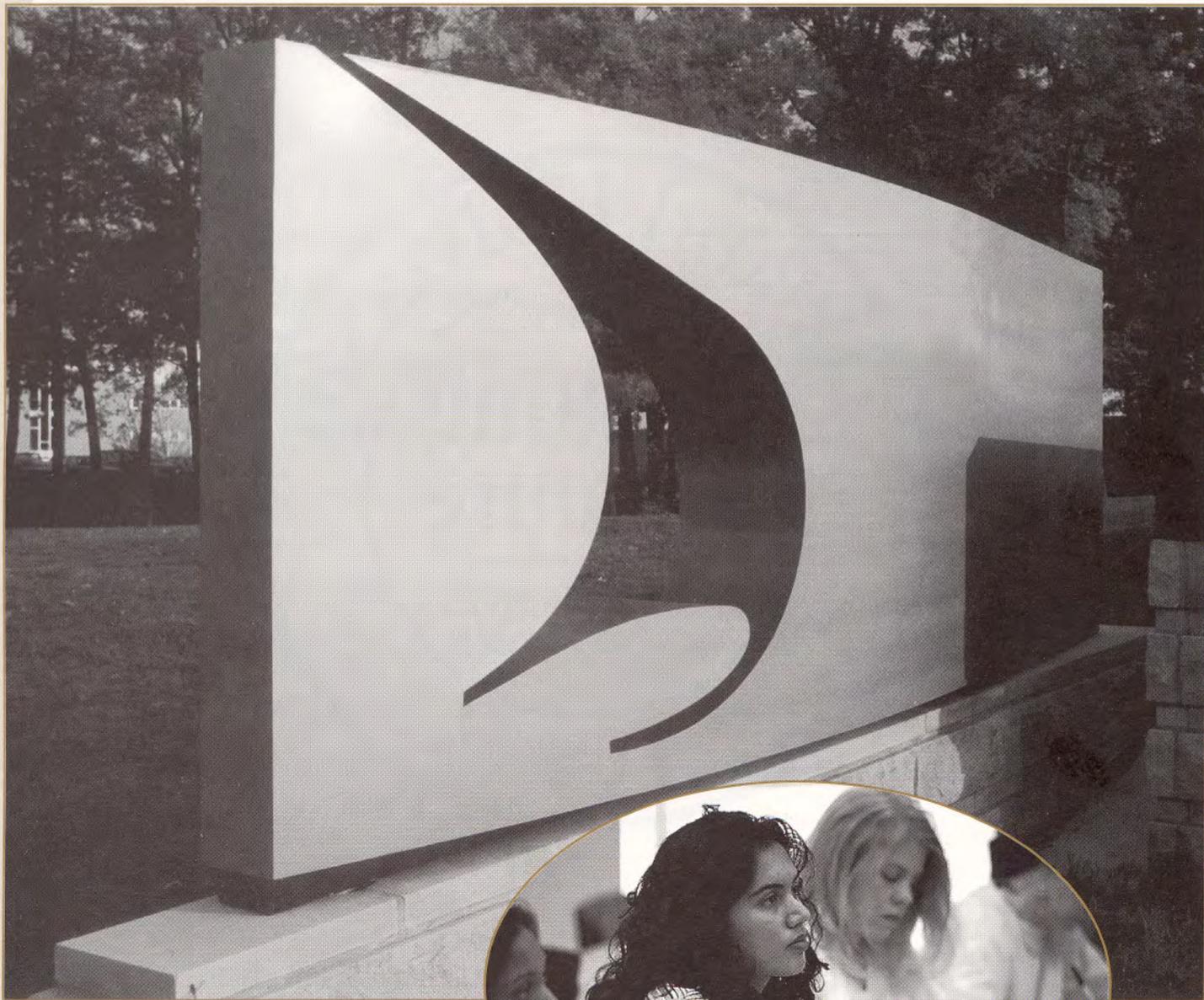




Creating the Future Final Report

June 13, 1998

Rochester, Michigan



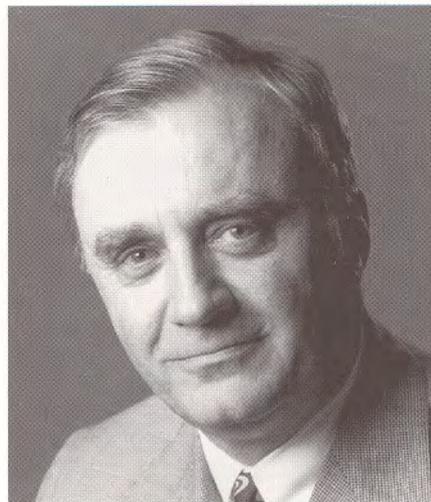
Creating the Future Final Report

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MESSAGE FROM **REX E. SCHLAYBAUGH JR.** CHAIRMAN OF THE BOARD OF TRUSTEES

As the millennium nears, Oakland University moves to the brink of tremendous growth, poised to fulfill its goal of preparing learners for the 21st-century workplace and society. Fourteen distinguished minds — community leaders and opinionmakers — have helped chart Oakland's course in an unprecedented partnership, *Creating the Future*.



*Rex E. Schlaybaugh Jr.
Chairman of the Board of Trustees*

These chairs have directed nine task forces comprising 280 committee members in making recommendations on how best to strengthen Oakland. The chairs bring to Oakland their expertise in such areas as law, business, engineering, information systems, health sciences and social sciences.

OU's alliance with these leaders, as well as all the task force members, facilitators and secretaries, brings much to our growing institution.

Partnerships formed through the work of these task forces give Oakland a distinct advantage as an institution of higher learning: They bridge the widening gaps between business, industry, government and education. These relationships allow us to better prepare our students by providing exposure to leading-edge workplace practices and involvement with the constantly changing challenges of high technology.

Creating the Future is part of the OU tradition of excellence. In 1957, the brightest academic, business and industrial minds from across the state, and even the nation, helped pioneer the curriculum and direction of our new institution.

Forty-one years later, we're ready for a new age of excellence.

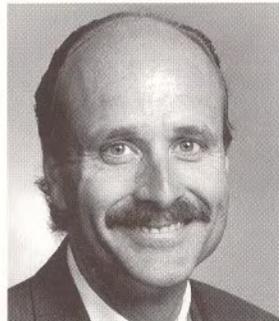
On behalf of the Board of Trustees, thank you for your contributions to Creating the Future and your confidence in the university.



Henry Baskin
Trustee



David T. Fischer
Trustee



Louis Grech-Cumbo
Trustee



Ann V. Nicholson
Trustee



David J. Doyle
Vice Chair



Dennis K. Pawley
Trustee



James A. Sharp Jr.
Trustee

MESSAGE FROM GARY D. RUSSI THE PRESIDENT OF THE UNIVERSITY

With the help of the 280 members of Creating the Future, Oakland University is positioning itself to become a model university of the future.

As we get set to enter a new century, we are launching exciting new initiatives that will elevate this university to the next echelon of educational leadership.



*Gary D. Russi
President*

In 1995, Oakland developed a 10-year strategic plan that was the first step in fulfilling our responsibility to meet the higher education needs of our community. Creating the Future builds on this plan.

We invited members of the business and professional communities, alumni, faculty, students and friends to serve on Creating the Future task forces because we wanted them to assess our programs and services and recommend how best we can prepare learners for the 21st-century workplace and society.

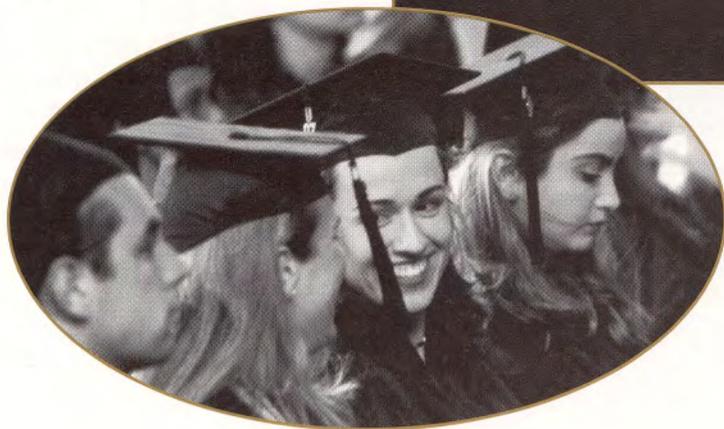
The task forces have completed the complex and difficult task of intensive evaluation and planning regarding every aspect of our academic and administrative programs. Their task force reports affirmed the university's strengths and strategic direction and reveal new avenues we can explore to enhance our programs and services.

I was overwhelmed by the work of the Creating the Future task force chairs, facilitators, secretaries and members who provided valuable insight about the university and recorded progress through countless task force discussions and proposals.

Their sacrifice of time, energy and talent exemplifies the important role the university plays in our community.

On behalf of Oakland University, I express deep gratitude for the support of all task force participants and sincerely appreciate the effort they have invested in the university. I also invite each to continue to participate and to carry forward their work in the plans and life of the university.

Mary S. Row



THE CHARGE TO CREATING THE FUTURE

The Oakland University Board of Trustees established the Creating the Future initiative and charged it with one main purpose: to decide how best to strengthen and improve Oakland University.

Other goals included:

To help the university become a comprehensive learner-centered, technology-enriched institution in the years to come.

To elevate the profile of the university in the community and develop widespread community ownership in our vision and future.

To merge the university's strengths and the needs of the community over the next decade.

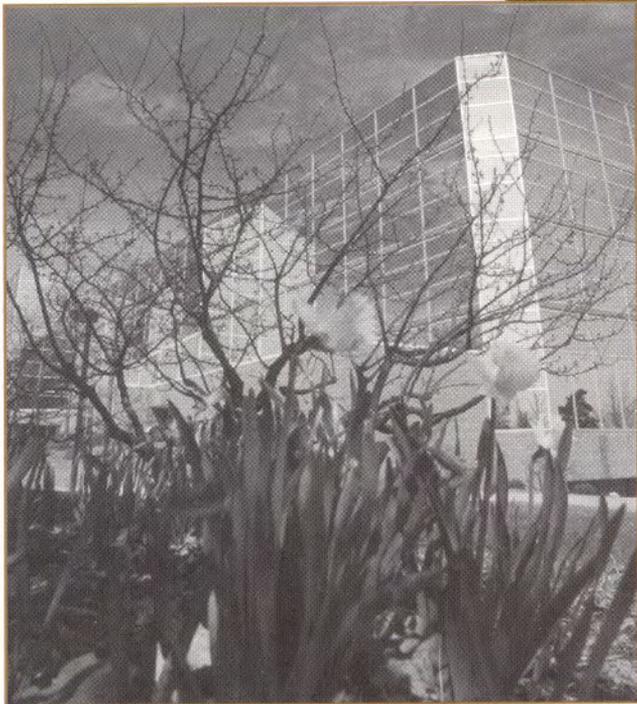
To build friends which will assist the university in resource development.

Oakland University invited more than 200 distinguished corporate and civic leaders to join university faculty, staff and students on nine task forces to shape OU's direction. Most of the task force members live and work in Michigan. Many are alumni.

Task forces studied Oakland's history, mission, philosophy, current environment and the university's strategic plan. Task force members met to discuss programs and services, analyzed institutional trends, shared insights and debated effective strategies to position the institution as an indispensable and responsive resource in the next 5-10 years.

Each task force was chaired by a volunteer leader whose work was facilitated by a university vice president, dean or other senior officer.

Entrepreneurial in nature, the Creating the Future task forces submitted their final report to the Board of Trustees on June 13, 1998.



TASK FORCE ON THE COLLEGE OF ARTS AND SCIENCES



*Richard E. Rassel
Chair*

HISTORICAL OVERVIEW AND VISION

The primary mission of the College of Arts and Sciences is to provide students with a liberal education. A liberal education broadens awareness of the major areas of human knowledge; significantly deepens knowledge in one or more such areas; and lays the foundation for a lifetime of learning by enlarging those powers of mind and spirit needed not only for professional success but also for the enrichment of personal life.

The college fulfills its mission through multiple roles, including teaching, research and creative endeavors, and public service: activities that cannot be isolated from one another in a community of scholars since each depends upon the others. Each department of the college contributes to the execution of the college's mission through its distinctive approach to this trilogy.

The college's wide array of departments and programs manifests the variety of ways whereby dedicated teachers and researchers contribute to the advancement of knowledge as they serve students

and other people in a variety of instructional and service activities.

Teaching and learning are central missions of the college and major responsibilities of its faculty. The college develops and provides graduate and undergraduate courses and programs, including a program of general education, which form the core of the university's curriculum. Across the range of its offerings, the college commits itself to excellence in the preparation of majors, in interdisciplinary studies, and in general education. It is the college's responsibility to educate people to become rational and morally sensitive human beings and citizens and, equally important, to educate them in acquiring the skills and information that will be required in the various professions.

The aim of general education is to help students educate themselves as human beings and citizens, just as it is the aim of the college's major programs to help students acquire expertise in the arts, sciences, humanities or social sciences. A graduate who has combined education in a major discipline with a general education ought to be capable of critical think-

ing; of joining a zeal for informed judgment with a tolerance for ambiguity; of cultivating moral and aesthetic sensibilities; of mastering certain verbal and mathematical skills, some ancient, some modern; of appreciating cultural differences and chronological perspectives; and of confronting the pragmatic features of the modern world in its technological, commercial, medical, legal, and political manifestations.

issues and is committed to supporting further developments in this regard.

The college dedicates itself to the advancement of knowledge through research, scholarship and creative endeavors. It strives to preserve and enhance a campus atmosphere in which critical inquiry, artistic creativity, and cultural and intellectual interchange animate both faculty and students. As a



Of course, the learning process itself encompasses much more than “traditional” classroom instruction. Other critically important components include advising and counseling students, the use of new educational technologies, and providing additional opportunities such as internships which supplement the classroom environment and allow our students to learn a spectrum of skills enabling them to be productive and responsible members of both the community and the work force. The college is proud of its leadership role in advancing these

major intellectual resource for our community, the college simultaneously encourages pursuit of knowledge for its own sake while recognizing the need to combine this pursuit with the development of programs and research agendas which actively contribute to the improvement of our society and environment.

The pursuit of knowledge has traditionally been and will continue to be the cornerstone on which to build an educated and enlightened society. The arts and sciences rest on inquiry, experimentation, and

**“Destiny is not a matter of chance, but choice.
Not something to wish for, but to attain.”**

—William Jennings Bryan, religious and political leader

reflection. The faculty of the college work at the forefront of their disciplines yet, aware of the influence of the past on the present and future, they perpetuate those intellectual traditions that have enlightened human societies through the centuries. Like societies of past ages, modern society depends on the refinement of intellect and the propagation of human values. Both are indispensable to the traditions of the College of Arts and Sciences.

Through public service, the college extends its teaching, research, and artistic creativity to the community at large. It makes its resources available to a variety of



community groups and individuals, and it collaborates with the public sector, business, and industry in joint educational, research, and development programs and projects. By serving its public in this way and by introducing its students to such service, the college fulfills its teaching mission more broadly for the benefit of Michigan's citizens while finding new directions and purposes for faculty research.

The founders of Oakland University intended the arts and sciences to form the vital center of this academic community, an intention that assumes ever greater importance in an age of specialization and professionalism. The college, while remaining committed to this purpose of its founders, is responsive to contemporary challenges and the needs of our greater communities.

BACKGROUND

The college is the intellectual heart of Oakland University. While virtually all Oakland University students encounter the college through general education classes, the college is more than required classes. As noted earlier, the college is the center for keeping alive the spirit of inquiry, for developing the art of critical thinking, and for inspiring creativity — for exploring the past, for understanding the present, and for imagining the future.

The largest academic unit at Oakland, the college's 15 academic departments encompass the arts, humanities, languages, literature, laboratory and mathematical sciences, and social sciences. In addition, students may select from a wide range of concentrations such as women's studies, film studies, and criminal justice that enhance and complement their primary focus. The college offers 51 distinct undergraduate degree programs, 14 master's degree programs and, currently, three programs leading to the Ph.D.

While each of the college's 15 departments represents a unique and valuable field of study, the college is united by its desire and dedication to educate every student to become a rational and moral citi-

zen, able to engage in critical thinking, utilize analytic skill, and communicate effectively.

In support of these programs, the college has more than 200 full-time tenured or tenure-track faculty members, which represents 54 percent of the university's total. Importantly, 95 percent of the college's faculty have their doctoral or other terminal degrees, and the vast majority remain on the cutting edge of the developments in their own disciplines and fields of inquiry. The college's faculty have an outstanding record of achievement in research, scholarship and creative endeavor. As one measure, they have earned close to \$2 million annually from external sources for research, educational projects and fellowships. College faculty publish scholarly works in numbers which, on a per capita basis, compare favorably with the largest research institutions — a remarkable achievement given the institution's co-equal emphasis on its scholarly and instructional mission.

No less important, service and community are critical components of the college's mission. Across all disciplines, activities which build and strengthen collaborative relationships with our constituent communities are a high priority for the college, which has organized five distinct interdisciplinary centers in support of these activities.

The college's Center for Biomedical Research supports and enhances collaborative biomedical research efforts, an area of critical strategic importance for the institution and the college. Its goals include improving communication regarding biomedical research, maintaining and expanding external funding for these research efforts, and enhancing graduate and under-

graduate educational opportunities in the biomedical sciences.

The Public Affairs Research Laboratory is the policy research and public service unit of the College of Arts and Sciences with associated faculty drawn from across all the disciplines in the social sciences. Among PARL's activities are program evaluation, survey research capabilities and assistance with community and urban development projects.

The Center for International Programs, which currently focuses primarily on academic programs, coordinates a variety of study abroad programs and oversees several degree programs focused on area studies. Perhaps even more pivotal, the center seeks to provide to all of our constituencies (both internally, through our general education program, and externally, through specialized programs and offerings) a better understanding and appreciation of a variety of non-Western cultures.

A longstanding tradition at Oakland University and in the College of Arts and Sciences is to reach out to the community through the fine and performing arts. A variety of programs in music, theatre and dance enrich our neighbors while providing excellent performance opportunities for our students and faculty.

Finally, the college's Office of Continuing Education is dedicated to reaching out to an increasing audience of non-degree seeking students to further our mission of preparing all of our constituent communities with a lifetime of learning and opportunities for both professional and personal enrichment.

TASK FORCE STRATEGIES AND RATIONALES

In determining the various strategies and tactics which can best help advance the institution and the College of Arts and Sciences, the college's task force was guided by four pivotal goals. These goals permeated both the preliminary discussion of the task force and the focused discussions on particular strategies. To summarize, these goals were to:

- Emphasize, refine and enhance the traditional liberal arts foundation of the undergraduate curriculum.
- Maintain and foster the outstanding research, artistic and instructional activities of the college's faculty.
- Respond to the needs of the greater community with relevant and creative programs.
- Support and expand community outreach activities to enrich our collective endeavors.



In the context of the background and mission of the college, the following were the strategies, rationales and tactics identified by the task force.

The College of Arts and Sciences should:

1) Assume a leadership role in preparing all of its constituents for an increasingly international and diverse world.

Rationale:

Without a doubt, the area which most dominated the discussion of the task force dealt generally with the concept of "internationalization." Especially in the context of the institution's exceptional location in Oakland County (home to 362 foreign-owned firms from 19 countries), the need to expand and publicize our initiatives dealing with globalization and international education was uniformly viewed as critical. The specific tactics to approach this strategy varied.

The task force was generally supportive of the college's current efforts through its Center for International Programs, but felt that much more could be done, especially in collaboration with the corporate and industrial community. Several of the tactics outlined below deal specifically with the widely perceived need to provide both to our students and the community as a whole more programs and opportunities which increase understanding of diverse cultures. Members of the task force felt that such offerings will positively impact our students' ability to work and communicate with individuals from those cultures, and this was viewed as critical in an increasingly international environment. Members were divided on

whether or not this could best be accomplished through mandating the study of a foreign language, but there was virtually universal agreement on the underlying need.

In particular, students (both matriculated and non-matriculated) need to understand that as citizens they have a responsibility to the community that includes appreciation of cultural diversity. Our students need experiences and educational offerings that reinforce this appreciation so that they may better understand commonalities and differences.

Again, building on our location in Oakland County, the task force observed that given such a large international population, the college could be doing much more to address the needs of that community through specialized programming. Establishing a Center for English as a Second Language is an illustrative tactic relating to this need.

While much of the discussion regarding cultural diversity was placed in an international context, the task force also was sensitive to domestic issues of diversity. The task force urged a focus on providing additional educational opportunities for historically underrepresented groups in collaboration with businesses and other educational institutions (e.g., secondary schools and community colleges). The program Inroads, for example, was cited as a model which provides a sequenced set of internship opportunities (either in or among various companies) for minority students of gradually increasing responsibility and complexity; the college was encouraged to develop similar initiatives.

Tactics:

- Create a “Holistic Center for International Studies.” Such a cen-

ter would build and expand on the existing Center for International Programs with an integrated structure to support and recruit international students, to enrich the curriculum through additional credit and non-credit offerings, and to provide additional opportunities to both students and faculty for an international experience.

- Explore implementing a foreign language requirement of at least one year — and possibly two.
- Explore instituting a voluntary program to provide discipline-based instruction in foreign language and culture, i.e., a “language across the curriculum” program.
- Promote opportunities to learn more about other cultures, both through regular degree offerings, incorporation of such studies into language courses and through non-credit offerings, including workshops and special training programs.
- Become a resource for early education in foreign languages and cultures and make this expertise known to local school districts and boards of education.
- Establish a Center for English as a Second Language to provide language and cultural skills to the ever-growing international community in Oakland County.
- Address corporate cultural training needs to cover various aspects, including what motivates foreign companies to work well with American businesses; how other nations view America; how other nations differ from our system of government, banking and social systems; and how other nations view such things as career paths, etc.

- Explore more integrated programs for minority students which combine (as appropriate) opportunities in the secondary schools with options in both the community colleges and Oakland University.

