
 Nurse Anesthesia  
 Nurse Education

**Significant accomplishments over last five years**

- Established Accelerated Second Degree Cohorts in collaboration with area hospital organizations
- Increased enrollment by 109%
- Fully equipped acute care laboratory; SIM Family
- Collaborative community outreach effort, Healthcare Career Center

**Important goals for next three years**

- Develop and integrate simulated learning management systems
- Design and implement Transforming Education model
- Incorporate technology into all nursing courses
- Advance Geriatric research initiative

**Notable Facts**

- Nurse Anesthesia Program ranked 11<sup>th</sup> in the nation by *US News and World Report*
- First university in Michigan to offer Doctor of Nursing Practice Degree Program
- The only education provider in Oakland County offering undergraduate, degree completion and master's programs in nursing, accredited by the Commission on Collegiate Nursing Education

*Appendix 3: Steering Committee*

### NCA Self-Study Steering Committee

<b>NAME</b>	<b>AREA</b>	<b>SUBCOMMITTEE</b>
Susan Awbrey Professor of Education & Senior Associate Provost	Self-Study Coordinator	Steering Chair
Bhushan Bhatt Professor of Engineering & Associate Dean SECS	School of Engineering and Computer Science	Criteria 3-4
Cathy Cheal Assistant Vice President e-LIS	E-Learning	Criteria 3-4
Joi Cunningham Director University Diversity and Compliance	Diversity and Compliance	Criteria 1-2
Diane Hoffman Grants, Contracts, & Sponsored Research	Research	Criteria 3-4
Tracy Huth Director Athletics	Athletics	Criteria 5
Karen Kukuk Exec. Ass't to the President	President's Office	Criteria 1-2
Michael Latcha Associate Professor of Engineering	AAUP	Criteria 1-2
Tamara Machmut-Jhashi Associate Professor of Art History & Interim Assistant Provost	Academic Affairs	Criteria 1-2 (Chair)
Ron Mattei School of Health Sciences	Health Sciences	Criteria 3-4
Glenn McIntosh Ass't VP Student Affairs & Dean of Student Life	Student Affairs	Criteria 1-2
Mildred Merz Associate Professor, Library	Associate Coordinator of Self- Study; Library	Associate Coordinator
Jude Nixon Professor of English & Director of the Honors College	Honors College	Criteria 3-4
Diane Norris Ass't Professor of Nursing & Associate Dean of Nursing	Nursing	Criteria 3-4 (Chair)
Margaret Pigott Assoc Professor of Rhetoric & Director of International Education	International	Criteria 3-4

Michelle Piskulich Assoc Professor of Political Sci & Associate Dean College Arts & Sci	Arts and Sciences	Criteria 3-4
Claire Rammel Executive Director of Graduate Study	Graduate Study	Criteria 3-4
Eleanor Reynolds Asst VP Student Affairs, Admissions	Admissions	Criteria 1-2
Steve Roberts Asst VP Finance & Administration	Finance and Administration	Criteria 1-2
Terrie Rowe Chief Information Officer	University Technology Services	Criteria 1-2
Rob Saunders Director of Development Information Services	University Relations	Criteria 5
Laura Schartman Director of Office of Institutional Research & Assessment	Institutional Research & Assessment	Criteria 3-4
Nancy Schmitz Ass't VP Student Affairs	Student Affairs	Criteria 5
Robert Stewart Professor of Psychology & Chair, Dept of Psychology	Psychology/Faculty	Criteria 5 (Chair)
Robert Wiggins Associate Professor of Education & Assoc Dean SEHS	Education & Human Services	Criteria 5
Ron Tracy Associate Professor of Economics & Assoc. Dean SBA	Business Administration	Criteria 5
Geoff Upward Director of University Comm & Marketing	Communications & Marketing	Criteria 1-2