2) Enhance its reputation as an intellectual and cultural resource for the community.

Rationale:

In one of the task force's first discussions, the vast majority of the members noted that one of their strongest impressions about Oakland University related to the institution's artistic presence in the community, whether through the programs of the college or the professional programs offered through the "Meadow Brooks." This tradition of excellence was viewed as a strong platform for the college and the university to continue to reach out into the community and to enhance visibility. However, the task force felt that the college needed to aggressively promote its activities in this regard and more effectively communicate the extent to which our students and faculty are involved.

The task force also discussed the college's important role as a major intellectual resource for the community. The consensus was that we should better promote many of the ongoing programs on campus offered by the college that might have more universal appeal and expand the range of this programming. Especially with the decentralization of continuing education offerings, the group thought that there was tremendous potential in developing programs which would involve increasingly large audiences

in both personal and professional enrichment and growth.

Tactics:

- Continue building outstanding artistic programs blending the work of both students and professionals, e.g., collaborations between the Department of Music, Theatre and Dance and Meadow Brook Theatre; and collaborations among such entities as the Department of Art and Art History, the Meadow Brook Art Gallery and the Detroit Institute of Arts.
- Vigorously explore options to develop resources for a new performing arts/cultural center on campus.
- Utilize both credit-delivery courses and options available through non-credit instruction (continuing education) to offer area employers business-specific areas of instruction, e.g., cross-cultural training and language instruction. Include in these presentations topics of general interest to the public and corporate constituencies, e.g., scientific topics such as cloning and emissions standards.
- Become a center for the discussion and debate of controversial issues. As an example, the college should sponsor a variety of lecture/film series that will involve the community interactively in an ongoing and stimulating series of discussions and presentations.
- Explore options to provide many of these services through non-traditional mechanisms, such as cable outlets and internet access.

3) More aggressively market the values and necessity of a liberal education.

Rationale:

In the various breakout sessions, and on virtually each of the questions posed to the task force, the discussants reinforced the college's central mission of providing a liberal education. In addition to the strengths of a liberal education noted in the first section of this report, the members of the task force identified a variety of core traits which they held as critical. Many stressed the development of leadership abilities and an ability to anticipate, adapt to and lead change. Other core traits of a liberal education included: becoming a self-starter; being able to communicate, write and speak well; being able to think critically; and being able to solve problems, both individually and in team settings.

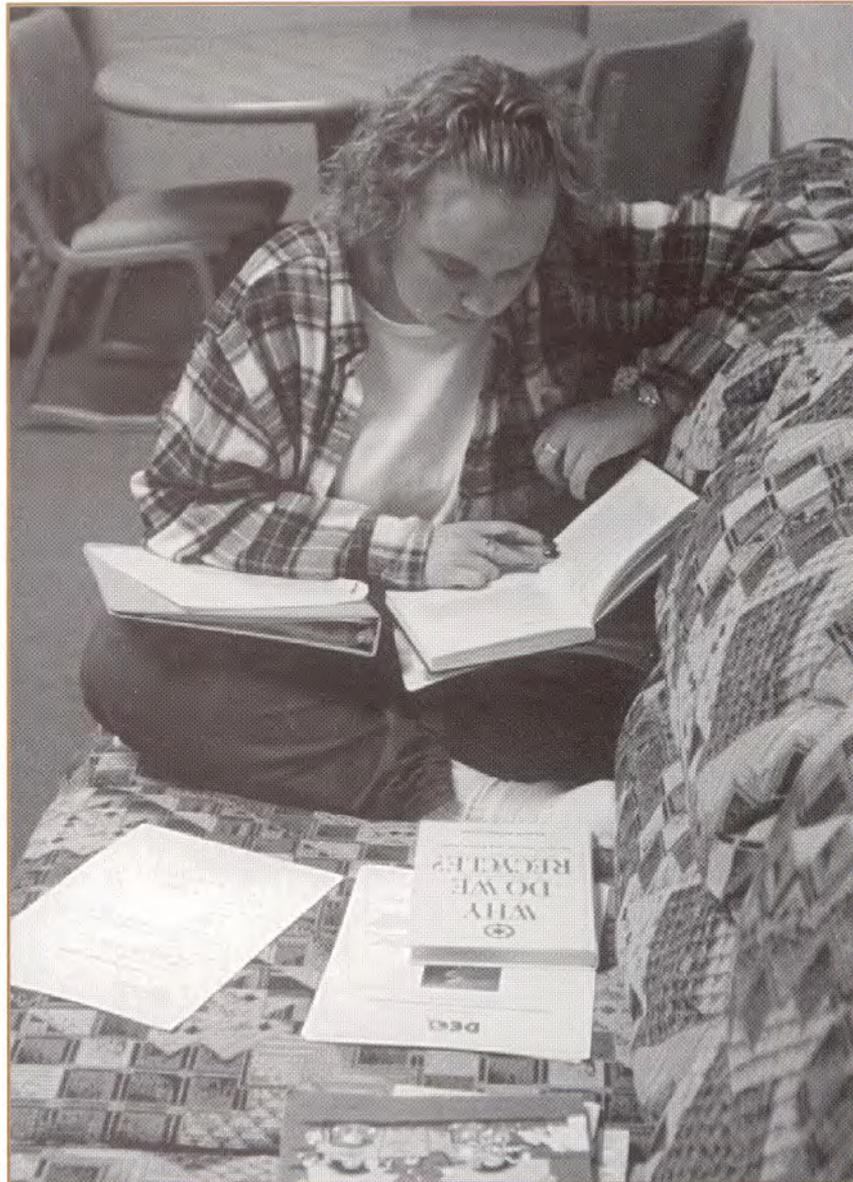
There was also considerable discussion about the need for all students to develop a more entrepreneurial spirit in the sense of both having the ability and the persistence to evolve an idea from its earliest stages to a concrete reality and to have confidence in their capabilities to do this through hard work and commitment.

While the members of the task force recognized the multiple strengths of a liberal education and a liberal arts degree, they also identified the perceived weakness that individuals completing such programs are regarded as generalists and may have difficulty entering into organizations looking for more specialized training. To counter these perceptions, the task force recommended an aggressive campaign to enhance the visibility of the positive aspects of a liberal education and to provide additional opportunities to students in the college to work in either corporate or community

settings (see strategy four below).

Tactics:

- Aggressively market the values of a liberal education, stressing as a core value the development of leadership and the ability to adapt to change, anticipate the need for change, to lead it.
- Collaborate with the corporate sector and educational systems to



get the message regarding the values of a liberal education to a younger audience and to deliver that message more effectively.

- Develop, in conjunction with business leaders, appropriate media campaigns to promote this message, including the development of videos and brochures.

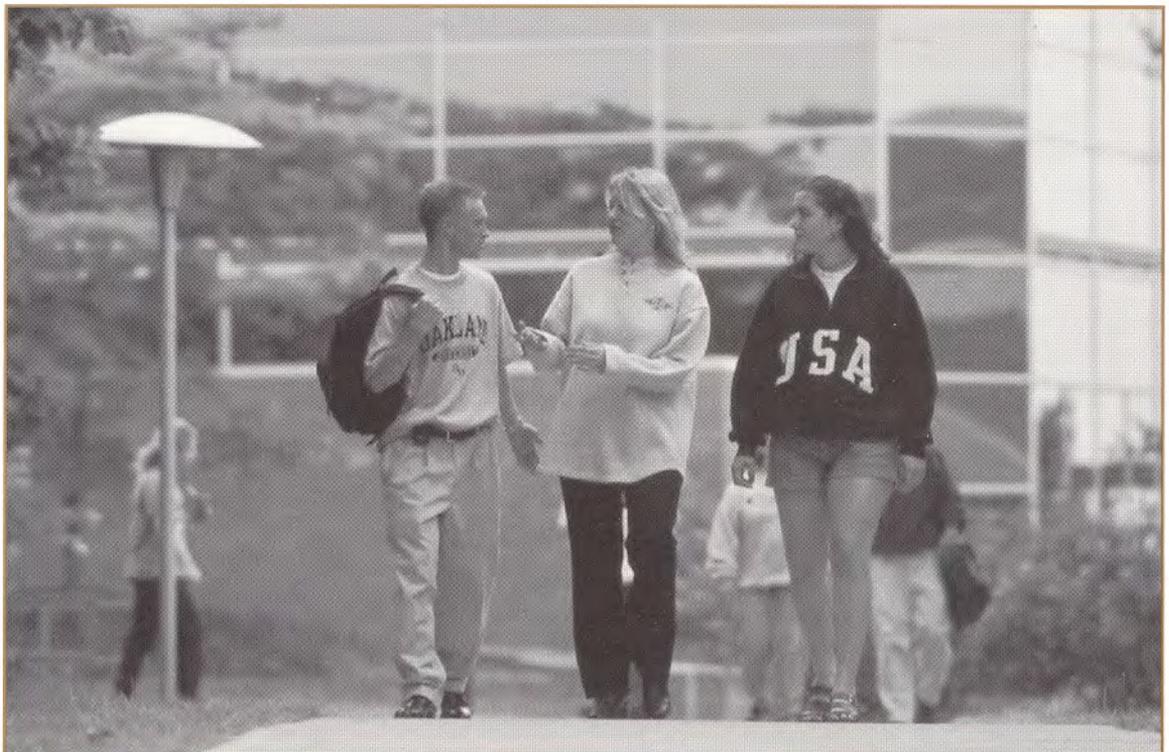
4) More effectively capitalize on the resources available in Oakland County.

Rationale:

While it may be trite, the adage is worth repeating: location, location, location. Oakland University's prime location in Oakland County universally was cited as a very significant opportunity. In particular, Oakland County is a singular example of an international community, providing unparalleled opportunities for partnerships and productive work environments for both our students and faculty.

The task force felt strongly that as a strategy the college needs to focus more on the resources available in the community, using as examples such activities as trade missions which incorporate the business, governmental and educational spheres. Internships, in particular, were considered very positive enhancements of the educational process and a mechanism (relating to strategy three) through which the college could impact positively some of the more negative perceptions of liberal arts degrees. The group spent a great deal of time stressing the value of international internships (since such opportunities provide exceptional experiences to become immersed in a foreign culture) noting, however, that these needed to be financially viable alternatives for our students.

While the members of the task force appreciated the college's ongoing outreach efforts, they again



stressed that there needed to be more visibility for these activities. In particular, the extent to which students and faculty are involved in community service should be profiled more aggressively, and additional opportunities for such involvement, perhaps in the context of program requirements, should be considered.

Tactics:

- Develop and expand internship programs. Match students to opportunities by sending out more information to potential employers about our students and their capabilities. Target additional industries, expanding the range of settings and opportunities.
- Promote internships for longer periods of time and with graduated responsibilities.
- Aggressively develop a program of international internships providing work-related and educational experiences in a different culture and, where possible, utilizing a different language.
- Encourage faculty to participate in faculty internships and to blend these experiences with both their instruction and research agendas where appropriate. Promote such internships both internally and externally, and develop additional opportunities for such involvement.
- Promote service activities/involvement for both students and faculty and provide additional visibility for the myriad of programs which currently exist.

CONCLUSIONS

The College of Arts and Sciences' task force was enthused about the future of the institution and the college and was dedicated to helping obtain their goals. In

addition to specific strengths cited earlier, the group commended Oakland University for a number of general attributes, including: student access to professors and their corresponding involvement, even at the undergraduate level, in scholarship and creative endeavor; the motivation of the institution's alumni; and the trend toward growth and more involvement in the community.

Many of the weaknesses referred to dealt with issues of visibility and, in particular, a concern that Oakland generally was not recognized as a key institution. Many of the suggestions of the task force members incorporated earlier dealt with this issue, and there was a common recommendation that the college and the institution look toward non-traditional mechanisms to market its events and gain additional recognition. Continuing education programs are critical to address this important issue, as is the utilization of newer, electronic media alternatives such as the Internet and cable telecasts.

Other recognized strengths included the history and tradition of the institution and, very importantly, the fact that the university and the college recognized the necessity of a strategy directed toward the future. The Creating the Future initiative was lauded as a significant move forward, but only if these discussions were precursors to continued discussions among college, community and corporate leaders with a goal of staying in touch with the needs of business, government, industry and society.

TASK FORCE ON THE COLLEGE OF ARTS AND SCIENCES

Chair

Richard E. Rassel, Chairman and CEO, Butzel Long, is a member of the Detroit, Oakland County, State of Michigan, Federal and American Bar Associations; the American Arbitration Association; the Leadership Detroit Alumni Association; the U.S. Navy League; the Detroit Athletic Club; the Birmingham Athletic Club; the Otsego Club and the Village Club. Rassel serves on the William Beaumont Hospital, Royal Oak, Board. He is a Trustee of the Butzel Long Gust Klein and Van Zile Charitable Trust and the Ray J. and Leila M. Lynch Charitable Trust.

Facilitator

David J. Downing, Dean, College of Arts and Sciences

Secretary

Janice M. Guzdial, Executive Secretary, College of Arts and Sciences

Members

Bonnie F. Abiko, Associate Professor, Department of Art and Art History, Oakland University
Ronald B. Bennett, President, Clymer Manufacturing
Wilmer E. Bryant, Jr., Retired Senior Vice President, First of America and Current Small Business Owner
Denis M. Callewaert, Professor, Department of Chemistry and Director, Center for Biomedical Research, Oakland University
John A. Cooper, Director of North American Operations, Valeo Security Systems
Kenneth C. Dargatz, President and CEO, Haden, Inc.
Ken J. DeBeaussaert CAS '76, Senator, Michigan Senate
John W. Dressler, Dressler, Jensen, & Associates
Bradley P. Driscoll Jr. CAS '66, President, Lyceum Publishing
Susan J. Evans CAS '88, Attorney
Donna Fontana, Vice President and Account Supervisor, Public Relations, DMB & B
Veronica Gonzalez, Project Director, Global Consumer Program, J. Walter Thompson
Paul R. Haig SEHS '73, Owner, P. R. Haig Jewelers and Haig Galleries
Patricia A. Hefler CAS '77, Owner, Elder Care Options

Linda J. Hickmott, Student, Oakland University

Thomas A. Kimble, Vice Chairman of the GM Foundation and Director of Global Philanthropic Administration

Conrad Mallett Jr., Chief Justice, Michigan Supreme Court

Harold D. Portnoy, MD, Neurosurgeon, Oakland Neurological Clinic

Kenneth Rogers, Deputy County Executive, Oakland County

Steven M. Samet, Executive Vice President & General Manager, Parkedale Pharmaceuticals, Inc.

Kenneth D. Snell, Mayor, City of Rochester Hills

Susan J. Takai SECS '79, Manager, Client Development, Ford Motor Company

Nancy J. Valassis BGS '91, Community Volunteer

Kimberly A. Whipple CAS '81, Community Volunteer

Edward P. Williams CAS '73, President, Secure Futures

Sau-Gee Yung, Vice President, Manufacturing/Plant Manager, Immuno, U.S., Inc.



TASK FORCE ON INFORMATION SYSTEMS, LIBRARY AND LEARNING RESOURCES



*Michael W. Grieves
Chair*

HISTORICAL OVERVIEW/ PHILOSOPHY

Since classes began in 1959, Oakland University has been a learner-centered institution known for its relatively small classes, close attention to students, and accessible faculty. From its early days, Oakland has been flexible in meeting needs of non-traditional students by offering evening, weekend and off-campus classes, extensive spring-summer programs and academic programs offered in corporate settings. Graduate programs were added early in the university's history, and Oakland has encouraged students in habits of life-long learning through its post-graduate offerings — whether degree programs, professional training, or non-credit continuing education.

Over the years the university has made a strong commitment to provide technological support through its library, Instructional Technology Center, and computer resources, linking students and faculty to sources of knowledge located on the campus and around the world. As the pace of techno-

logical innovation has quickened, the university has become increasingly flexible and innovative in its approaches to shaping a learning culture, and especially in the past four years, the university has made a number of strategic investments in technology to assist faculty in creating active learning environments. In the area of life-long learning, Oakland University was among the first to participate in the Northwestern Michigan College University Center in Traverse City, providing upper level course work via interactive video to students not normally served by Oakland. Similarly, the university was a leader in the formation of the Michigan Virtual Auto College. In addition to activities off-campus, faculty are using the new technologies to enrich classroom and laboratory experiences for students in programs on campus. Partnerships are important to this process, and the university has developed a number of collaborative ventures to foster a rich learning experience for students, whether those students are traditional OU students in credit-bearing programs or new students in industry-related activities.

In allocating the university's resources to meet these new needs and opportunities, Oakland is investing approximately \$11 million annually in its information resources and services. Although much of that investment provides for traditional infrastructure expenses (e.g., library print collections and telephone services), increasingly that investment is being targeted to activities that provide for new approaches to using technology for information systems, libraries services, and interactive and multimedia learning resources.

VISION STATEMENT

As part of the vision of creating a learner-centered, technology enriched university, Oakland will develop a strong information infrastructure to achieve university goals relating to lifelong learning, creative partnering with the community, and

new pedagogy (i.e., how teachers teach and how students learn).

1) Lifelong learning

Oakland University will develop information services and commit resources to foster a culture of lifelong learning for the full range of the university's constituencies. The culture will include:
a) guidance in developing information literacy and critical thinking skills; b) generation, validation and qualification of documented knowledge; and c) interaction within a community of colleagues.

The university will build on existing information services and will use the powerful capabilities of technology to develop this culture in an environment that is truly learner-centered and recognizes differences in the capabilities, interests, and learning preferences of those being educated. The university will create



“The most effective way to ensure the value of the future is to confront the present courageously and constructively.”

— Rollo May, *Man's Search for Himself*



opportunities for individuals to learn at times, in places, and in ways that work best for them.

2) New instructional methods

As a community of learning in which faculty members accept responsibility for creating knowledge as well as applying and disseminating it, Oakland University will foster a culture of openness to new ways of teaching and learning. The university will use technology to augment Oakland's traditional teaching strengths, and to support the educational process and the continuum of teaching and learning from knowledge creation through education and training.

Oakland University will break down barriers between academicians and practitioners. As an institution which places high value on a cooperative learning process that links academic programs to the surrounding community, Oakland will educate students to enter their cho-

sen professions well prepared to make immediate contributions as well as to continue learning at all stages of their careers. At the same time Oakland University will position itself as a place to which outside communities will turn for investigation, validation, and creation of knowledge.

3) Partnerships

In carrying out its educational, research and service missions the university will provide leadership in bridging the gaps between theory and practice in selected areas. The university will collaborate with the external community to develop mutually beneficial programs and services. By leveraging its technological resources and information services expertise, the university will create interactive and collaborative learning experiences with a wide variety of organizations in the community and throughout the world.

ASSUMPTIONS

In our rapidly changing world a different kind of education is needed, not only for adult learners, but for the traditional college age student. As issues continue to rise relating to the public trust in higher education, universities need to seize opportunities in the environment to respond to the needs for change, while preserving those academic traditions which make American higher education the best in the world.

A very thought provoking presentation regarding the dynamic world of higher education, information systems and services was presented to the task force in a video prepared by James Duderstadt, President Emeritus of University of Michigan. In the video Dr. Duderstadt outlines how advances in technology are creating dramatic changes in the marketplace, where students of all ages are demanding “just-in-time, just-for-you” educational experiences involving virtual environments and learning that can occur any place and any time. Distance learning technologies and collaborative computer environments enable universities to provide a high quality education at affordable costs in ways heretofore not possible. Because of these new capabilities, the present system of partitioned learning (pre-kindergarten, K-12 grades, higher education) will merge and disappear, and active learning environments characterized by doing and interacting will replace sitting and listening to a lecture and doing homework alone.

And so, universities need to move more aggressively to build a culture of learning that is universal and ubiquitous — any time, any place, to anyone.

As suggested by the strategies noted below, there is a great need for experimentation and for diversity in designing ways to meet a wide range of information needs.

Significant investments of capital expenditure as well as human resources are needed to meet the challenges and opportunities of creating a future where information systems, library and learning resources serve as the basic information infrastructure for the university and for society.

STRATEGIES AND RATIONALES

1) Develop a plan for a strong information infrastructure to achieve university goals.

Rationale:

Opportunities and issues relating to information and technology are pervasive. The plan must be developed in conjunction with the primary academic and administrative units of the university, and provide for the expansion and continual maintenance and upgrading of the university's physical information infrastructure, including hardware and software, as well as continued development of support services, such as training, maintenance, and instructional sign.

2) Commit human and financial resources for a strong information infrastructure to achieve university goals.

Rationale:

To build the infrastructure, provide funds equal to approximately 30 percent above traditional funding guidelines for ongoing maintenance and upgrades, on an annual basis provide funds equivalent to 10 percent of the value of

the university inventory of hardware and software. In addition, a major commitment to expanding the staffing for information services of all types is critical to the success of any plan developed.

3) Create a niche and identify target markets for a variety of university information services.

Rationale:

To remain competitive and to distinguish itself, the university must focus its efforts on select constituencies based on a plan for information services which builds on the strengths and traditions of the university, seizes the opportunities



available in the environment, and contributes significantly to the goals in the overall marketing plan for the university and in the reports of the other Creating the Future task forces.

4) To remain relevant, the university must develop a variety of learning packages

that are time and location independent.

Rationale:

Individuals and groups have different learning styles and needs. The pace and demands of modern life require innovative design of a broad spectrum of degree and non-degree programs and other educational experiences. Advances in technology offer exciting opportunities to create these new experiences unconstrained by factors such as geography, format, and scheduling.

5) Create a learner-centered “Oakland Experience” which focuses on the development of computer literacy, information literacy, critical thinking and interpersonal skills needed to ensure that participants develop the capabilities to become lifelong learners.

Rationale:

With the rapid changes occurring in virtually all areas of society, “learning how to learn” becomes the most critical educational goal. Therefore the educational experience at Oakland must include the development of the capacity to become comfortable with technology as it evolves, the ability to learn outside as well as inside a classroom environment, the ability to evaluate information and to work with others.

6) Create a university center or centers for applied excellence which would leverage unique geographic opportunities in Oakland County and the surrounding area to develop partnerships with business, industry, K-12 education, government and the arts.

Rationale:

The university is located in an area with a large potential market for its programs. The center(s) should offer a variety of integrated learning opportunities which are designed to translate theory into practice, which transcend the boundaries and barriers poised by traditional educational entities, structure and policy, and which offer life-long learning at times, places and paces adapted to different learning styles and abilities. The centers should serve as the primary university mechanism for marketing and packaging the university's human and information resources as saleable commodities.

7) Reformulate the library into a Department of University Information which has an expanded role in university information services relating to the creation, collection and dissemination/republishing of information, and the education of students.

Rationale:

To maximize the university's investment in the library and the considerable information expertise of the library's faculty and staff, and to achieve the vision set forth in this document, the library should move beyond its primary focus as a repository of information, to assume a more proactive role in providing a variety of university information services, thus becoming an information gateway to the university.

8) Foster an environment which supports interactive partnerships between faculty and the external community.

Rationale:

One of Oakland's greatest strengths is its faculty. Ensuring that they are provided with the resources and support needed to maximize their abilities to teach, conduct research and carry out a variety of service activities is a critical component of any plan for university information services.



TASK FORCE ON INFORMATION SYSTEMS, LIBRARY AND LEARNING RESOURCES

Chair

Michael W. Grieves MBA '79 is President and CEO, Data Systems Network Corporation. He is a Member of OU's President's Club; the School of Business Advisory Board (Chair); the President's Technology Advisory Board; the Search Committee for dean of the School of Business Administration (1995); and has been a Presenter for the Executive-on-Campus Program. He and Diane, his wife, established The Diane and Michael Grieves Endowed Diversity Scholarship in 1993. Professional memberships include the Michigan Technology Council (Chair, 1996).

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TASK FORCE ON MARKET POSITIONING AND VISIBILITY



*Marianne Fey
Chair*

HISTORICAL OVERVIEW AND PHILOSOPHY

With the exception of the arts, Oakland's outreach programs were typical of a regional state university for the first 35 years of its existence (1959-1994). Believing that its mission was primarily to serve those students who came to it, the university made relatively little investment in its admissions, alumni, communications, fund raising, and marketing offices. Underfunded and sometimes underperforming, these offices that interfaced with the public were not the priority of university business.

During that period, a remarkable transformation was occurring in Oakland County. In 1957, when the Wilsons made their gift to establish the university, Detroit was at its peak population and Oakland County was checkered with farms and undeveloped land. Forty years or so later, Oakland County has become one of the premiere economic forces in the country and the center of commerce for the region.



Oakland University's early strategy of using the arts to make it a magnet for the growing audience of culturally sophisticated people in the region was timely. The Meadow Brooks: Art Gallery, Hall, Music Festival and Theatre were soon to grow to bring upwards of half a million people per annum to campus. Their historic independence in marketing brought them to a certain stature, but exacerbated the lack of identity of the university and made it difficult for the individual

Meadow Brooks to freshen their image as tastes and audience age changed.

Losing ground in the legislature for state support, stagnant in its enrollment, and with a growing perception that it was not fulfilling its potential, the university began to counteract its lack of image. With the adoption of its Strategic Plan 1995-2005, the university set forth on a path of image building, enrollment growth, alumni activation, community involvement and visioning its possibilities.

This task force, one of nine in the Creating the Future initiative,

was charged with making recommendations about the university's market positioning and visibility. Specifically, this task force was asked to make recommendations concerning the university's "advertising, marketing, image, perception, and visibility; alumni involvement; fund raising; the Meadow Brooks; and . . ."

To accomplish the difficult task of making recommendations concerning the market positioning and visibility of the university, the Market Positioning and Visibility Task Force made headway by dividing the task force into five focus areas: academics, alumni, arts, athletics and the university (in general). See back of this section for the task force membership and the composition of the focus area groups.

Much of the factual information the task force needed had been collected by a series of consultants the university had used in the past few years.

The task force work relies heavily on their thinking and their suggestions are referenced throughout: Oakland University Environmental Scan (1996) prepared by Public Sector Consultants, Inc.; Internal Assessment for Campaign Preparation (1996) prepared by Marts & Lundy, Inc.; Summary of 1996 Market Research Findings prepared by Stamats Communications, Inc.; and Review and Recommendations for Communications, Marketing, Media Relations and Publications Programs (1997) prepared by M. Fredric Volkmann.

THE VISION FOR MARKET POSITIONING AND VISIBILITY

In the next 10 years, Oakland University will grow from midsized

to large (more than 20,000 students) by being responsive to its community.

Outreach efforts will attract the student, patron, philanthropic and volunteer resources that will assure OU achieves its goals. Oakland will build relationships with strategic partners — individual, corporate, nonprofit and governmental — that will sustain the university over time, ever broadening the horizons of current and future generations of OU students, faculty and staff.

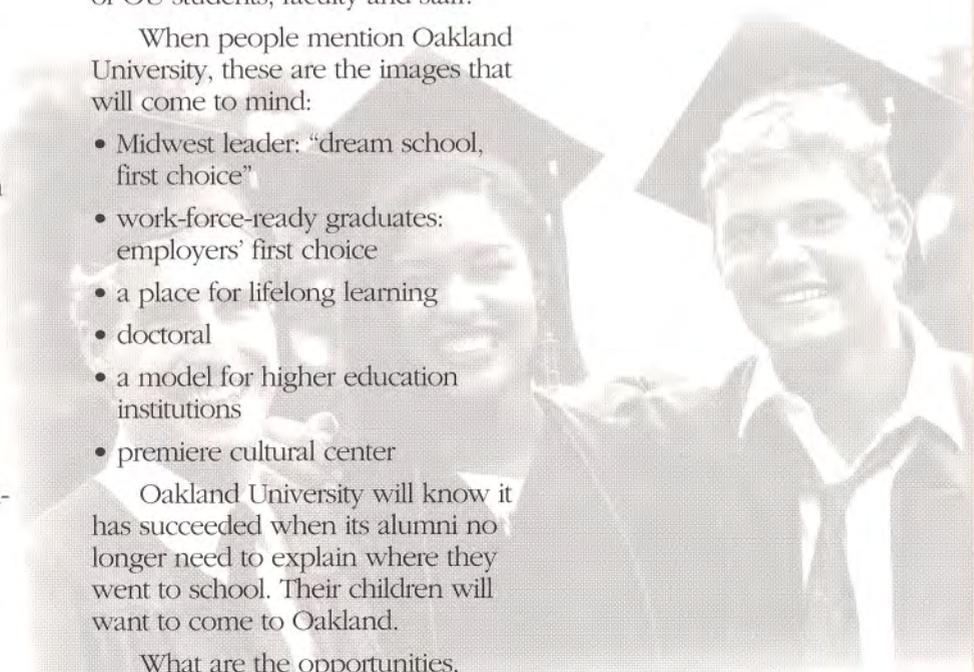
When people mention Oakland University, these are the images that will come to mind:

- Midwest leader: "dream school, first choice"
- work-force-ready graduates: employers' first choice
- a place for lifelong learning
- doctoral
- a model for higher education institutions
- premiere cultural center

Oakland University will know it has succeeded when its alumni no longer need to explain where they went to school. Their children will want to come to Oakland.

What are the opportunities, constraints and trends having an impact on our marketing and visibility? (demographic trends, social expectations, economic trends, government planning, technological advances, changes in the workplace, energy requirements, value shifts).

Not enough can be said about the possibilities that Oakland County affords the university. Few universities are as blessed with the partnership, training, financial and human resource opportunities that this county provides. Although the



"Do not follow where the path may lead. Go, instead, where there is no path and leave a trail."

— Anonymous

wealth and growth in the area will lead to increased higher education competition (Scan, p. 45 and Stamats, p. 126), a supple university, responsive to the needs of the community around it could produce special corporate-academic partnerships, student and faculty internships, and a depth of research opportunities uncommon for a university of Oakland's size.

Furthermore, the proper corporate partnering could enable Oakland to be a working laboratory, and help the university overcome the national problems of maintaining the ongoing capital expenses associated with the cutting edge applications of engineering, science, and technology. Providing pre-graduation workplace experiences could be a powerful niche for the university (Scan, p. 37).

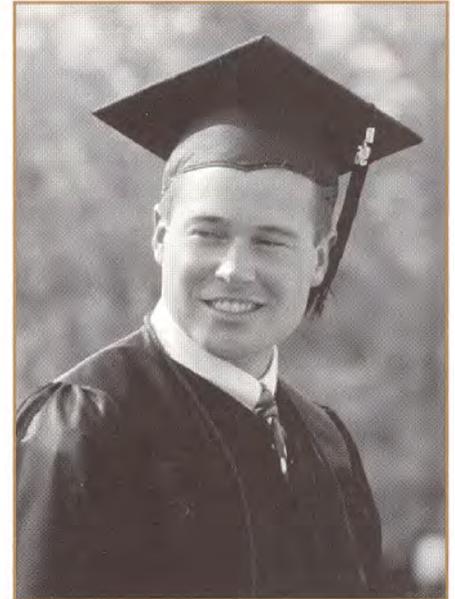
To succeed here, though, Oakland will need to continue to address some of its historical problems:

A weak image, and confusion with Oakland Community College. Oakland University's recent decision to move to Division I athletics should help substantially to make the name of the university better known.

As it looks beyond the metropolitan area for students, the university will need to overcome the dual obstacles of the bad image of the city of Detroit, and its lack of image outside the area of what is Oakland County (Marts & Lundy, p. 6). What are the major strengths and weaknesses of our marketing and visibility? (human resources, programs, facilities, equipment, financial profile, clientele, technology, governance).

To address the broad and complex topic of market positioning

and visibility for the entire university, the task force separated into five focus areas to help clarify the thinking and focus the suggestions of its members. The five areas are academics, alumni, arts, athletics, and the university in general.



ACADEMICS

The extraordinary environment that surrounds Oakland University is both a great opportunity and a challenge. For the university to achieve its enrollment, resource-gathering and niche potential, it must remain responsive to the businesses that surround it (Scan, p. 37). As the world "shrinks," and all institutions become increasingly in contact with and aware of the world around them, OU must think "globally" (Scan, p. 37).

Because of its location, a special opportunity exists for the university to better produce "work-ready" graduates (Scan, p. 41). Local, national and international internships could be arranged for every student.

This would be a distinguishing characteristic, and further foster the university's strong placement record.

Oakland will need to juggle competing needs if it wants to stay competitive; however, it needs to:

- have a plan to continually upgrade its technology (Scan, p. 39).
- be prepared to do more with less (Scan, p. 44). Business people will also demand services that typical traditional age students do not, such as flexible scheduling (Scan, p. 39).

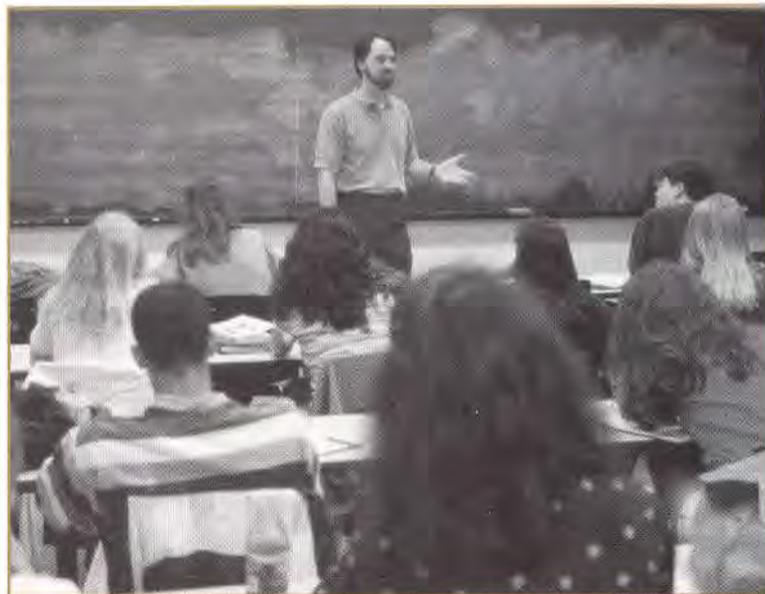
"The focus of OU partnering may depend, in part, on whether it decides to carve out a niche. If, due to the presence on campus of the Meadow Brook institutions, the university decides to develop an arts niche, it should form partnerships with other schools having well-known arts programs (e.g., Northwestern University, for theatre), to provide open enrollment among the schools" (Scan, p. 41).

Oakland will also need to address the perception held by prospective students that it does not possess strong quality (Stamats, p. 6). OU's student recruitment efforts have been geared toward families with first generation college students, and perhaps some wider targeting would be in order. One strategy would be for Oakland to continue to strengthen relationships with feeder schools (Stamats, p. 148).

"Generally, the image of a university results from:

1. The strength of the indicators used to measure student quality, retention and graduation rates.
2. General attitudes of faculty and staff, especially those shared with persons outside the institution.

3. Pride and general belief in the quality of the institution by its alumni, parents of current students and friends.
4. Attitudes held by academic leaders of other institutions.
5. Research and scholarship of the faculty as measured in scholarly journals, papers presented, books published, Nobel Prizes won, Pulitzer Prizes, memberships on the national academies, etc.
6. The perceptions of the news



media, including newspapers, radio, television and magazines.

7. The attitudes and perceptions held by the general public who learn from the above sources and measurements.
8. Rankings developed by several major organizations and publications.

Of these eight general image-building categories, only four can be affected by public relations: student life, alumni and parent pride, general attitude of employees,

and the attitudes held by the news media" (Volkman, pp. 13-15).

ALUMNI

A new energy and vitality can be seen in the Oakland University Alumni Association as evidenced by members' eager participation in this task force effort and numerous other projects around the university. Almost universally alumni speak in glowing terms about the quality of their schooling. Alums who were

graduated in the 1960s have a special bond and institutional identity akin to that seen at the best private institutions. Yet as the university grew larger and the number of residential students diminished as a percentage of the whole, graduates came away with little person-to-person or institutional bonding. These circumstances make current alumni programming difficult.

The university's encouragement of its alumni to become involved again through volunteering may be a timely calling to noble aspirations in a time when there is an increasing longing for community. The time demands of family and work, though, will make their participation difficult and will force proper staffing to be an even more critical component of success. If the Oakland volunteer experience is not of the highest quality, it will soon lose out to the many other competing needs in contemporary life. Increasing the initiatives to involve more alumni will warrant and demand appropriate staffing levels.

Fortunately, an unusually high percentage of Oakland alumni live within easy driving distance of the campus, which makes the logistics of mobilizing them less complicated and costly. A good start has been made on establishing flexible, relevant alumni volunteer programming that connects alumni with the university.

The university should be proud of the great strides it has taken to improve the quality of the information it maintains on its alumni. The university will need to balance many competing needs to succeed at continually improving its alumni information data base, maintaining appropriate screening methods to prevent unwanted contacts by phone and mail of its alumni, and



abiding by the law for those requests for information both from within and without the university community.

The subtle messages will also be important, such as the amount and quality of university communications. University publications sent to its alumni should be made more frequent by regularizing and expanding the school-based publications and the magazine should be printed in four colors (Volkman, p. 28).

THE ARTS

As Fred Volkman pointed out, the Meadow Brooks are a public relations asset “the envy of many institutions” (Volkman, p. 31). Strong and capable, they could easily be a quick feed to the university’s hunger for national eminence. However, they face a number of constraints:

On almost any measure, they have been historically weak performers in the fund-raising arena. This has lessened the funds available for their annual operating budgets, and provided little — almost no — endowment. Without these additional funds, the Meadow Brooks financial stability is fragile and will prevent their programming from taking their rightful place nationally. More attention should be given to expanding their fund-raising efforts.

The Meadow Brooks’ public relations efforts — their marketing and community relations outreach — have not worked in tandem with the university’s. Proper coordination would result in the sum being greater than the parts. “The tie-in with the leadership of the various Meadow Brook functions has slipped over the past years and needs careful planning to be reestablished” (Marts & Lundy, p. 6). The university will need to

develop ways to make the volunteer leadership roles at the Meadow Brooks provide the satisfaction and prominence of other volunteer roles on campus.

ATHLETICS

Oakland University’s intercollegiate athletics program has achieved an enviable level of success over the years. In this decade alone, OU has produced eight national championship teams. Two hundred and fourteen Oakland student-athletes have earned All America recognition, including numerous Academic All America honors. However, competing in the “no man’s land” of Division II, the university’s accomplishments in athletics were barely recognizable outside of the immediate OU community. The external benefits of such athletics success, i.e., media coverage, revenue sharing, awareness of the athletics program — or of the university itself — were almost nonexistent.

The move to Division I will bring to the university a new level of interest as fans who would never have considered visiting the campus will now come to watch competitions against more familiar institutions, such as Michigan State, Valparaiso, Western Michigan and Detroit Mercy in basketball to Cincinnati and Houston in swimming to West Virginia in volleyball and Michigan and Eastern Michigan in soccer. Additionally, new fans across the country will watch in person and on television as the basketball team plays at Ohio State and Northwestern.

This upgrade in competition leads to many changes within the Athletic Department. These will include a new level of media visibility, more full-time coaches (to handle

the demands of player development, scouting, and recruiting), stiffer recruiting and NCAA compliance challenges, increased academic advisement, and the need for enhanced revenue to pay for the additional coaching and travel costs.

Basketball will be targeted as the primary revenue generating sport. Additional revenue is planned from increased advertising (scoreboards, table panels, and promotions), increased attention to OU clothing and novelties sporting a

new mascot logo, and the selling of radio broadcast time.

THE UNIVERSITY

FUND-RAISING STRENGTHS AND WEAKNESSES

Oakland University has made great strides in recent years to expand both its donor base (number of annual donors) and the amount of gift assets received from them. The community perceives the forward movement of the university



and is responding. Much more can and should be done, though.

“Although Oakland University is located in a highly affluent area, its giving level is in the middle of the various other metropolitan universities used for comparative purposes” (Marts & Lundy, p. 6). For the university to compete among its peer group at the highest levels nationally, it would need to triple its annual receipt of gifts, moving from the \$6 million per year level to closer to \$20 million per year. The university is hampered by its lack of a compelling case for support (why it is important to give and give now), its lack of volunteer leadership (those who believe in the university strongly enough to make and appropriately request from others seven-figure gifts), and the limited use of its internal leadership in fund raising (with the exception of the vice president for university relations, virtually none of the university’s top management is engaged in regularly asking for six- and seven-figure gifts) (Marts & Lundy, pp. 7-9, 14-15).

For the university to fulfill its fund-raising potential, it must better “integrate” its fund-raising efforts, which are now increasingly reliant on staff. Deans and directors will need to have the staff infrastructure behind them to permit them to devote the needed time to external relations. This shift in emphasis will need coherent and thoughtful planning to make the necessary resources available to succeed. The university is likely to see a decline in gift revenue by having replaced its current fund-raising emphasis with a future oriented activity such as this task force initiative (Marts & Lundy, p. 10).

VISIBILITY STRENGTHS AND WEAKNESSES

Oakland has identified its key constituencies and has begun programs to positively influence their perceptions of the university. If Oakland wants to move more quickly here to overcome its years of reticence, it will need to put more funding into these efforts



(Volkman, p. 20). “OU is not as well known as other state universities — many people do not know it exists, much less what it has to offer. If OU can increase its visibility, it will greatly enhance its efforts to expand endowments, increase state appropriations, attract high-quality students and faculty, build partnerships, and take similar strategic steps” (Scan, p. 44).

As Stamats Communications pointed out to the university: Strong images do not just happen. They require the commitment of top administrators. They require a clear understanding of who your audiences are and how you are currently perceived. They require detailed planning and execution. And they require a long-term budgetary commitment. In short, images have to be managed.

Image management begins by accepting the notion that an institution's most significant asset is its image. Image management recognizes that an institution's image must be continually built and maintained so that when people hear your institution's name, they immediately have a clear idea of who you are and what you are about. Image management is both proactive and aggressive. It presumes a commitment to your environment and audiences that may be more accurately measured in generations



rather than years. It assumes sunk costs with a long-term pay-off. It is management by the numbers and not by institutional wishes and admonitions. It is, in its most complete and full sense, management (Stamats, pp. 130-131).

Oakland should be praised for the good job it has done communicating and involving business leaders (Stamats, p. 111-112), and great strides have been made in developing awareness of the university in Lansing. The university, though, has underperformed in receiving state support, and it will need to do more to develop legislative awareness (Scan, p. 40).

A shortage of solid research (Stamats, p. 126) continues to hinder the sophistication of the initiatives and makes it difficult to properly assess the outcomes of what has been tried. There remains, too, a gap between the many expectations and the rational resourcing of staff and budget to meet those needs.

Oakland should rely on using those that know it best to help with getting its messages out, "Satisfied alumni make the best spokespeople" (Stamats, p. 101). Another natural audience for the university is the parents of its current students. The university should increase its programming and communication with parents.

TASK FORCE STRATEGIES AND RATIONALES

Of the highest strategic and tactical priority for the university to consider:

- 1) Oakland University should significantly enhance its working relationships with its corporate neighbors.**

Rationale:

Oakland should build on the strength of its location, and develop distinctive educational programs that will enhance the university's visibility and students' desire to attend. Its vast and vital land assets could be used to house corporate research facilities that would provide student internships (including some that are international), co-ops, and part-time and post-graduation employment; faculty internships; applied research opportunities; and a stream of income to the university for general operations. It makes sense to continue to align university research strengths with natural

regional (or county) strengths, such as automotive or robotics. Oakland should also expand its executive-on-campus programs. Exposure to capable practitioners would be a value added benefit to an OU education. Meadow Brook Hall should market to corporations to encourage meetings on site.

2) Oakland should hire a public relations and/or advertising agency.

Rationale:

Oakland's various brand identities could be enhanced by a coordinated, professional effort. The significant news-making items in the next school year make this a particularly timely suggestion.

3) Oakland should further invest in its advancement operations, to become a more vital part of its regular operating budget and to grow its endowment to sustain and support the quality of the university over a long period of time.

Rationale:

Good work is being done in alumni relations, communications and marketing, and fund raising, but all are inadequately staffed and resourced for the university to succeed at fulfilling what it now sets as its goals. If the university strives to achieve even more as a result of this task force effort, it will need to budget appropriately and rationally in these areas.

“Endowments hold the greatest potential to increase OU's future income. OU should set a goal for its endowment, perhaps one that is a certain percentage of its asset base or one that produces a certain income stream. Investments, such

as in expanding OU's development program, must be made to reach this goal” (Scan, p. 43).

Oakland needs to expand available resources from private funds to compete for students by providing more financial aid, and for the best faculty by securing endowed chairs in selected areas.

4) The university should establish a public relations council.

Rationale:

“To develop a Communications and Marketing program of the highest effectiveness, Oakland University should draw upon friends and supporters from its own region — professionals who have extensive public relations and marketing experience. Such a group can provide meaningful and significant suggestions for improving planning strategies, communications efforts and student recruitment activities” (Volkman, p. 35).

5) Oakland should strengthen its quality image and work on touting the value added by attending Oakland. Oakland should communicate why an Oakland education can make people successful. The use of the Meadow Brooks should be considered here.

Rationale:

Market research shows that prospective students think “quality” is the number one determinant of where they attend. Oakland should remain committed to using “real” faculty and not teaching assistants in its classrooms.

Student and alumni accomplishments should be regularly distributed to prospective students,

perhaps through e-mail. Collect and disseminate positive employment statistics about recent graduates. The university should expand its use of using high-profile alumni to promote the university.

6) Oakland should strengthen its out-of-classroom experiences for its students, including its non-residential students.

Rationale:

Good alumni are not developed after graduation as much as they are by having a positive experience when they are students. OU should develop ways to make outside-of-classroom life a better experience for its students. More student services for counseling and careers, child care, fast and convenient service, financial aid, and accelerated programs (Scan, p. 38 and Volkmann, pp. 7-8) should be addressed. Encourage more faculty contact with students outside the classroom (Stamats, p. 160). All initiatives Oakland takes to make the student experience more meaningful, to make students feel that the university cares more about them will be richly rewarded when they later become alumni. Students also serve as important word-of-mouth ambassadors, and currently little is done to directly communicate with them administratively.

Since over 80 percent of the student body is not residential, alumni programming can only grow substantially if it significantly involves this population. Oakland University should improve its non-residential student image.

Nonresidential students have a difficult time connecting with the university and are often left out of activities because they do not know

that they are occurring. One student commented, for instance, "Commuters spend hours standing in lines to learn that they can't get what they need." In particular, financial aid and bookstore services should be improved.

7) Oakland should focus on student retention.

Rationale:

More often the concern of private universities, Oakland could distinguish and dignify itself by committing to graduate more of those it accepts as students.

If Oakland could move from doing an "average" job to doing a "superior" job, this could be an important lure as it tries to raise the quality of its student population and foster its niche image. Oakland should do more to find out how it can better serve its students. Exit interviews should be routinely administered and meaningful ongoing research about student retention should be done. After all, good alumni are developed before graduation, and OU should routinely be gathering information to help it do a better job.

8) The technology message is important, and the university should continue to enhance its position as being on the front edge of application technology.

Rationale:

The university currently uses this as a strategic driver, and it should further its investment here to assure delivery of what it promises.

9) Oakland should consider improving the quality of its student body.

Rationale:

Although fraught with potential political issues, the university's prestige would be enhanced by raising the quality of its students.

10) Oakland should develop summer programs that bring talented high school students to campus, including becoming the site of the Michigan Scholar Athlete Games.

As Oakland strives to both grow its student population and the quality of its students, attracting the best and the brightest students to campus before they have made up their minds about where they should go to college is excellent exposure for the university with an important audience.



11) The university — and particularly the Meadow Brooks — should make better and more proactive use of the Web.

Rationale:

Web tie-ins and banner ads should be used to be proactive on the Internet. The Meadow Brooks should have separate Web sites as well as a connection to the university's site. The World Wide Web is less effective as a passive tool. The more proactive the Web marketing, the better the results. People looking for a cultural experience are unlikely to look at the university's Web page to get information. The university should use its Web pages and electronic mail to communicate more often and more effectively with its

students and alumni. The university does not communicate as frequently as it should and electronic means are faster and less expensive.

12) Oakland should significantly strengthen its curricular links with the Meadow Brooks.

Rationale:

The sum would be greater than the value of the individual parts: this could add significant educational opportunities to students and bring university resources to the Meadow Brooks.

Mutual strengthening would occur by giving students professional exposure and by shoring up the perceptions of quality of the Meadow Brooks with links to academic research and publishing, graduate fellowships, student internships, etc.

13) The university should use more of its alumni in career networking/mentoring for students and for alumni.

Rationale:

An important topic which would lend itself well to expansion of the current Career Connections program. This would be an excellent way to connect with many of the alumni who were nonresidential students.

14) The university should market more directly to its current students. Seniors should be encouraged to enroll in graduate programs and the Alumni Association



should be actively promoting the benefits of membership to students before they graduate.

Rationale:

Those who know it best should be the easiest “customers.” As the Alumni Association tries to encourage involvement in the student population before they become alumni, this would provide a valuable connection to the students.

15) Student advising could be strengthened by encouraging entering students to get involved in activities.

Rationale:

Eager to make a favorable impression, new students would readily get involved if encouraged.

16) Oakland should organize its alumni activities while students are still enrolled in school, i.e., before they become alumni. The Alumni Association should have a student rep.

Rationale:

Oakland can lose an already established relationship with alumni through poor alumni work, but it cannot create a relationship that never existed while a student is enrolled in school.

Of importance for the university to consider:

Oakland should greatly expand the use of its alumni in its legislative efforts.

Rationale:

Oakland needs to expand its presence in Lansing, and the university would do well to develop programs that marshal its alumni to

help the university in delivering its case to legislators.

The university should initiate a communications council.

Rationale:

“A Communications Council composed of those who do the actual communications work (but are not necessarily communications professionals) will help to regularly and systematically involve people on campus in promotional, publications, marketing and other communications activities” (Volkman, p. 39). “A protocol [should] be established whereby the public relations and marketing efforts of the Meadow Brook institutions are more closely coordinated with those of the university through a collaborative and cooperative arrangement involving the public relations professionals for the university and for the Meadow Brooks” (Volkman, p. 32).

Oakland should continue to develop secondary and tertiary markets for student recruitment. Among others, OU should consider Northern Indiana and Canada as an area from which to recruit students.

Rationale:

Too many students from one area is risky over time. Northern Indiana: most students in this area have to go away to school because of the few universities that are based there.

Oakland should consider developing a model pre-enrollment counseling program, of which part would be provided by on-line services, perhaps with an active chat room.

Rationale:

This would be a logical exten-

sion of services and now provided, further the image of the university as learner-centered and technology-enriched, and produce a new niche for the university.

The university should make it easier to enroll.

Rationale:

Streamlining these kind of services makes a big difference to adult learners, transfer students and work-



ing traditional students (the majority of OU's students).

The Meadow Brooks should more actively market to parents at Cranbrook.

Rationale:

This is a demographic market interested in the arts. There may be a synergy in marketing all the Meadow Brooks together. The Meadow Brook experience could encourage mutual outreach, joint participation, and other cooperative activities, as well as raising the image of all the Meadow Brooks.

Meadow Brook Art Gallery should allow events in the gallery when art is hung.

Rationale:

Most museums permit this, and MBAG is perceived less strongly because of this.

Meadow Brook Hall should follow up with its regular users to find out what has been good or not so good about their experience.

Rationale:

Some corporations spend considerable annual amounts using the Hall and yet are never polled about their experience. Customer loyalty will be facilitated by customer contact.

Meadow Brook Theatre should communicate its ticket accessibility.

Rationale:

An evening at the cinema may be a major competitor, and most perceive that getting a seat at the Theatre is a much more difficult task than it is.

Meadow Brook Theatre should develop alternative subscription series: short, family, and children's.

Rationale:

The more flexibility given, the more opportunity people will have to find something that meets their needs.

Meadow Brook Hall should make itself more available to nonprofit groups by lowering its prices to them.

Rationale:

Many groups would like to use MBH for fund raising and other

events, but cannot afford to do so. A nonprofit discount would make MBH a good local “citizen” and expose it to more people.

Meadow Brook Theatre should consider putting a recognized star in the cast of some of its productions.

Rationale:

Publicity and likely attendance would benefit from the association



with a famous person.

The university should improve its signage on campus.

Rationale:

Visitors frequently get lost on campus and people grow unnecessarily frustrated because of the difficulty in finding the right location. The university should investigate the possibility of asking the developers of the land parcel on Squirrel Road, across from the entrance of the university, to put an electronic sign on their property which would publicize on-campus events. A sign such as this would be a good way for the university to help get the message out of the many things happening on campus.

The university should continue to market itself in different ways to different audiences.

Rationale:

Traditional-aged students will want to have a sense of the value of the education they receive in terms of career preparation and professional access; older students will want convenience — location, time, ease of registration, enrichment, etc.

The university would do well for admissions purposes to market to teachers and counselors, as much as it does to students.

Rationale:

School staff do not turn over every year like a senior class. Dollars spent educating the staff about OU will have a longer term impact than those aimed at students.

Even as Oakland grows, it should publicize its “small” campus feel and provide programs that enhance that

image. Oakland should work on a “We care!” campaign.

Rationale:

Creating a “special” feeling would be an important recruiting, retention and marketing tool.

The university should have Oakland County use OU profs in the annual Oakland Economic Forecast luncheon.

Rationale:

The county should feature some of its own in this event.

The university should start a Parent Association to better involve families of students.

Rationale:

Parents are an underserved but important constituency for the university.

Oakland should make better use of local leadership programs. The university should regularly host a day for Leadership Oakland and consider hosting the first combined Leadership Oakland, Leadership Detroit, Leadership Macomb event, and invite all of the university alumni who have participated in these programs to attend.

Rationale:

This is a good way for the university to keep its name in front of the opinion makers in the area and to encourage their involvement in programs and partnerships. With the Alumni Association embracing volunteerism as a mission, this would be a natural connection with community leaders. It would help to foster a positive impression of the university, further identify possible leaders for the Association, and promote a better community.

The university should consider starting a university club. The university should develop ways to attract alumni to return to campus. The university should initiate “summits” and develop high-level speaker series.

Rationale:

These events garner media attention and help associate the university’s name with leading-edge thinking.

The university should do an annual media day.

Rationale:

This is a good way to keep up with changing journalistic faces, to strengthen relationships, and to get the university’s messages out. Few organizations will have the opportunities OU has to have such positive publicity in their next school year (1998-99). The opening of the Recreation and Athletics Center, the beginning of Division I competition, breaking ground for the new Business and Technology Building, and the possibility of breaking ground for a second golf course provide significant opportunities for the university to get media to campus and to get its messages out.

Oakland should budget to become more proactive in the rankings game.

Rationale:

Increasingly students and parents rely on these guidebooks to shape their decisions about which schools to make application to and to make their decisions about which to attend.

Oakland should play up its academic strengths by publicizing faculty research.

Rationale:

This could be a greater emphasis in university publications, and a concerted effort to play up faculty experts could be made with the local media. Oakland can influence many of its constituencies' perception of its academic quality by better communicating about the good work its faculty does — locally and nationally.

Oakland should regularly budget to collect information about audience attitudes and satisfaction rates.

Rationale:

Oakland needs to rely on hard data to maximize the return on its marketing dollars. Events, competitions, and learned discussions can be a good way for the university to raise its profile. Oakland should consider showcasing university experts at on-site corporate lectures. Co-sponsoring local academic events with high-profile partners can defray costs and help associate the university name with positive imagery.

The university should develop corporate alumni lists and do some programming for OU alumni who work for the same company.

Rationale:

Since OU's alumni did not have the opportunity to connect while they were students, fostering interest group participation is one way to help people connect now with the university.

Oakland should encourage its currently active alumni to bring their contacts to alumni events in an effort to get more alumni involved.

Rationale:

"Each one bring one" is a proven successful method of getting new people involved.

The Alumni Association should develop additional revenue sources so that it can fund the expansion of its programming.

Rationale:

The Association could be a more powerful force if it involved more people. The university should do more "affinity" group programming to reach its non-traditional student alumni, such as Meadow Brook Estate alums, athletic team members, chemistry alums, etc. Oakland should also link alumni by occupation. To do so, the university should improve its data maintenance by 1) tracking "legacies," and 2) noting where current students are involved.

Alumni contact is made easier by knowing family relationships and establishing a way to organize seniors before they graduate. Currently no system exists to capture this information.

Since many of Oakland students are not traditional age and do not live on campus, alternate alumni programming will be necessary to connect with them.

Nontraditional students require fewer services and should be a natural for the university as it seeks "new" student markets. Alumni, in particular, would be an audience that knows the quality of the university and should be easier to connect to. Increased lifelong learning patterns are a national trend. In occupation-conscious Oakland County, everything from GMAT preparation courses to degree programs are in demand. Oakland

could do a better job of converting its alumni into lifelong users of university services. The university should be more active in promoting continuing ed — particularly to its own alumni — establish OU as the place to turn for a mid-career tune-up.

the university best can be the most persuasive.

The university should develop ways to make alumni feel like they are important to the university, such as expanding identifiable program privileges, ticket priority at the Music Festival, etc.



The Book Center should sell more alumni memorabilia.

Rationale:

The university would foster more boosterism with its image and name on more items. The alumni should staff a kiosk which would provide services to current students. The alumni could offer advice on jobs, talk about the advantages of becoming a member of the Association, link students with mentors, or “just” be a friend. The more positively the students perceive the Alumni Association, the more likely they will be to participate.

Oakland should mobilize its alumni to speak on behalf of the university.

Rationale:

Word of mouth is the best form of advocacy, and those who know

The university should show that it believes in its alumni if it wants its alumni to invest time, energy, and their resources in the university. The university should ask its alumni in the public relations and marketing fields for pro bono services.

Alumni are committed to raising the value of their educations and this would expand OU's available resources.

The Meadow Brooks should market to alumni.

Rationale:

Alums know the Meadow Brooks and would be an easier potential audience to “mine.”

The Athletics Department should encourage local high schools to play their big competitions in the new arena.

Rationale:

Many high schools do not have a facility big enough to house their major competitions and need an arena the size of the new facility. Oakland would benefit from not having a dark night in the arena, and from the exposure to top local athletes.

The Athletics Department should be deliberate and careful in picking the radio station to broadcast its games to make sure they target the right audience and get the right prices.

Rationale:

Barter transactions might be possible to lower the cost to the university and reaching the right age and gender group is important.

The Athletics Department should consider having a cable presence.

Rationale:

Cable television is a relatively inexpensive way to reach audiences.

The Athletics Department should consider using a star professional athlete to do ceremonial tip-offs at games.

Rationale:

Star athletes would help attract media attention in the early seasons of Division I play.

The Athletics Department should consider using celebrity announcers on its radio broadcasts.

Rationale:

This is a way to potentially attract a larger listening audience.

The university should consider adding the coaching staff to its speakers bureau.

Rationale:

In a sports-loving society, many local groups would enjoy hearing from the coaches.

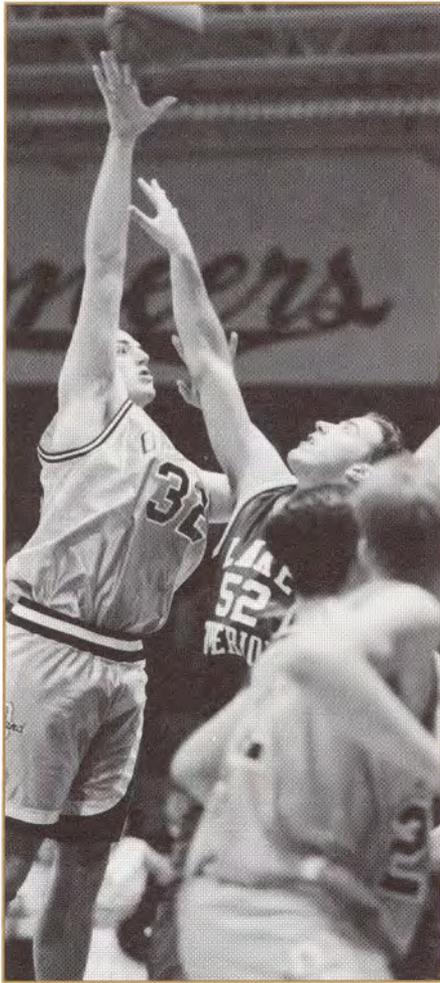
The university should become more active partners with the Palace, particularly in its athletics programs.

Rationale:

Oakland Athletics would get good market exposure at Pistons games. The university would also benefit from post season NCAA competitions held at the Palace. The crossover of sports fans would be good for the university teams, the Shock, and possibly the Pistons.

To introduce the new sports facility to the community, the university should consider:

- Preparing a sports media kit and several news releases with photos for local news media use. Look at the media kits produced by the athletic departments at the University of Michigan and Michigan State for style and content.
- Preparing several multipage full-color newspaper inserts telling the OU sports program story with copy and photos. Insert one new tabloid section in local papers each month for at least six months.
- Contacting popular well-known professional sports celebrities who live and work in the market or who visit the area regularly and schedule personal appearances for select game nights. For



the Ilitches to sponsor the program, on-going events and publicity.

- Once each year conducting The Largest Sports Fair and Trading Card Event in the State of Michigan at the new OU sports facility. Invite sponsors like Little Caesars, Dunhams, The Sports Authority, Sears Sports Department, Target Sports Department, Meijers Sports Department, and sports vendors such as Wilson, Dunlop, McGregor and Nike. Meet the Lions, Meet the Pistons, Meet the Tigers, Meet the Red Wings, etc. Set it up like a food fair with booths, concessions, T-shirt sales, celebrity autograph signing sessions, sports celebrity speakers, full-color programs with ads, etc. Get Governor Engler and Bo Schembechler to kick off the three-day event with a visit and speeches. Give the event plenty of advertising and involve retailers to sell discount admission tickets to add exposure and awareness.



example, Barry Sanders, Al Kaline, Gordie Howe, Grant Hill, Jim Brandstatter, Magic Johnson, Joe Namath, Dick Butkus, Bill Laimbeer, Bo Schembechler, etc. Advertise their appearances and build recognition and fill seats at the new sports arena. Present each with a new "OU Golden Orb" Award for sports excellence.

- Inviting international teams, like the traveling Russian Basketball Team, to play the OU team. Advertise and promote the event to increase gate traffic.
- Start a Michigan Sports Hall of Fame on the OU campus near the new OU sports facility and invite
- Organizing and promoting special "crowd getting" sports events to be held at the new OU Sports Facility like games with the Harlem Globetrotters, exhibitions by the Pistons, visits by Olympic champions, Michigan Sports Stars Annual MVP Awards Night, Michigan College and High School Cheerleaders Competition and Awards Ceremony. Professional wrestling with stars such as Hulk Hogan, and professional prize fights.
- Setting up an OU sports publishing arm. Create and publish the first "All Michigan Sports Stars

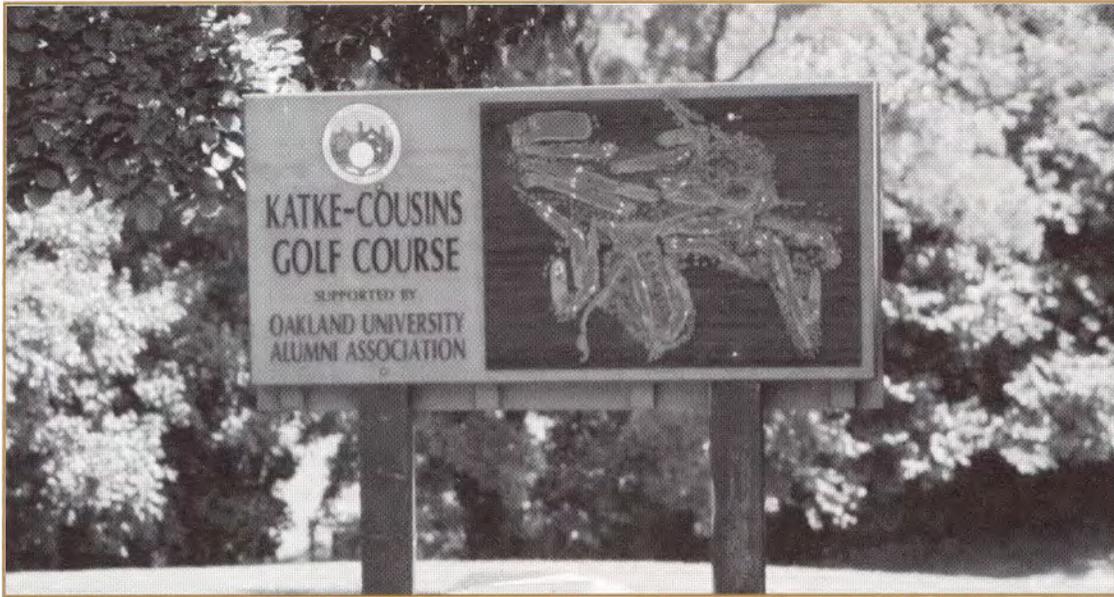
Calendar.” Publish a new calendar each year. Feature Michigan stars in all sports, e.g., Barry Sanders in football, Grant Hill in basketball, Yzerman in hockey, etc. Sell the calendars all over Michigan. Also use the calendars as promotional vehicles to sell season tickets. Get a calendar free with a season ticket. Sell coupons and ads to sponsors and vendors.

- Creating and printing a “Salute to Michigan Olympians” publication. Several Michigan athletes have won gold medals in the Olympics. Feature their stories and photos. Invite the Olympians to a gala honoring them and kicking off the new publication. Sell the publication in bookstores, retail stores, etc. Use the publica-

tion as a promotional tool all year long as gifts, incentives to sell season tickets, etc.

- Taking OU sports on the road all around Rochester, Troy and Bloomfield Hills with an alumni team. Offer to play OU alumni teams against high school all star teams to benefit the American Heart Association, Easter Seals, The Red Cross, The Cancer Foundation, etc. Secure sponsors such as the Karmanos Cancer Institute, Henry Ford Hospital, St. Joseph’s Hospital, Arbor Drug Stores, Kmart Pharmacies, Meijer’s Pharmacies, Farmer Jack Pharmacies, and Blue Cross Blue Shield of Michigan. Play one game every other week for several weeks to spark publicity and





awareness of OU sports programs. Sell tickets at the gate and color programs with ads and sponsors. Get the news media involved.

- Contacting state high school sports administrators and begin to hold state playoffs, championships and tournaments for high school teams such as “The Oakland University Holiday Classic.” One for basketball, one for swimming, etc. Or, get real ambitious and start the “High School Final Four Tournament” with selected high schools all over the Midwest in competition. The tournament would be played at the end of every season in OU’s new arena.
- Oakland should strengthen its golf teams. Oakland is now identified with a championship golf course — and perhaps soon two. Working toward being recognized as a golf power in intercollegiate athletics would seem a natural extension.

- Oakland should expand its soccer facilities, to include adding lights, and tournaments during the summer programs to attract more students to campus during the summer. Soccer is an increasingly popular sport for boys and girls in the local area, and this would become a good way to associate the university’s image of quality and a strong sports presence with the young people in the area. The addition of lights would increase attendance dramatically since daytime games are difficult for young students and working parents to attend.
- The university should work on identifying a partner to build an ice arena on the campus. Ice time is in demand and hockey is a local passion: the university would do well to capitalize on this.





Discussed but considered low priorities or not embraced as recommendations of this task force:

- Create and print a book, titled "What It Takes to Be a Champion." Invite 12 world famous sports celebrities representing all sports. Use one speaker each month. Schedule a black-tie dinner honoring them and their athletic accomplishments. Sell tickets to the dinner event to pay fees for securing the celebrity. Invite Michigan business leaders, college and high school administrators and coaches, college and high school sports stars, OU professors, etc. Tape record the speeches and transcribe the talks for inclusion in the book. Provide each speaker a topic on the subject of being a champion. Speakers might include Barry Sanders, Arnold Palmer, Magic Johnson, Stan Musial, Al Kaline, Gordie Howe, Pete Sampras, Grant Hill, Fran Tarkington, Jim Palmer, Bob Mathias, Joe Namath, Bruce Jenner, Dick Butkus, Brett Favre, University of Michigan Coach Lloyd Carr, Michigan and U.S. Olympians, etc. Sell the publication in bookstores, retail stores and use as a promotional tool to build the OU sports image and to sell season tickets. Mount large mural-size autographed action photos of the visiting sports stars in the hallways of the OU sports arena.
- The university should consider having a field day that would have commuters vs. dormies. Increased recreational activities for students that foster involvement and communication would create a better student atmosphere on campus.
- The university should foster the development of a student area, with restaurants and night clubs

geared toward student interests. The more the university can do to foster a positive student experience, the more active and committed its alumni will be.

- The university should evaluate dropping its name when marketing the Meadow Brooks. The Meadow Brooks enjoy a strong brand identity which is clouded by "Oakland University's . . .". Meadow Brook Theatre, for instance, becomes confused with student productions.
- Meadow Brook Theatre should have its own logo. By and large, the university needs to sort out its branding and sub-branding efforts. A logo would further identify MBT and be helpful in its marketing efforts.
- The patrons of MBT need a lounge to recognize their generosity and to encourage other donations. MBT is at a disadvantage with other arts groups who commonly use this technique.



TASK FORCE ON MARKET POSITIONING AND VISIBILITY

Chair

Marianne Fey CAS '80 is senior vice president and managing director, McCann-Erickson. She is president, OUAA, and ex officio director, OU Foundation Board. She is a member of OU's President's Club. She also belongs to the Adcraft Club of Detroit and the DIA Founders Society, and is a Leadership Detroit Alumna. Fey received the Women's Ad Club of Detroit 1994 "Woman of the Year" award, the American Women in Radio and Television "Outstanding Woman in Top Agency Management" 1990 award and was recognized by Crain's Detroit Business in 1997 as one of "Michigan's 100 Most Influential Women" and "90 for the 90s."

Facilitator

David S. Disend, Vice President for University Relations and Executive Director, Oakland University Foundation

Secretary

Terry L. Colonna SBA '94, University Relations Assistant, University Relations

Members

John J. Bailey, (Co-chair for University Focus Area), President and CEO, John Bailey & Associates

Bryan Barnett, Student Body President, University Student Congress, Oakland University

Marilyn Barnett, (Co-chair for Athletics Focus Area), President, MARS Advertising

Larry J. Baylis CAS '85 (Co-chair for Alumni Focus Area), Physician, M-15 Family Medical Center

Mukesh Bhargava, Assistant Professor, Marketing, School of Business Administration, Oakland University

Leo Bowman CAS '76, Judge, 50th District Court

Melanie Brown CAS '94

Jennifer Czapski, Congress Committee & SAFB Chair, University Student Congress, Oakland University

John M. Ganfield CAS '81, Vice President, NBD Bank

Cindy Goodaker (Co-chair for University Focus Area), Executive Editor, Crain's Detroit Business and Crain's Small Business

Nataly Hannon, Student, Oakland University

Theresa C. Jones, President & CEO, Northwestern Dodge, Inc.

Barry M. Klein CAS '68 (Co-chair for Athletics Focus Area), Chairman, Barry M. Klein Real Estate, Inc.

Gary Laidlaw CAS '64, First Vice
President, Comerica, Inc.

Daniel J. Medow SBA '71 (Co-chair
for Alumni Focus Area), President,
Standard Distributing, Inc.

John Mills CAS '72, Williams
Williams Ruby & Plunkett PC

Barry Neuberger, Assistant Athletic
Director, Marketing, Oakland
University

Hubert Price, State Representative,
District 43

W. James Prowse, Senior Vice
President, Compuware

Audrey Rose (Co-chair for Arts
Focus Area)

George Seifert (Co-chair for
Academic Focus Area), Principal,
Seifert & Assoc. Management
Consulting Services

Frank Shepherd (Co-chair for
Academic Focus Area), President
and CEO, 21st Century Newspapers

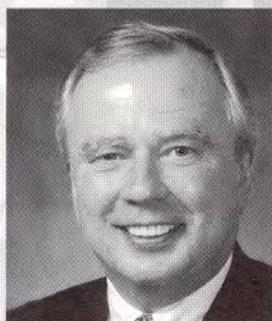
Geoffrey Sherman, Artistic Director,
Meadow Brook Theatre, Oakland
University

Rebecca E. Smith MBA '81, Senior
Vice President, NBD

Edward Tinsley, (Co-chair for Arts
Focus Area), Senior Vice President,
NBD

Geoffrey Upward, Director,
University Communications and
Marketing, Oakland University

TASK FORCE ON THE SCHOOL OF BUSINESS ADMINISTRATION



Garry G. Carley
Co-chair



Eddie R. Munson
Co-chair

Not pictured
Charles G. McClure
Co-chair

CREATING THE FUTURE

To increase community ownership in Oakland University's vision and future, the Board of Trustees approved an initiative called Creating the Future. Nine task forces comprised of community leaders, opinion makers and members of the university community were created to make recommendations on how best to strengthen and improve Oakland University as a comprehensive learner-centered, technology-enriched institution in the years to come. Each task force will make recommendations by spring 1998 to the Board of Trustees on how the university should better prepare learners for the 21st century. This report contains the recommendations of the School of Business Administration Task Force.

HISTORICAL OVERVIEW

Oakland University was founded in 1957 with a grant of 1,500 acres of land in Oakland County, a suburban area north of Detroit, and a grant of \$2 million from Mrs. Matilda Wilson and Mr. Alfred Wilson. Mrs. Wilson had been married to John Dodge, one of the founders of the Dodge Motor Car Company.

The Meadow Brook Estate on which Oakland University was founded was originally the summer home of Matilda and John Dodge.

The grant of land was made to what is now Michigan State University to build a branch of MSU in Oakland County. Before the founding of the university, a series of seminars was held and one outgrowth of these discussions was that there would be a business program in the new university. When the college was started in 1959 as Michigan State University-Oakland, the economics and business majors and the associated faculty were part of the Division of Social Sciences. This unit was led by Ken Roose, an economics faculty member previously at Oberlin College.

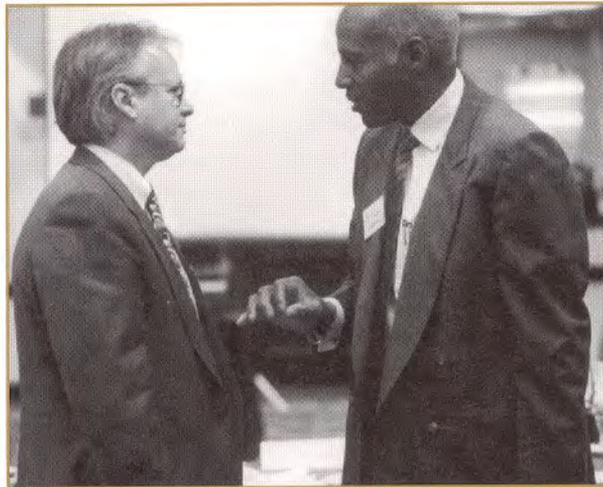
In 1963, the first graduating class had several business majors; the name of the university was changed to Oakland University, though it still was under the control of MSU. About this same time, the College of Arts and Sciences was organized and the Department of Economics and Business Administration was part of the College of Arts and Sciences. By 1968, the department administered

BA majors in Economics and in Business Administration. In response to two major reviews of the business programs of the early 1950s, the BA in Business Administration looked very much like the economics major. In 1968, the department's entire faculty had terminal degrees in economics or area studies. The business curriculum did not contain any specific courses in accounting, finance, marketing, production, management or organizational behavior, but did have a capstone business policy course. During the late 1960s, Robbin Hough was department chair and it was located in North Foundation Hall.

In 1969, the Department of Economics and Business Administration was reorganized into the School of Economics and Management (SEM) with Norton Seeber as the first dean. For the next several years, the SEM gradually added courses and faculty in organizational behavior, accounting, finance, marketing, production and operations management, management information systems, and business policy. In 1970, Oakland University moved out from under the MSU budget and became one of the 15 state universities in Michigan. During this period, the university and the SEM grew rapidly.

In 1971, the SEM began to develop a master's program with the initial degree being a Master of Science in Management (MSM). The first students graduated from this highly structured business master's program in 1974. During the period, the SEM was located in Vandenberg Hall in what had previously been dormitory rooms.

In 1979, Seeber resigned and Ronald Horwitz was hired as dean. During Horwitz's 11 years as dean, there were many changes in the business school including:



- The SEM moved to Varner Hall.
- The school name was changed to the School of Business Administration (SBA).
- The name of the master's program was changed to the more traditional Master of Business Administration (MBA).
- The SBA sought and ultimately gained undergraduate and MBA accreditation by the premier business school accrediting agency, the American Assembly of Collegiate Schools of Business (AACSB).
- The SBA faculty grew to 50 full-time members from all the major business disciplines with an excellent record of scholarship.
- The SBA serviced some 2,200 undergraduate majors and 300 MBA students.
- In 1987, the SBA, with support from Kmart, Comerica, Michigan Bell, AT&T, and the OU Foundation, installed a local area network that linked the SBA VAX minicomputer, PCs in two student labs and PCs in every office, to each other and to the Internet.
- The SBA Board of Visitors was established under the leadership

**“The worst rule of managing is ‘If it ain’t broke, don’t fix it.’
In today’s economy, if it ain’t broke, you might as well break it
yourself, because it soon will be.”**

— Wayne Calloway, CEO, PepsiCo

of F. James McDonald, president, General Motors Corporation.

- Undergraduate advising was formalized and expanded with the addition of two full-time student advisers.
- Faculty and secretarial staff were organized into departments.
- Undergraduate majors and minors began to be offered.
- The accreditation of both the undergraduate and graduate programs by the AACSB marked the



completion of the shift to standard business programs at both levels that met the strict requirements of the AACSB.

In 1991, Horwitz returned to faculty status and George Stevens took over as dean. During Stevens' five years as dean, the SBA was re-accredited by the AACSB, the accounting program received initial accreditation by the AACSB, the SBA links to the business

community were strengthened, and the initial design of a new business building developed.

In 1995, Stevens moved to the deanship at Kent State University and the SBA hired John C. Gardner as dean. Since Gardner's arrival, the SBA has continued its development in several directions including:

- The approval of a new business building with the SBA scheduled to move in fall 2000.
- The development of the new Applied Technology in Business (ATiB) program with significant corporate support.
- Increased links to the business community.
- Increased financial support from the business community.
- After a significant decline in undergraduate business majors in the 1988–1996 period, the SBA is seeing an increase in undergraduate majors.
- Continued growth in graduate enrollments.

MISSION AND VISION

The following are the new mission statement of the School of Business Administration and a vision statement prepared as part of the Creating the Future initiative.

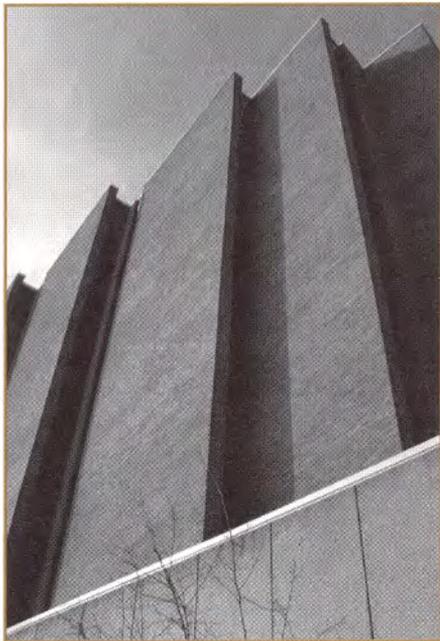
School of Business Administration Mission

The School of Business Administration (SBA) mission 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 appli-

cation and management of technology. Toward the achievement of these ends, the SBA promotes collaborative relationships among students, faculty, staff, administrators, and employers.

School of Business Administration Vision

The School of Business Administration strives to be recognized as a dynamic, innovative, high-quality provider of business education. Toward this end, the



faculty and staff look toward continuous quality review of current programs and opportunities to develop new, innovative programs either within the school or in collaboration with other stakeholders. The mission of the SBA emphasizes the enhancement of students' abilities to manage in a global business environment through a synergistic combination of teaching, scholarship

and professional service. The important linkage of practice and theory, and the application and management of information technology is emphasized in teaching. Our graduates are expected to have fundamental technology skills and cutting-edge knowledge of the application of technology that allow them to readily adjust to an ever-changing business environment.

The SBA also strives to provide faculty expertise and research to deal with contemporary issues facing businesses. SBA faculty will increasingly be involved in internships, student projects and other interactions with businesses that provide mutually beneficial developmental experiences. In addition, the SBA will continue to develop collaborative educational programs with companies to train both employees and students.

The SBA will continue to strive toward maintaining a diverse faculty, staff and student body. The school recognizes the advantages and enrichment realized through diversity and will meet the growing demand to educate an increasingly diverse population.

ASSUMPTIONS/STRENGTHS AND WEAKNESSES

Task force members were asked to identify the major strengths and weaknesses of the School of Business Administration. There were strengths and weaknesses identified in a number of areas.

Academics

Task force members believe the SBA's academic strengths include American Assembly of Collegiate Schools of Business (AACSB) accreditation, low student-faculty ratio, personal attention of faculty

to students and an increased focus on technology. The one weakness that was identified was the fact that there is no foreign language requirement in the curriculum.

Faculty

Faculty strengths are perceived to be good academic credentials, no graduate assistants teaching courses, a good balance of teaching and research and faculty having substantial interaction with business. The concerns were the need to reduce



faculty teaching loads so they could engage in more research, have faculty obtain more business experience and do applied research.

Students

Task force members believe students are of good quality, mature and well prepared for the work force. Alternatively, students are perceived to have nonrelevant work experience, come from a limited geographic area and don't have as good a command of subject matter as U-M and MSU students.

Alumni

The SBA has a large group of

local alumni and can harness the support of nonalumni in the area to support the school. However, given the age of the university there are not a large number of alumni in significant positions to promote OU, nor has the school fully identified successful graduates and effectively leveraged them.

Nonacademics

The major nonacademic advantage is seen to be the school's location — in particular, its proximity to major corporations, with a strong local economy. In addition, the school has a reputation as a good value for the educational dollar and is particularly attractive for nontraditional students. Alternatively, the Task Force feels there is a lack of needed facilities and equipment including classrooms and computers, respectively.

Other

On the positive side, Task Force members view OU leadership as strong, see growing interest in outreach and change and see a state school with the flavor of a private institution. In contrast, they see too much leadership turnover and an inflexible, slow governance process. They also believe administrative services do not view students as customers and feel there are problems with the overall image of the university. In particular they cited lack of recognition of OU as evidenced by it being confused with Oakland Community College, no reputation for continuing education programs and lack of exposure in the major press. Consistent with these weaknesses is the perception that there is no recognized theme, niche, specialization, etc., that differentiates the university and its graduates.

STRATEGIES AND TACTICS

Given these strengths and weaknesses, the Task Force members provided suggestions in developing tactics to address three broad strategies. Each of three focus groups of Task Force members addressed one of the strategies. Results of the Focus Groups were then presented to the entire CTF Task Force for comments. The CTF Task Force's strategies and tactics were then presented to the SBA faculty for review. The faculty felt the strategies and related tactics need to be discussed further in conjunction with the development of a new SBA strategic plan. Further discussions will take place beginning with the SBA Retreat in August 1998 and continuing through the 1998–99 academic year.

Strategy 1:

The School of Business Administration should ensure business students are prepared to meet the needs of employers.

Tactic 1.1:

Emphasize the basics including:

- Writing and communicating
- Sense of values, expectations
- Understanding of technology and its use
- Global perspective: familiarity and awareness
- Decision-making skills
- Overall depth, not surface knowledge
- Problem-solving skills

Tactic 1.2:

Ensure students have specific skills including:

- Team building



- Technology orientation
- Project/program management
- Global awareness: cultural differences, meaningful work experience

Tactic 1.3:

Develop a market niche for the SBA.

- Be best at what OU can do best
- Benchmark comparable universities, copy their successes
- Analyze companies who hire OU students, what is their profile?
- Governance process must move faster
- Make working with OU easier
- Leverage location/property
- Establish rapport with employers

Tactic 1.4:

Enhance student development through co-op programs and internships

Tactic 1.5:

Develop lifelong learning through Executive programs

Strategy 1 tactics were rank-ordered by a faculty sub-committee. The faculty believed, however, that tactic 1.3 should be moved to

Strategy 3 and Tactic 1.1 should also include essay exams, grading assistance and establishing a SBA writing center.

Faculty also felt student development goals and managing in a global environment should be emphasized.



Strategy 2:

Increase diversity in the School of Business Administration.

Tactic 2.1:

Define and benchmark diversity

Tactic 2.2:

Make diversity an integral part of the strategic plan of the school

- What is OU's responsibility?
- Placement and programs can provide the pull rather than social life on campus
- Don't just assume diversity is good, internalize diversity

- Make this a pull rather than a push scenario
- Survey faculty and staff re: values
- Send a message through all actions

Tactic 2.3:

Emphasize diversity in student recruitment

- Recruit in Ohio and Illinois
- Develop organizational linkages overseas
- Visit Detroit schools
- Use current students as recruiters
- Use alumni (hire for two years as recruiters after graduation)

Tactic 2.4:

Develop mentoring programs for students

Tactic 2.5:

Develop programs for prospective students

- Pre-college training
- Partner with corporations such as Horizons and Upward Bound
- Global Issues Forum involving multilingual students (global business)

Tactic 2.6:

Use athletic and cultural programs as an attraction for students

Without additional review, the SBA faculty felt they could only endorse tactic 2.1 at this time. They believe diversity needs to be clearly defined before the additional tactics can be fully embraced.

Strategy 3:

Enhance the mutually beneficial interactions between the school and external constituencies.

Tactic 3.1:

Increase school visibility

- Upgrade external publications, e.g., research bulletins, Web site and annual reports
- Work with professional organizations, e.g. APICS, American Marketing Association
- Emphasize and coordinate media relations
- Continue and enhance ways to get people on campus for events

Tactic 3.2:

Determine the school's niche

Tactic 3.3:

Develop specific programs that support the business community

- Create more programs like Applied Technology in Business (ATiB)
- Develop and enhance executive and continuing education programs
- Increase internationalization of curriculum
- Place students to help with year 2000 problem
- Promote students to business to generate interest in placement
- Require one semester internship in business setting
- Focus programs for changing need of aging baby boomers
- Identify needs of small/medium-sized organizations
- Provide team-building training
- Begin visioning and leadership skills programs
- Offer succession planning (year-long focused course for one to two

people from 10–20 organizations)

- Interact/provide training for government agencies
- Offer programs dealing with career change
- Provide Distance Learning capabilities

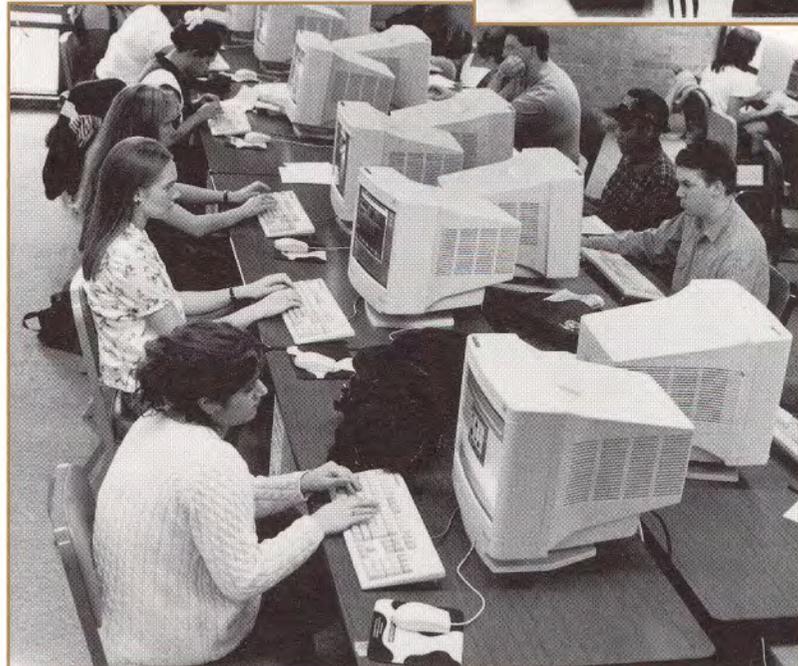
Tactic 3.4:

Increase faculty involvement in the business community by:

- Reducing teaching loads
- Encouraging faculty to get business experience, e.g., internships
- Making faculty available to organizations

Tactic 3.5:

Work with high schools to attract better-prepared students



TASK FORCE ON THE SCHOOL OF BUSINESS ADMINISTRATION

Co-chairs

Garry G. Carley is vice chairman, Standard Federal Bank. He is a member of the Troy Community Coalition Advisory Board, the Federal Home Loan Bank Study Committee, the Government Affairs Committee and Governance Subcommittee of the Federal Home Loan Bank Committee, the Walsh College Advisory Council and Academic Programs Committee, the Oakland County Business Roundtable, the Wayne State University Law School Committee of Visitors, and OU's School of Business Administration Board of Visitors. In 1994, the Building Industry Association of Southeastern Michigan honored him with the "Distinguished Service to the Housing Industry" award.

Charles G. McClure is the president of Detroit Diesel and a member of its Executive Committee. McClure serves on the Michigan Jobs Commission Board of Directors and Executive Committee, the Cornerstone Schools Association Board of Directors and the Greater Detroit Interfaith Round Table of The National Conference Executive Committee. He was the 1996 general chairperson of the Boy Scouts of America 21st Annual "Lunch-O-Ree."

Eddie R. Munson is managing partner, Michigan Business Unit of KPMG Peat Marwick LLP and in 1997 was elected to its Board of Directors. Munson served on OU's

School of Business Administration Board of Visitors and joined the Oakland University Foundation Board of Directors in 1996. He is a member, Board of Trustees, Community Foundation for Southeastern Michigan; Board of Directors, Detroit Urban League; and the Greater Detroit Foreign Trade Zone, Inc. He is treasurer, Michigan Artrain; serves as board member and vice chair, Finance Committee, Central Business District Association; and is a member, American Institute of Certified Public Accountants; and the Government Finance Officers Association. Munson is a CPA in Michigan and Mississippi.

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Secretary

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Gregory J. Kaza, State Representative, District 42

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Stephan Sharf, President, SICA Corporation

William O. Thomas, Publisher, *The Macomb Daily*

Joseph Tori, Vice President of Kelly Engineering Resources, Kelly Services, Inc.

Otis N. Walton, Strategic Business Unit President, Electronic Data Systems

Clive B. Warrilow, President & CEO, Volkswagen of America, Inc.

Jane Warner, President, Randall Division, Textron Automotive Co.

Ted D. Wasson, President and CEO, William Beaumont Hospital Corporation

Kenneth M. York, Associate Professor of Management, School of Business Administration

TASK FORCE ON THE SCHOOL OF EDUCATION AND HUMAN SERVICES



William C. Brooks
Co-chair



Mary Ann P. Miller
Co-chair

HISTORICAL OVERVIEW

The School of Education and Human Services was founded in the 1960s with Professor Laszlo Hetenyi as the first dean. State and federal grant funds for teacher preparation programs provided the impetus and funding for establishing this new school at Oakland University. The second master's degree at Oakland University was in elementary education with about 10 faculty. The Continuum Center was established with external grants as an outreach program for community women. In 1969, the Teacher Corps program, which involved the school and university in surrounding public school districts, was started with federal grant funds.

In the 1970s, the Youth and Adult Services Program, a forerunner of the Counseling and Human Resource Development Departments, were added to the school. These new programs, like many of the former ones, were developed in response to community need and were supported with external grant funds. The number of faculty members increased to about 25 with new programs and new faculty continuing to be added to

meet the enrollment increases in the school's academic programs. This continued until the late 1980s, which was marked by budget cuts, when enrollments were capped, and off-campus credit offerings began to decline.

In 1986, the faculty moved into a new building which had been designed especially to accommodate education, counseling and human services. A new dean with a background in counseling and education was hired during this decade and the school began to change in some important and enduring ways. While there was continued acknowledgment of the external community in the form of new programs like the Adult Career Counseling Center and Professional Development Schools, there was a stronger emphasis on the internal academic structure of the school. The school department structure was formalized and department chairs became the executive committee of the school working with Dean Gerald Pine to provide leadership and direction.

The 1990s brought record increases in student enrollment, numerous new faculty members, off

campus degree programs, new graduate programs and a new dean. There are five departments in the school: Curriculum, Instruction and Leadership; Counseling; Human Development and Child Studies; Human Resource Development; and Reading and Language Arts. The doctoral degree in Reading and Language Arts was joined in 1998 by a new doctoral degree with programs in Counseling, Early Childhood Education and Educational Leadership. A new master's degree in Training and Development was approved in 1997 and implemented in 1998. Every department established off-campus degree programs to better serve students. The new dean, Professor Mary Otto, began her tenure in 1995 and established a Resource Development Board made up of business, municipal and education leaders.

During all of its history, the School of Education and Human Services has had a strong service orientation based on the belief that theory and practice must be integrated by the faculty when preparing students and with the recognition that academic programs cannot be separated from the professional fields they represent. The school began with and continues to have a strong commitment to preparing culturally responsive and compassionate leaders who will enhance their communities and shape the future of their professions.

BACKGROUND STATEMENT

The mission of the School of Education and Human Services is to serve as an intellectual and knowledge base for the improvement of education and human services in Michigan. The ethos, tradition, and



values of the programs in the school reflect fidelity to social purpose and social responsibility. Through carefully developed and focused programs, the school seeks to help all people gain equal access to the economic, cultural and educational benefits of society.

An important belief of the faculty is that all education should be student centered. SEHS faculty and staff care about students and expect students to care about children and adults with whom they work. A substantial portion of the students enrolled in the school are adult commuter students with children and/or are working 30 or more hours a week. These students require nontraditional strategies to develop close relationships with each other and with faculty. Faculty encourage students to seek them out for individual mentoring and advising. Department faculty meet with new students and sponsor student organizations to encourage them to become involved with and part of the university community.

“He who chooses the beginning of the road chooses the place it leads to. It is the means that determines the end.”

— Harry Emerson Fisdick, clergyman

All programs promote the development of reflection and evaluation as foundations for practice and change. Students study and assess their own professional practice and the practice of the faculty through various methods. Students are encouraged to develop an insightful knowledge of those they will serve.

The evolving nature of knowledge requires the conceptualization of learning as a lifelong process. Knowledge bases and recommended professional practice will change over time. It is not the goal of our programs to produce “finished” teachers, counselors or human service professionals. Our goal is to empower students to be lifelong learners and to encourage them to inspire and develop these capacities in others.

TASK FORCE STRATEGIES AND RATIONALE

1) Develop lifelong learning models that create ongoing relationships with students and the professional community.

Rationale:

Lifelong learning is not a new concept, but it is one that seems to be recognized as not only desirable, but as necessary for the future. In planning for the future, the one prediction made by educators and business representatives alike is that the workplace will be ever changing. Unlike the past where people were hired for a specific position within an organization, future professionals will be expected to upgrade and change their skills and knowledge bases. Thus, it will be necessary for even college graduates to engage in formal learning

processes throughout their life.

The School of Education and Human Services is well positioned to provide lifelong learning opportunities to educators, counselors and human service professionals; and to developing programs for its alumni. The discussions leading to this recommendation emphasized the need to establish meaningful lifelong learning programs in a physical environment designed to accommodate adult learners. The first steps should include a review of the assumptions that underlie the need/desire for lifelong learning, including an assessment of the needs of alumni and professionals in the community to ensure that the model is meaningful and responsive to the proposed audience.

Responsive and meaningful lifelong learning models will require development of new programs, stronger partnerships with schools, businesses and community agencies, and a variety of delivery methods that include the use of advanced technology. It also will require that the faculty remain involved in their professions and knowledgeable about changes in work-related expectations.

Tactics:

- Determine the assumptions that will direct the development of lifelong learning models
- Expand early contact between graduates and the School of Education and Human Services to encourage their return for future educational needs
- Provide incentives to alumni in the form of reduced tuition for professional development courses
- Define special markets by team-



ing with school districts, community agencies or businesses to offer professional development programs designed to meet the needs of their organization

- Develop additional models (e.g. weekend courses, short intensive courses) for earning graduate credits and degrees
- Design facilities that will accommodate the learning needs of professional adult students

2) Enable teachers and school professionals to prepare students for the future.

Rationale:

Teachers and administrators in the elementary and secondary school systems are seen as an essential link in ensuring that young people are prepared for the workplace of the future. Because the school prepares teachers and other school personnel, the task force members

and faculty retreat discussions resulted in the recommendation that future educators be prepared to provide the requisite skills and knowledge to prepare their students for the future. In addition to possessing knowledge bases in basic subject areas, teachers are expected to effectively use and teach technology and to practice, teach and model interpersonal team skills.

The ability to learn was cited in the discussions as the most crucial outcome of education. Students leaving high school must be prepared to work and motivated to learn throughout their lives. They must leave school with basic knowledge, interpersonal abilities and technical skills that they will need to continually upgrade and improve. The ability and motivation to learn and to accept and respond positively to change will be required for success at work. Thus, future teachers will be required to create enthusiasm and the neces-



sary skills for lifelong learning.

The National Commission on Teaching and America's Future and the National Science Foundation reported this year that two million new teachers will be needed in the United States during the next 10 years. Another 2.5 million teachers will require professional development or graduate level course work to update their skills and knowledge. These numbers indicate that teacher preparation and related programs will continue to grow here as well as across the country to meet the demand for educators. The predicted demand that more teachers are needed is already evidenced by higher-than-predicted enrollment increases in teacher preparation programs. Meeting the demand for qualified and fully prepared teachers is seen by the American Association of Colleges of Teacher Education as the major educational challenge for the 21st century.

If teachers are to prepare their students for the future, they must understand the educational

expectations of the future and the environments of future workplaces. Teachers will have to be involved in ongoing education to inform themselves and continually improve their skills. The School of Education and Human Services faculty will be required to understand the needs of future teachers so they can provide initial and advanced teacher preparation programs, in-service training, professional development and mentoring for teachers. The first step will be to assess the current status of what is being taught to future teachers and compare that to the predictions of what is required of future teachers before recommending program changes.

Tactics:

- Conduct a comprehensive review of existing curriculums in the initial and advanced teacher preparation programs
- Establish summer internships for SEHS faculty in business/industry to increase their awareness of those work environments
- Add field placement experience

for education students in business/industry settings to expose them to the demands and expectations of different work environments

- Establish a university/school district mentoring program for the first three to five years of teaching
- Offer professional development programs for current educators to update skills and knowledge

3) Prepare teachers, counselors and human service professionals to respond to and work effectively with diverse populations.

Rationale:

The population in this country and the State of Michigan already includes people from varied backgrounds and, because most businesses are global, it is predicted that demographics will continue to change. Demographers predict that increases in the population in Southeastern Michigan will be led by people from other countries living in the United States for extended periods, immigrants, African Americans, Asian Americans and Hispanics.

Teachers, counselors and human service professionals must be knowledgeable about and skilled at working with all people to accommodate the existing and predicted changes in demographics. The challenge for the School of Education and Human Services is to prepare more teachers to meet increased market demand and to prepare them to work with the diverse populations of students that will require their services. There also is a need to balance between domestic diversity issues and

international preparedness of professionals in new and existing educational programs.

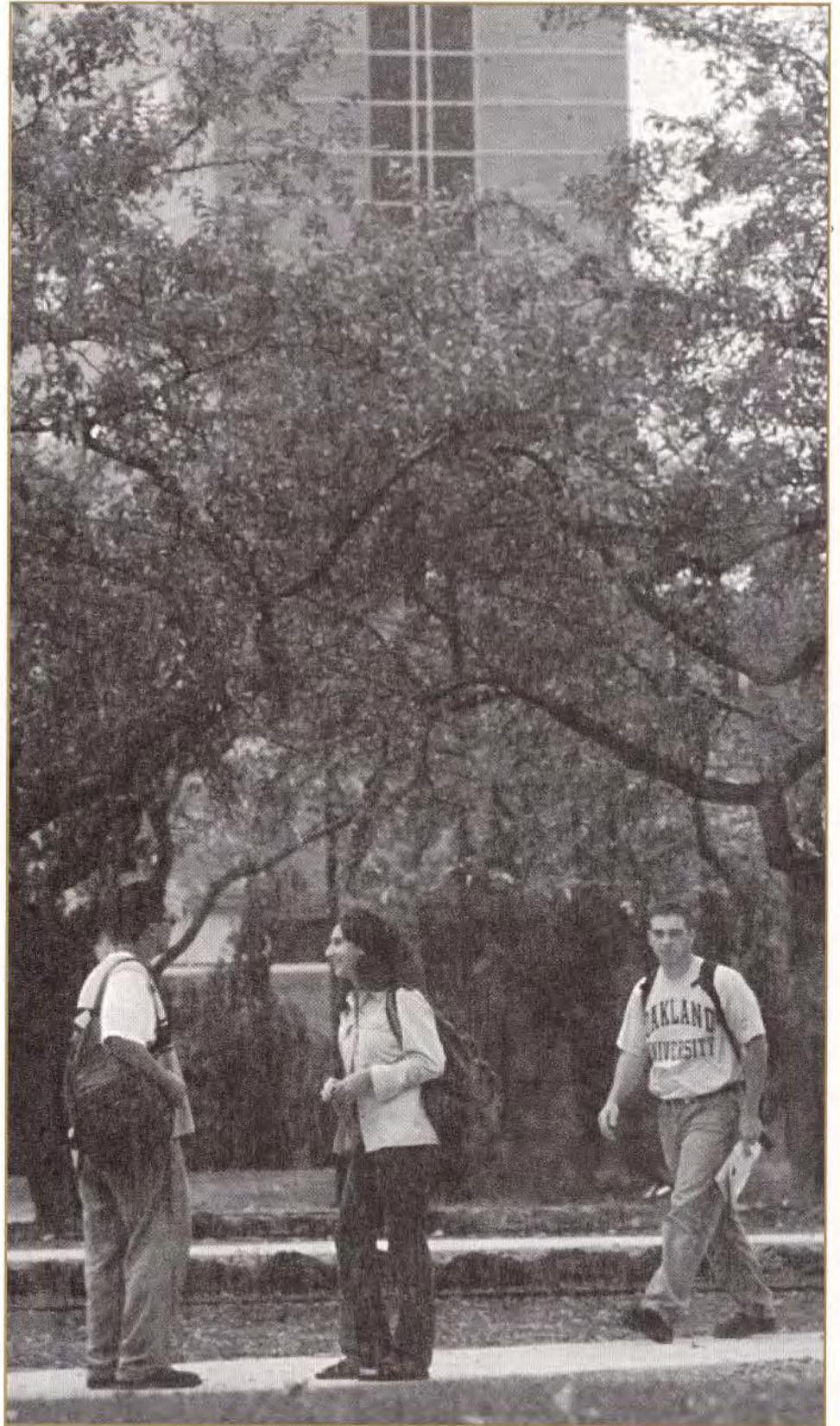
Tactics:

- Consider requiring foreign language or other classes that develop knowledge and awareness of other cultures
- Bring together various cultural groups from the community to work with faculty and students on special projects
- Promote trips away from campus to visit cultural organizations and programs supported by community organizations and schools
- Explore ways for faculty and students to share information about their cultural backgrounds with each other
- Establish research projects to study the impact of cultural awareness programs

4) Integrate the education and human services components of the school's programs to prepare professionals with skills needed to work effectively in schools, communities and business.

Rationale:

Throughout the discussions about the future of SEHS by the task force members and the faculty, there seemed to be a strong emphasis on the importance of personal values, human relationship skills, the ability to communicate and especially the ability to listen. While everyone agreed that technology is important and that it is essential that educators, counselors and human service professionals possess technical skills, it is equally important that they possess human



relationship skills.

The need for well-developed personal value systems and human relationship skills will increase as people are expected to become lifelong learners, work in teams, and be constantly prepared for change. The predictions for the future suggest that people will be more dependent on the ability to communicate their skills because work assignments will be project based and selection will depend on specific abilities rather than on degrees or titles. It seems likely that personal values and a strong self concept will be required to help professionals represent themselves positively in a work environment that is ever changing and does not provide the security of long-term employment.

Teachers should be prepared to assist their students in understanding democratic ideals and help them develop personal values and a sense of themselves as a part of the broader community. Although we do not teach values to children in schools, teaching them how to develop values will help them establish a basis for personal and professional relationships.

The School of Education and Human Services, which houses programs in education and all aspects of human relationship skills development, is uniquely positioned to further develop and integrate both education and human development knowledge and skills for teachers and other professionals.

Tactics:

- Assess the current level of integration of the human services and education components in the existing programs
- Determine which components should be included in the academic programs of all students

- Explore integrating the components by adding content to existing courses and/or developing new interdepartmental courses
- Develop undergraduate- and graduate-level professional development courses on topics related to human interaction and team skills in the work environment

CONCLUSION

The School of Education and Human Services has a rich history marked by continuous change and improvement. The goal of our professional educational programs is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment. The school enjoys an environment of mutual respect between faculty and administration, a shared concern for student well-being, and a pervasive spirit of good will. The school is proud of its contributions to the advancement of education through high-quality instruction, research and service. Nevertheless, our focus is on the future. Over the next few years, we have determined to serve new and more diverse populations through enhanced recruitment, additional graduate programs and more off-campus instruction; to continually improve curricula and instructional methods with the help of assessment and new technology; and to continue collaborative research and development to maintain the relevance of what we do.

The spirit of invention and dedication that has characterized our history will serve us well as we develop the strategies necessary for the 21st century.

TASK FORCE ON THE SCHOOL OF EDUCATION AND HUMAN SERVICES

Co-chairs

William C. Brooks, recently retired vice president, Corporate Affairs, General Motors after more than 20 years of service, is chairman, Entech HR (Human Resources) Consulting Services. He serves on the boards of the Louisiana-Pacific Corporation, the Community Foundation for Southeastern Michigan, DTE Energy Company, Operation ABLE, and the United American Healthcare Corporation. In 1996, President Bill Clinton appointed Brooks to serve as a Social Security Advisory Board member. He is chair, Greater Detroit Chamber of Commerce Board, and board member, New Detroit, Inc.; the Economic Club of Detroit; and the Detroit Music Hall Center. He is a member of the NAACP, the National Black MBA Association and the Kappa Alpha Psi Fraternity. This year he received the International Heritage Hall of Fame Award and the NAACP's Corporate Award, and in 1998, he will receive a Lifetime Achievement Award from the Museum of African American History.

Mary Ann P. Miller MAT '86 is director, Economic Development, City of Auburn Hills. She joined the OU School of Education and Human Services Resource Development Board in 1996 and serves as chair. She is a member of the American Economic Development Council; the Michigan Industrial Developers Association; Oakland County Women in Government; Michigan Economic

Developers Association Certified Industrial Park Team; the 1997 United Way Executive Committee; and serves on the GPAC (Greater Pontiac Area Consortium) Workforce Development Board and the Oakland County Community Development Advisory Board.

Facilitator

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Secretary

Judith E. Pearce, Assistant to the Dean, Education Administrative Offices, School of Education and Human Services

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Katherine Banicki, President & CEO, Testing Engineers & Consultants

Denise M. Betti, Ph.D. '91, Grass Roots Special Projects Coordinator, Ford Motor Company

Joseph R. Bransky, Director-NA Quality and Reliability, General Motors Corporation

Robert G. Brown, President, Deneb Robotics

Deborah L. Cherry SEHS '76, State Representative, District 50

F. James Clatworthy, Associate Dean, School of Education and Human Services, Oakland University

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Barbara J. Williams CAS '66, MAT
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TASK FORCE ON THE SCHOOL OF ENGINEERING AND COMPUTER SCIENCE



Robert T. Lentz
Co-chair



Bernard I. Robertson
Co-chair

HISTORICAL OVERVIEW OF SECS

The School of Engineering was established in 1965 and the General Engineering program was accredited in 1969. During the 1970s, a baccalaureate program in Computer Science was created in the School of Engineering and undergraduate engineering programs were created in Computer, Electrical, Mechanical and Systems in addition to General Engineering. In 1978, all five programs received ABET Accreditation. In the 1980s, programs were created in Engineering Chemistry and Engineering Physics in cooperation with the College of Arts and Sciences. In 1981, the General Engineering program was dropped due to lack of student interest. In 1984, the departmental structure was adopted and in 1987 the undergraduate Computer Science program was accredited by CSAB. In 1997, a Manufacturing Engineering program, which is an undergraduate option in Mechanical Engineering, was accredited by ABET.

In parallel with the development of undergraduate programs in SECS, several master's programs

and a Ph.D. in Systems Engineering were established. In 1984, the current departmental structure was adopted and SECS now has 41 full-time faculty lines with three departments. The departments are Computer Science and Engineering (14 faculty lines), Electrical and Systems Engineering (14 faculty lines) and Mechanical Engineering (11 faculty lines). There are also three research centers: the Center for Robotics and Advanced Automation (CRAA), the Michigan Center for Automotive Research (MICAR) and the Product Development & Manufacturing Center (PDMC). The dean and the associate dean are also counted as full-time faculty in SECS. Both the dean and the associate dean have secretaries as does each department. In addition, the faculty are supported by a lab manager, a computer technologist and a project engineer. The degree programs offered by SECS are shown in Table 1.

TABLE 1. SECS DEGREE PROGRAMS*

| |
|--|
| BACHELOR OF SCIENCE IN ENGINEERING (B.S.E.) COMPUTER ENGINEERING (ABET) ELECTRICAL ENGINEERING (ABET) MECHANICAL ENGINEERING (ABET) MANUFACTURING OPTION (ABET) SYSTEMS ENGINEERING (ABET) |
| BACHELOR OF SCIENCE (B.S.) COMPUTER SCIENCE (CSAB) ENGINEERING CHEMISTRY** ENGINEERING PHYSICS** |
| MASTER OF SCIENCE (M.S.) COMPUTER SCIENCE AND ENGINEERING ELECTRICAL AND COMPUTER ENGINEERING ENGINEERING MANAGEMENT** MECHANICAL ENGINEERING SYSTEMS ENGINEERING SOFTWARE ENGINEERING |
| DOCTOR OF PHILOSOPHY (Ph.D.) IN SYSTEMS ENGINEERING |
| * In general only undergraduate programs are accredited. The accrediting body is shown in parentheses. ** These programs are administered by SECS. The B.S. programs are jointly run with the College of Arts and Sciences and the M.S. program with the School of Business Administration. |

PHILOSOPHY OF THE SCHOOL

Since its founding, SECS has emphasized several important values in its approach to educating engineering students. These are:

- Hands-on laboratories integrated with the courses,
- A common core for all undergraduate engineering programs,
- An accent on a systems approach,
- An emphasis on a liberal education,
- Close student-faculty interaction,
- Access facilitated for part-time commuter students, particularly at the graduate level.

The Task Force has discussed these core values and believes that they should continue to be emphasized since they remain meaningful.

In recent years, SECS has begun to give an automotive focus to many of its teaching and research programs. In draft form, SECS has adopted the following vision statement:

OAKLAND UNIVERSITY'S SCHOOL OF ENGINEERING AND COMPUTER SCIENCE IS COMMITTED TO ITS CONSTITUENCIES AND TO ACHIEVING INTERNATIONAL RECOGNITION AND EXCELLENCE IN TEACHING, RESEARCH AND SERVICE; IT WILL EMPHASIZE THE EDUCATION OF ENGINEERS AND COMPUTER SCIENTISTS PARTICULARLY SUITED TO THE NEEDS OF THE AUTOMOTIVE INDUSTRY AND ITS SUPPLIERS WHICH ARE OUR NEIGHBORS IN SOUTHEAST MICHIGAN.

“The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination.

— John Schaar, contemporary author

This means that in undergraduate courses and laboratories, where possible, automotive examples will be used; it does not mean that a specialized undergraduate degree in automotive engineering will be developed. It also means that much of the work going on in SECS research laboratories will be automotive related and that specialized master's degrees and certificate programs may be developed to meet the needs of the automotive industry and its suppliers.

SECS BACKGROUND STATEMENTS

To set the stage for the future it is necessary to examine the recent past; the period from 1993 to present has been chosen.

DATA ON ENROLLMENTS, GRANTS AND CONTRACTS, DONATIONS AND FACULTY

As shown in Table 2, this period has been one of strong growth for SECS. There has been a steady increase in total fall head-count, which has increased 26.6 percent and stood at 1,762 students in fall 1997. The graduate enrollment, which is predominantly part-time MS students, increased 35.4 percent. This enrollment growth has been met by an 10.8 percent increase in the number of full-time faculty and a substantial rise in the number of part-time faculty who generally work full time for local industry. The number of master's degrees awarded has risen 89.7 percent during this period while the number of BS/BSE and Ph.D degrees remained constant; the dip in BS/BSE degrees in 1996 was compensated by a substantial increase in 1997.

TABLE 2. SECS DATA OVER THE PAST FIVE YEARS

| FISCAL YEAR OR FALL | 1993 | 1994 | 1995 | 1996 | 1997 |
|---|-------|-------|-------|-------|-------|
| UNDERGRADUATE STUDENTS | 918 | 997 | 1065 | 1112 | 1120 |
| GRADUATE STUDENTS | 474 | 497 | 583 | 618 | 642 |
| TOTAL STUDENTS | 1,392 | 1,494 | 1,648 | 1,730 | 1,762 |
| FULL-TIME FACULTY | 37 | 37 | 39 | 40 | 41 |
| BS/BSE DEGREES | 133 | 132 | 132 | 113 | 175 |
| MS DEGREES | 78 | 86 | 97 | 132 | 148 |
| Ph.D. | 6 | 6 | 6 | 8 | 5 |
| NEW GRANTS & CONTRACTS IN MILLION \$ | .25 | 1.35 | 1.46 | 1.58 | 2.19 |
| GIFTS IN THOUSAND \$ | 61 | 430 | 648 | 604 | 434 |
| IN-KIND GIFTS IN THOUSAND \$ | N/A | N/A | 583 | 331 | 774 |

On a yearly basis, new grant and contract funding has jumped from approximately \$250,000 in FY'93 to almost \$2.2 million in FY'97. SECS now accounts for 23.6 percent of the OU external funding compared to 6.6 percent in FY'93. This increase in external funding has been accomplished in large part by concentrating on obtaining grants and contracts from the automotive industry and its suppliers. In FY'97, some 40 percent of the SECS grant and contract funding came from industry. This percentage is very high compared to national averages and reflects both the emphasis SECS has put on working with industry and the location of OU in the intellectual center of the automotive industry. Also gifts to SECS have increased from approximately \$61,000 to over \$430,000.

With the completion of the Science and Engineering Building (SEB) in 1997, SECS has expanded its space for research and teaching by approximately one-third. This space was sorely needed to accommodate the growth in enrollments and in research activity experienced over the period.

Oakland University has been a regional institution with less than 10 percent of its students living on campus. The remainder of the students have commuted and in SECS some 25 percent of the undergraduates and 85 percent of the graduate students are part time.

RESEARCH STRENGTHS OF THE FACULTY

Each SECS faculty member has been active in engineering and/or computer science research. There are, however several areas where SECS has more than one faculty member with recognized expertise

and an international reputation. These areas are discussed briefly below by department.

COMPUTER SCIENCE AND ENGINEERING

Several faculty are focusing on various aspects of software engineering. There is a concentration on software analysis, testing and verification; object oriented software design; embedded systems; databases for engineering design; artificial intelligence and data mining.

ELECTRICAL AND SYSTEMS ENGINEERING

The emphasis in this department is on systems design, both from a theoretical perspective as well as from an applications viewpoint. Specific areas of expertise include advanced modeling and simulation methods; product development and manufacturing systems; robotics; robust, adaptive and fuzzy control; intelligent control and signal processing.

MECHANICAL ENGINEERING

Several faculty in the Mechanical Engineering Department are developing laser-based techniques for a variety of problems related to quality inspection and nondestructive testing. Current work involves the development of methods for such problems as surface smoothness characterization; nondestructive evaluation of bonded materials; full-field dimension gauging and coordinate measurement as well as vibration measurement.

Another area of expertise involves heat transfer and fluid flow. Current research involves pre-



diction of transients and instabilities in two-phase condensing flow systems.

TASK FORCE STRATEGY AND RATIONALE

The Task Force has developed a number of strategies that it believes SECS should pursue over the planning period 1998-2005. These are given below in the priority order. Thus, the first one is the strategy which has been given the highest priority by the Task Force.

PARTNERSHIPS WITH LOCAL INDUSTRY AND GOVERNMENT

To leverage resources SECS should develop a few specific leading edge niche areas of research expertise and partner with local industry to seek significant federal funding for research laboratories or centers in these areas.

Rationale:

By partnering with local industry, SECS can either build on existing faculty expertise or hire internationally known experts who would establish well-funded laboratories or centers which would address pre-competitive problems of crucial importance to the automotive industry. Putting together federal, state and local support for such centers would enhance the probability of obtaining funding. Several industry and government consortia, such as USCAR and PNGV, that could be used to facilitate such an approach, already exist. By partnering with one of the automotive companies, it should be possible

to get, for example, the U.S. Army Tank Automotive and Armaments Command (TACOM) to fund a specialized laboratory through the NAC. The mechanism of establishing specialized research facilities would allow SECS to increase external grant and contract funding and to aggressively seek industry partners who could establish endowments to fund faculty, facilities and specialized equipment. The question of space to house such centers or laboratories will have to be addressed. Approaches to getting started would be to discuss with Chrysler, which is one of the major consortia members, the likely areas of mutual interest and to host USCAR and/or PNGV workshops.

ENROLLMENT GROWTH WITH QUALITY

SECS enrollment should be allowed to increase at the rate that resources can be provided to meet the needs of the community and allow for the emphasis on the automotive industry to be

developed. The goal will be that of maintaining or increasing the quality of the students enrolling in SECS.

Rationale:

The Task Force spent a considerable amount of time debating the philosophy of growth in enrollments. Growth will be demand driven and constrained by the number of faculty and the space available for laboratories. To increase the quality of education as growth occurs, the growth will be managed so that if it increases faster than desirable it will be controlled by raising admission standards.

Since the rationales for growth varied depending on whether undergraduate and graduate enrollments were being considered, they are considered separately in the next two sections, respectively.

UNDERGRADUATE

OU is the only state university currently offering computer science and engineering programs in Oakland or Macomb County where SECS draws most of its students. Unless another state university begins offering these programs near OU and due to the demographics of Oakland County and the surrounding areas, it was felt that without changing the quality of the undergraduate students, enrollments should continue to grow at approximately 2 percent per year. Assuming that the SECS admission criteria and core values remain unchanged, two methods of increasing the quality of the student population entering SECS courses are to:

- Increase the number of SECS scholarships for academically talented students, particularly members of underrepresented groups

such as minorities and women,

- Start an “Engineering Academy” for pre-SECS students to bring more students to the point where they can succeed in computer science and engineering courses. An interesting idea would be to require all SECS students to help in the “Academy” as a way of improving their communication skills.

Both ideas would require significant funding since a named scholarship currently costs \$40,000 to establish, and a full-time person would be needed to make the “Academy” a success.

To increase the number of scholarships, the SECS dean and the University Development Office would have to give this a very high priority in terms of fund raising from both corporations and alumni. To establish the academy, it would be necessary to involve the College of Arts and Sciences since the subjects that would need to be emphasized are mathematics and the sciences. It should be possible to have the university fund the full-time person since the more students that are retained, the greater the tuition income.

Another idea that was favored by the Task Force was to strengthen co-op and internship programs. This should be easy to do in today’s tight job market where many companies are interested in having students. The experience that students acquire makes them more work-ready when they obtain their degrees. In universities where co-op and internship programs are emphasized, a significant number of full-time staff are in place to run these programs. To increase the emphasis on co-op and internships,

the placement office that is charged with running the co-op and internship programs would have to hire additional staff.

GRADUATE

The rapid growth in the numbers of engineers and computer scientists working in industries located within a 20-mile radius of OU offers opportunities of rapidly expanding graduate enrollments and programs. This is true not only for traditional for-credit degree programs but also for certificate programs and not-for-credit courses. By retaining quality instruction and continuing to emphasize evening graduate programs, the enrollment growth in for-credit degree programs should outstrip that in undergraduate programs.

There is a huge demand by industry for what has become known as "Continuing Education" courses. Although continuing education encompasses traditional for-credit master's programs, the industry usually wants the courses to be taught on-site at their location. SECS is currently offering a master's degree in Software Engineering at both TACOM and General Dynamics Land Systems. These on-site programs offer an opportunity for SECS to expand its reach, and the companies are generally willing to pay the extra cost of offering courses to small classes. Also, distance learning offers an opportunity to service students at different locations.

A large portion of continuing education courses are computer science and engineering-type training courses where students learn about specialized software products. These courses are typically given in an "intensive" format so that the

students spend the entire day, for one or more days, in the course. Furthermore, to make it convenient for the students, the courses are frequently offered at off-campus locations, particularly on-site at the company. Although these not-for-credit courses potentially offer an enormous market for SECS, it would be necessary to change the culture so that the teaching load for certain faculty is no longer uniquely composed of the traditional semester-long courses.

As discussed previously, new graduate programs can be developed to meet specific industry needs.

MCC UNIVERSITY CENTER

SECS should aggressively pursue the possibility of offering undergraduate programs in Computer Engineering, Electrical Engineering, Mechanical Engineering and Computer Science at the Macomb Community College (MCC) University Center (MCCUC).

Rationale:

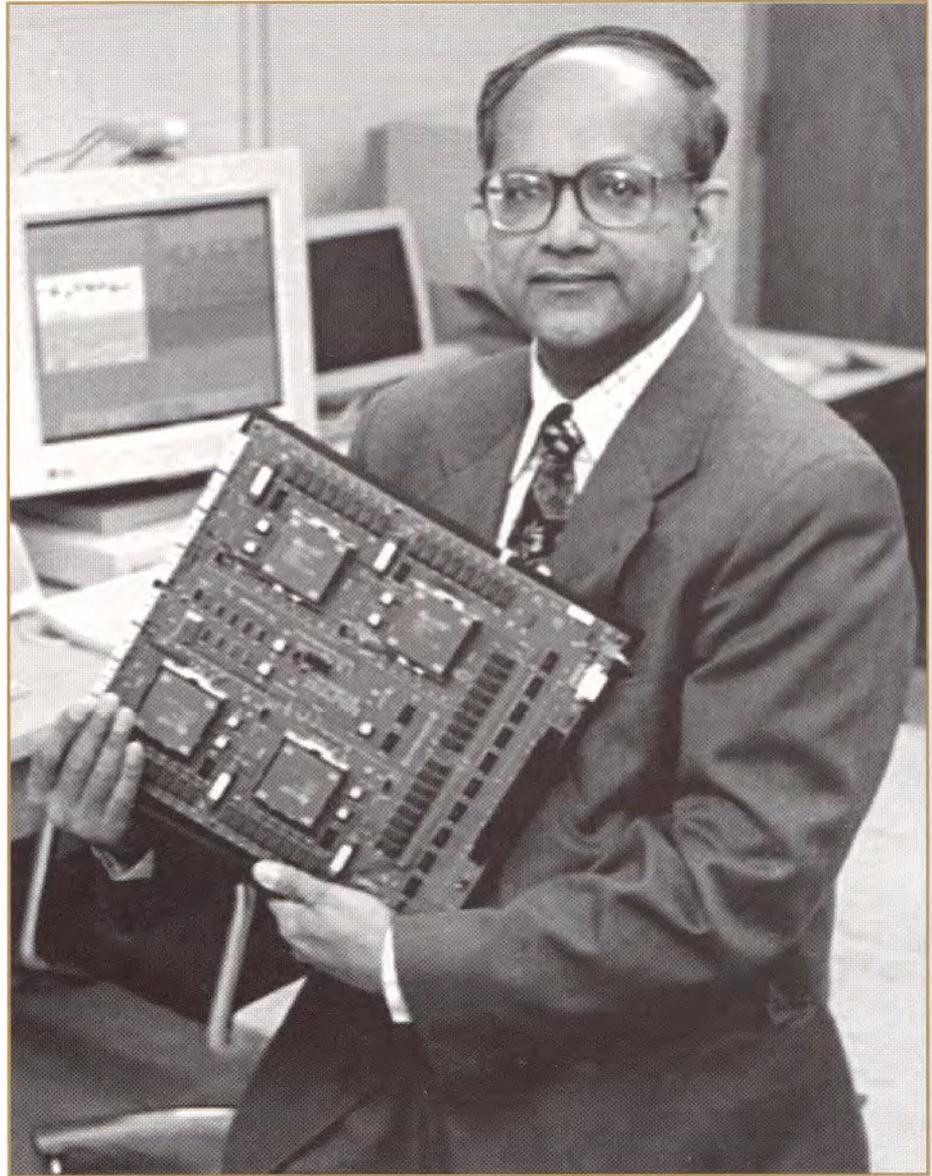
MCC has made the decision to build an Engineering Building at their "University Center" located near the MCC Center Campus on Garfield near M-59. The funding for the Engineering Building comes from a bond issue. The building is designed to house undergraduate laboratories for the above mentioned programs. Part of the MCC rationale for constructing an engineering building is to have programs at the University Center which will fill classrooms that are underutilized during the day (the classrooms are fully utilized during the evening hours by nonengineer-

ing programs offered by numerous Michigan Universities). MCC is looking for a university partner which would offer programs in their Engineering Building. The university partner would have full control of all aspects of the programs being offered, including admission criteria, curriculum and staffing. Also, MCC has agreed that not all courses comprising a given program would have to be given at MCCUC. Thus, for example, some senior-level elective courses as well as some capstone design project courses could be given at the main campus of the university partner.

Certain Townships in Macomb County are growing rapidly and SECS currently draws a very significant fraction of its undergraduates from Macomb County. The MCC University Center is strategically located in Macomb County and if another university were to offer engineering and computer science programs there, Oakland University would almost definitely give up market share in Macomb County.

The Task Force believes that the benefits of retaining market share in Macomb County fully justify the costs of offering programs at MCCUC. If another university brings engineering and computer science programs to MCCUC, it is estimated that the projected 2 percent per year growth in quality undergraduate SECS enrollment would be reduced to zero or below. If OU does offer programs at MCCUC, SECS enrollments should increase by more than 2 percent since some of the existing space limitations to growth would be eliminated.

Preliminary estimates for SECS to offer four undergraduate bachelor's degrees (Computer, Electrical and Mechanical Engineering and



Computer Science) at the MCC University Center, suggest that it would require the addition of six regular faculty positions, five graduate teaching assistants, a full-time electronics/computer technician and an initial expenditure of some \$950,000 to equip the labs. Even if MCC is willing to pay most of the equipment costs, moving ahead would represent a significant com-

mitment of OU resources. Although the addition of staff could be phased in over two to three years, it is believed that the estimates for full-time staff cannot be reduced since:

- a) in terms of accreditation off-campus programs must maintain the same standards as those on campus.
- b) part-time faculty able to teach during the daytime hours are difficult to find on a continuing basis.

The Task Force also feels that some concerns must be addressed; these are: SECS should assure that the quality of the MCC students coming into the programs are at least as good as current SECS students; that MCC must make a long-term commitment to the program

and that the faculty teaching at the MCCUC are the same as those teaching on campus at OU; the MCCUC students should have some main-campus experience; there is not a net loss of students from the main campus to MCC and the return on investment at MCCUC is the same as that on campus

CURRICULUM DEVELOPMENT

SECS should create specialized curriculum at either the BS and/or MS level which are of particular importance to the automotive industry and its suppliers.

Rationale:

Members of the Task Force suggested that SECS consider several new specialized degree



programs. The Task Force believes that the automotive industry and its suppliers have a considerable need for such graduates. It should be noted that this strategy may be linked with the previous strategies. For example, if new faculty are hired as required in the previous three strategies their areas of expertise can be those required to offer some of the new degree programs discussed below. Also, the establishment of these new degree programs will be done taking into account the fact that SECS faculty continually change and update the technical content of their courses.

With one exception, all of the new programs are at the master's level. This is because the automotive industry and its suppliers are looking for employees that have a strong technical background in core areas (mechanical, electrical, computer science) and have an awareness of the total automotive system. They are not looking for generalists.

A MASTER'S DEGREE IN AUTOMOTIVE SYSTEMS ENGINEERING

This program can be created by combining existing relevant courses from the three departments into a coherent and unified curriculum leading to a master's degree. In addition to existing courses, four or five new courses should be developed in multidisciplinary areas aimed at specific automotive systems; for example, body, suspension, interior, sensors, electronics. These would be elective courses in the program. Since OU has a unique location in the intellectual heart of the automotive industry, it should be possible to recruit individ-

uals from industry to develop and teach such courses. It is likely that such courses would be taught by a team rather than one individual. Some of these new courses could also be offered as electives to undergraduate students. An interdepartmental task force, which would include representatives from industry, should develop the curriculum since the courses that would be included in an Automotive Systems Engineering master's degree would naturally be drawn from all of the departments.

A MASTER'S DEGREE IN COMPUTER NETWORKS

As networking, whether it be local area nets, intranets or internets, has taken on phenomenal importance for society, the need for employees who understand the technical and management issues associated with computer networks has also skyrocketed. Of course networking issues go far beyond any one industry, however they are of crucial importance to the automotive industry since engineering design and management data is routinely shared among locations. Furthermore, in each automobile the many microprocessors need to communicate with each other to ensure that the vehicle functions properly. Computer software and hardware suppliers are experiencing high demand for their networked products, but do not have the resources to install or maintain them. Furthermore, the year 2000 problem has created a backlog of computer networking projects that will not be satisfied until well into the next two decades.

A master's degree in Computer Networking can be established by combining existing courses in the

Department of Computer Science and Engineering into a coherent degree program. Although most, if not all, of the courses already exist many are elective courses given no more than once per year. To launch a successful master's degree in Computer Networks, it would be necessary to offer some of the courses during both the fall and winter semesters. This would require an additional full-time faculty member.

It could be expected that major suppliers are likely to provide financial support for credit courses for which their software is an integral part. Some possible suppliers are: Compuware, Computer Associates International, People Soft, Oracle, Microsoft, and SAP. All have products which could be used in specific courses comprising the master's degree.

A BACHELOR'S AND MASTER'S DEGREE IN PLASTICS/ COMPOSITES PROCESSING

Over the past decade, the percentage of plastics and composites in the automobile has increased dramatically. Thus, there is an increasing demand by the automotive industry and its suppliers for engineers who are well versed in processing of plastic and composite materials. These engineers would be rather different from those traditionally produced by many chemical engineering departments, where the emphasis is on material properties. The emphasis would be on processing, tooling, testing and design. Specific courses would cover subjects such as molding, processing, wear, durability, fracture and recycling.

The only undergraduate

program in plastics processing in Michigan is offered at Ferris State University. The information from industry is that Ferris State currently has a long waiting list for admission to the program and that they turn students away. Thus, there is an opportunity for SECS to open a potentially highly selective undergraduate program as well as a masters degree program in Plastics/ Composites processing. Furthermore, the American Plastics Council (APC) will open a new 6,200-square-foot automotive center in Troy which will include vehicles that showcase the use of plastics. If SECS established an expertise in plastics and composites, it would be possible to work with the APC to develop continuing education programs.

A program of this type would be a major departure from existing SECS programs. It would be necessary to hire one or two new faculty with expertise in this area, since there are currently no SECS faculty with the expertise to spearhead such programs. Both the undergraduate and graduate degrees would be part of the Mechanical Engineering Department. The undergraduate program would be established as an option in Mechanical Engineering while the master's degree would be a separate degree program.

CURRICULUM CHANGES

SECS should modify existing curriculum to 1) Increase the communication content of the curriculum, 2) Increase the business (an appreciation for quality, teaming, competition, customer focus) content of engineering

and computer science education, and 3) Emphasize simulation as a design and analysis tool.

Rationale:

In order to be more work force ready and successful in today's industrial climate, engineers and computer scientists need to be better able to communicate and sell their ideas to others. This involves better oral and written communication skills, which need to be stressed throughout the curriculum. In addition, graduating students need to be well-versed in many of the imperatives that are driving modern companies; these are quality, teaming, competition and a customer focus. All these need to be given greater emphasis in the engineering and computer science curriculums. This will involve a re-evaluation by both undergraduate and graduate curriculum committees of all the undergraduate programs to identify how these concepts can be introduced into the courses. SECS has recently introduced capstone design courses in all undergraduate engineering programs, and some of the concepts, such as teaming and customer focus, would naturally be part of an increased emphasis on project courses which stress design. On the other hand, such concepts as quality and competition need to be woven into the fabric of existing courses. Since all of the programs are already packed with material, this will be a challenge for the various curriculum committees. It is expected that each program will have its own way of accomplishing the goals of increasing the communication and business content of the curriculums. It is doubtful that completely new courses will be added to the various programs since adding courses to the curriculum requires taking some-

thing out of the curriculum.

Modern simulation techniques and commercial software packages have improved to the point where many designs can be carried out in the computer. SECS students, to be more work force ready, need to be well-versed in the use of simulation as it is practiced in industry. This necessitates acquiring similar software tools to those being regularly used in the workplace. Many of these software packages are very costly, but can be acquired at educational prices. Each program needs to evaluate which packages are necessary and find ways to make these available to SECS students. Furthermore, SECS students need to know the strengths and limitations of available software since as the performance of new designs increases, some simulation techniques are no longer accurate enough to adequately predict behavior.

CONCLUSION

Given OU's location in the intellectual center of the automotive industry, the Task Force endorses the automotive focus that SECS has adopted. It believes that SECS has the potential of eventually becoming a quality school that would be known worldwide for its teaching and research programs tied to the automotive industry and its suppliers. To accomplish this, the Task Force strongly advocates that the university provide necessary resources and develop external funding sources to implement the strategies given above.



TASK FORCE ON THE SCHOOL OF ENGINEERING AND COMPUTER SCIENCES

Co-chairs

Robert T. Lentz is director, Vehicle Systems Engineering, General Dynamics Land Systems Division. Lentz had held various positions in research and engineering since joining General Dynamics and its predecessor, Chrysler Defense, Inc., in 1972. He is chair, Oakland University's School of Engineering and Computer Science Advisory Board. He holds a Ph.D. from Northwestern University and attended the Program Management Development Program at Harvard University.

Bernard I. Robertson is general manager, Truck Operations, and vice president, Engineers Technology, Chrysler Corporation. Robertson joined Chrysler as a senior engineer in England in 1965. He is a member of the Society of Automotive Engineers and Engineering Society of Detroit. He is a member, Board of Directors, Coordinating Research Council and the Center for New Manufacturing Education, and has represented Chrysler on the joint auto-oil industry research task force and President Bill Clinton's Federal Fleet Conversion Task Force. He has regularly served as Chrysler's technical spokesman on product, powertrain, fuels and emission issues since 1980.

Facilitator

Michael P. Polis, Dean, School of Engineering and Computer Sciences

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Howard C. Crabb SECS '78, President and CEO, Interactive Computer Engineering, Inc.

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Albert F. Houchens, Director, Fabrication Technology, General Motors Corporation Advanced Manufacturing Engineering

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Edison

Ronald L. McIntyre

Andrea L. Messer, Student, Oakland
University

Richard J. Puricelli, Chairman, JAC
Products

Jessie J. Rundels, Student, Oakland
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Lawrence W. Tomczak, Vice
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Products, Inc.

Wallace K. Tsuha, Chairman and
CEO, Saturn Electronics/
Engineering, Inc.

Jeffrey Van Dorn, Vice President,
Engineering, Cardell Corporation

Arnold J. Vander Bok, Director,
Electronic Systems, Detroit Diesel
Corporation

Thomas H. Vos SECS '64, Director of
Applied Technology, TRW Vehicle
Safety Systems, Inc.

Jason T. Young, Student, Oakland
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TASK FORCE ON THE SCHOOL OF HEALTH SCIENCES



*Anthony R. Tersigni
Chair*

HISTORICAL OVERVIEW OF THE SCHOOL

The Center for Health Sciences was established in 1976 to oversee a diverse set of programs in the health professions at the university. The early vision was that this center might include multiple schools and research institutes, encompassing a broad range of health and medical fields. A state-funded feasibility study to establish a medical school at Oakland was conducted by the center in 1979.

The original degree programs of the center had their origins in the College of Arts and Sciences and included medical technology, medical physics and environmental health technology. The nondegree programs in health behavioral sciences (initiated in the then-existing Allport College) and exercise science (initiated in the School of Human and Educational Services as the health-physical education option) were later added. Programs in industrial health and safety and physical therapy were begun in the center. All of the degree programs were grounded in a solid core of basic sciences and general education. By 1985, the programs that

were in operation in the center were exclusively allied health oriented and the university formalized a change from the status of center to school.

Over time, a medical laboratory sciences program with five specializations (cytotechnology, histotechnology, medical technology, nuclear medicine technology, and radiation therapy) grew out of the medical technology program. Physical therapy has evolved from an entry-level baccalaureate program to a multiple graduate degree-granting program, which includes the master of Physical Therapy entry-level program, a post-professional master of science, and graduate certificate programs in orthopedic manual physical therapy and pediatric rehabilitation. Exercise science currently offers the master of science degree, Industrial Health and Safety currently offers the bachelor of science degree and Health Behavioral Sciences continues to offer a nondegree concentration. A general health sciences baccalaureate degree was added with focus areas in exercise science, industrial health and safety, physical therapy and preprofessional studies. Most recently,

the Center for Professional Development was created within the school in order to meet the educational needs of health science professionals.

PHILOSOPHY OF THE SCHOOL

The School of Health Sciences exists to serve the health care of individuals and the health care delivery system through a series of educational programs that enable university students to achieve a broad education while preparing for either direct or preprofessional entry into the health care system; for general students to enhance their understanding

of health and its place in American life; and for community based health care professionals to continue their education.

The School of Health Sciences offers specific degree programs meeting the personnel needs of health professions including Exercise Science, Industrial Health and Safety, Medical Laboratory Sciences, and Physical Therapy as well as a range of educational and research endeavors that complement the degree programs. These programs and activities enable the school to meet the continuing need for community based health care



“No problem can stand the assault of sustained thinking.”

— Voltaire

personnel to expand their knowledge and maintain skills in rapidly changing professions. An important component of our mission is to enhance the understanding of prevention in maintaining optimal health. This aspect of our philosophy is integrated into all our academic programs and is given a particular clinical reality through the activities of the Meadow Brook Health Enhancement Institute.

It is the philosophy of the School of Health Sciences to engage in an ongoing dialogue with the external health care community — clinical, educational, administrative, research and political — to keep abreast of developments and needs. In carrying out these functions, it is our desire to share our academic and research expertise with those who deliver services. This interactive process enables us to contribute to the quality of the community based health care providers and to the knowledge and skills of our students as they prepare to enter that world. Our ongoing partnership with the clinically based health care community assists us in adjusting and developing our existing course offerings and in the development of new courses and programs.

In carrying out these functions, it is our approach to be mindful of the interdisciplinary aspects of health care and of the place of health and health care in the society around us.

BACKGROUND STATEMENTS

The overarching recommendations of the task force are to build on our programmatic strengths, differentiate Oakland's Health Science program offerings from others in the state, and anticipate changes in the health care system

and modify program offerings accordingly.

The Meadow Brook Health Enhancement Institute (MBHEI) is an integral part of the school and their Advisory Board just completed a strategic plan, so the task force made recommendations on the implementation of that plan.

During deliberations, no order was established for the recommendations, but they are listed here in order of increasing impact.

The task force considered a number of new degree programs, but only five were looked at in depth. At the baccalaureate level, new focus areas were recommended for the BS in Health Sciences, as well as new BS programs in Exercise Science, Medical Genetics, Medical Informatics, and Telecommunications and Health. At the master's level, programs were recommended in Health Care Finance, Health Care Management, Health Policy, Industrial Health and Safety, Medical Genetics, and Public Health. The task force did not specifically make recommendations about doctoral programs, but were made aware that the school was thinking of Ph.D. programs in Movement Science and Health Outcomes Assessment. Task force members were asked to identify the top five programs to focus on for their recommendations.

TASK FORCE STRATEGIES AND RATIONALE

All graduates should acquire additional knowledge in the following areas: business, geriatrics, technology, ethics, culture, and understanding the customer from a service orientation.

Rationale:

Task force members endorsed the general areas of knowledge that we ensure all graduates acquire, but felt that changes in health care delivery, the aging of America, rapid advances in technology and ethical issues needed more attention in the curriculum.

preparation for any field, provide knowledge in wellness management, including nutrition and exercise.

- 3) Package majors and minors, so students could elect to know two skill areas.
- 4) Add optional courses in alternative therapies, geriatrics, exercise,



Develop mechanisms for current students or practicing professionals to acquire selected specialized areas of knowledge.

Rationale:

There is an emerging national interest in preparing practitioners to have more and varied skills. Health care providers are focusing on the continuum of care from cradle to grave and the kind of skills necessary to provide that care.

Basically, there were four proposals.

- 1) Provide cross-educational course work at the end of professional education and include practical experience.
- 2) As a capstone to educational

occupational therapy, nutrition, speech.

Restructure the Meadow Brook Health Enhancement Institute to strengthen and emphasize its academic mission.

Rationale:

The strategic plan of the advisory board for the Meadow Brook Health Enhancement Institute has four objectives.

- 1) Strengthen and expand Oakland University's international reputation and image through applied research in the prevention of chronic diseases and lifestyle management.

- 2) Create an international center for dissemination and validation of applied research in prevention of chronic diseases and lifestyle management.
- 3) Create a culture of wellness in the Oakland University community.
- 4) Build community partnerships that help the institute advance its vision and strengthen its relationships with key constituencies (internal and external).

Though the task force did not develop the strategic plan, they did endorse it and focused mainly on recommendations for implementation. A number of ways for partnering with community organizations were envisioned.

- 1) Develop a coalition of organizations on health and prevention of chronic disease or partner with existing community organizations that already endorse Healthy 2000.
- 2) Partner with major corporations like Kmart, Sports Authority, Running Shoes.
- 3) Partner with third-party payers for health care.
- 4) Partner with the state health department and county health departments especially in Wayne, Macomb and Oakland.
- 5) Involve students more; as part of wellness education develop clinical experiences at MBHEI and community agencies.
- 6) Develop healthy experience programs for participants where they could stay on campus or nearby.
- 7) To enhance reputation — organize an ongoing seminar to develop a local wellness culture;



identify Who's Who in community research and invite them to present; sponsor a health care seminar.

- 8) Analyze existing data, publish research, acquire more money and time for research.

Develop a bachelor's degree program in geriatric administration.

Rationale:

The school already offers a bachelor of science degree in Health Sciences and a number of recommendations were made to add new focus areas. The one with the most endorsement was geriatric administration but others were community health, public health, managed care administration, geriatric care, alternative treatment approaches, and nutrition (with a fifth year to enable students to become registered dietitians).

Though the first approach is to develop a BS degree, many task force members also endorsed geriatric administration at the MS level. A minor in geriatric administration might also work.

Students should have learning experiences which include disability, crosscultural, cross-income levels, interaction with government policy makers, and international cultures. Develop the curriculum in concert with long-term care facilities. Use community leaders to provide guest lectures. Consider joint programming with the School of Nursing. Involve the MBHEI in planning and clinical experiences.

Develop a bachelor's degree in Exercise Science.

Rationale:

This is a natural to build on the faculty strength and link with the existing master's program in Exercise Science. Help make Oakland University unique in targeting clinical experiences involving the homeless. The Salvation Army is willing to help us develop internships and clinical populations who could participate in research. Involve the MBHEI in planning and implementation.

Develop a Managed Care Institute.

Rationale:

This institute could offer programs at both the BS and MS levels and would include components in Health Sciences, Exercise Science, and Physical Therapy. It was felt that a Managed Care Institute would accomplish several objectives simultaneously: build on our strengths, differentiate Oakland University and stay ahead of the curve.

Develop an MS in Health Care Management.

Rationale:

Task force members were informed that the School of Business Administration was preparing to offer an executive MBA program in Health Care Management. They strongly endorse education in this area and recommend that the School of Health Sciences be involved.

Develop a Ph.D. in Health Outcomes Assessment.

Though this program was not

suggested by the task force, they do endorse its implementation. It was recommended that both traditional and alternative care outcomes be assessed. There was strong support for students to conduct research at the facilities represented (a stipend for students was supported). It was believed that this program could have the most impact for enhancing the reputation of the school.

CONCLUSION

A task force of health care professionals, community leaders interested in health care, and health sciences' student and faculty representatives have considered programmatic changes which will meet the needs of the future health care system. Current programs were regarded as relevant and worthy of strengthening. This could be achieved, for instance, by adding a baccalaureate program to the existing master of science programs in Exercise Science, or by adding a master of science program to the existing bachelor of science in Industrial Health and Safety. Programmatic growth was recommended in such areas that would differentiate our programs from others in the state, including geriatric administration, managed care and health care management.

TASK FORCE ON THE SCHOOL OF HEALTH SCIENCES

Chair

Anthony R. Tersigni MPA '83 is president and CEO, St. John Health System, Inc. He is an OU adjunct faculty member, chair of OU's School of Health Sciences Advisory Board and serves on the following boards: the Greater Detroit Chamber of Commerce, Southeast Michigan Hospital Council, Greater Detroit Area (chair) American Osteopathic Healthcare Association, American College of Hospital Administrators, American College of Healthcare Executives and Orchestra Hall. He was awarded the Mainmonides Award from the State of Israel Bonds Professional Health Services Division in 1997 and the Knighthood of Merit of the Republic of Italy.

Facilitator

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Henry Boutros, President, Whitton-Boutros

Robert L. Davis, President and CEO, North Oakland Medical Center

Gail Duncan MA '79, President, Jerome-Duncan Ford, Inc.

Mary Anne Faarup MS '93, Chair, School of Health Sciences Alumni Affiliate Board

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Roger L. Knapp, Rochester City Council

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Hospital Director, William Beaumont
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Charlotte A. Pratt, Director, Resource
Center for Cardiovascular Health,
Michigan Public Health Institute

Laura J. Redoutey, Group Vice
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Health and Hospital Association

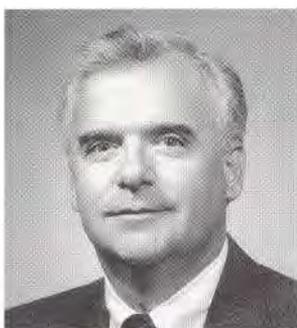
Deborah L. Scott, Director, Medical
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Joseph M. Tasse, Vice President,
Clinical and Support Services,
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TASK FORCE ON THE SCHOOL OF NURSING



*Gail Warden
Co-chair*



*Ronald J. Palmer
Co-chair*

HISTORICAL OVERVIEW/PHILOSOPHY

The Oakland University Faculty Senate approved the establishment of the School of Nursing (SON) and its first program, the Bachelor of Science in Nursing (BSN), in 1974. The Board of Trustees appointed Geraldene Felton, Ed.D., RN as the school's first dean. In September 1975, the first students began their sophomore year of the BSN program. The first class graduated during the 1997-78 academic year. In 1980, the BSN program received initial National League for Nursing (NLN) accreditation and has been accredited ever since. Over the last two years, faculty members have been revising the undergraduate BSN curriculum to prepare students for the evolving health care system.

The RN Completion program, which began in 1982, offers RNs with either diploma or associate degree preparation, the opportunity to complete their BSN degrees. AD RN graduates transfer in freshman and sophomore community college credits and take 60-62 credits as university juniors and seniors. Other plans for facilitating smooth entry into the program for RN degree

completion students are under review.

The Master of Science in Nursing (MSN) designed to prepare nurses for nursing management in the health care system started in 1984. In 1986, the University Faculty Senate approved the initiation of the adult health advanced practice nursing track. A graduate program in nurse anesthesia, in collaboration with Beaumont Hospital-Royal Oak, started in 1991. In 1996, registered nurses who already had an MSN were admitted to the Family Nurse Practitioner (FNP) post master's specialization. The university approved the addition of a nurse practitioner track and the enhancement of the adult health track to emphasize the management of populations to the MSN program offerings in 1997. All OU graduate nursing students complete 45-50 graduate credits for their MSN degree from SON's NLN-accredited program. The School of Nursing faculty support the university mission by striving toward excellence in teaching, research and scholarly activities, and service to the community. As members of a learned academic health care profession, nursing faculty share the responsibility for developing knowledge

about nursing practice and education through research. Nursing is a profession committed to the study and care of human beings individually and in groups, in situations of health and illness. Professional nursing practice includes dependent, interdependent and independent functions. Professional nurses participate in collaborative relationships with health professionals, consumers and others concerned with health.

Nursing is defined as the diagnosis and treatment of human responses to actual or potential health problems (ANA Social Policy Statement, 1980).



Nursing is provided through a caring relationship. The standards of professional nursing practice require nurses to be client advocates, maintain confidentiality, and provide culturally sensitive, nondiscriminatory care. The BSN-prepared professional nurse is a caregiver, teacher, supervisor, care assessor, planner and evaluator, team member, client advocate and user of research findings. This nurse is prepared for entry-level positions across health care settings. The advanced practice nurse with a MSN is an educator, practitioner,

researcher, consultant and leader.

Health care services are changing rapidly. The increasing costs of health care and technology, scientific advances and professional accountability obligate health care systems to continually adapt and evolve. Consumers, including individuals and governments, expect greater focus on primary care, prevention, improved quality, and access to health care. Advances in health care require enhanced information management and clinical decision-making systems. The aging and culturally diverse populations will require

new resources and approaches to care. In this complex environment, where more is demanded of systems with fewer resources, nurses with BSN or MSN degrees will work with interdisciplinary teams and find new ways to accomplish goals.

VISION

Oakland University's School of Nursing wishes to become a leading school in the region. Here, educational and practice goals will become intertwined. Present and future employers, who hire and

**“There is one thing stronger than all the armies in the world,
and that is an idea whose time has come.”**

— Victor Hugo

evaluate OU graduates, will be participants in the design and evaluation of our curricula. Traditional and nontraditional students will choose OU because the school is known for educational innovation. Within these innovative programs, students will learn about the current realities and the challenges that are emerging; they will use the latest information technology and management systems to plan, implement and evaluate their care. Within this vision, employers recruit OU graduates because nursing graduates are intellectually and clinically prepared, ready to assume leadership responsibilities within the practice system. Clinically competent faculty are committed to keeping the School of Nursing relevant for today and tomorrow's practice environment. Faculty engage students in active learning, promoting their abilities to learn independently, strive for excellence, value contributions of others and understand their professional responsibilities for the care of the consumer. The faculty continue to develop their expertise through research, scholarship and evaluation activities focused on improving nursing practice interventions and consumer outcomes.

Realizing that these ambitious goals require considerable planning, support and cooperation, the School of Nursing asked 30–35 community leaders, selected faculty and students to develop a vision for education, research and practice for the School of Nursing. This task force approached their *Creating the Future* assignment with the following assumptions.

ASSUMPTIONS

1) The practice of professional nurses (BSN and higher) will expand.

Professional nurses will remain in acute care facilities, but will also practice in the community (e.g., ambulatory, home health care, long term care, schools and occupational health settings), evolving new models as needed. Nurses will use an expanding scientific base for practice including evaluation research and practice guidelines to guide their interventions for individuals and aggregates and health care systems.

- 2) Professional nurses are positioned to play important roles in the development of solutions to the health care challenges that face society. These opportunities will expand as nurses increase their competencies in health promotion, disease prevention, disease management, risk reduction, program evaluation and care management strategies.
- 3) Multifaceted approaches to collaboration and organizational improvement will benefit from consideration of the historical and system challenges that face the profession of nursing, nursing education and health care today. Nursing faculty, health care and academic professionals need to develop better collaborative models for designing curricula and innovative practices. These multidisciplinary teams will develop new paradigms designed to overcome natural resistance to change, organizational memories and past practices that function as barriers to care and new innovative practice models. New paradigms will incorporate solutions that recognize the differing levels of RN preparation, competition for students' educational practice experiences in agencies, and changes



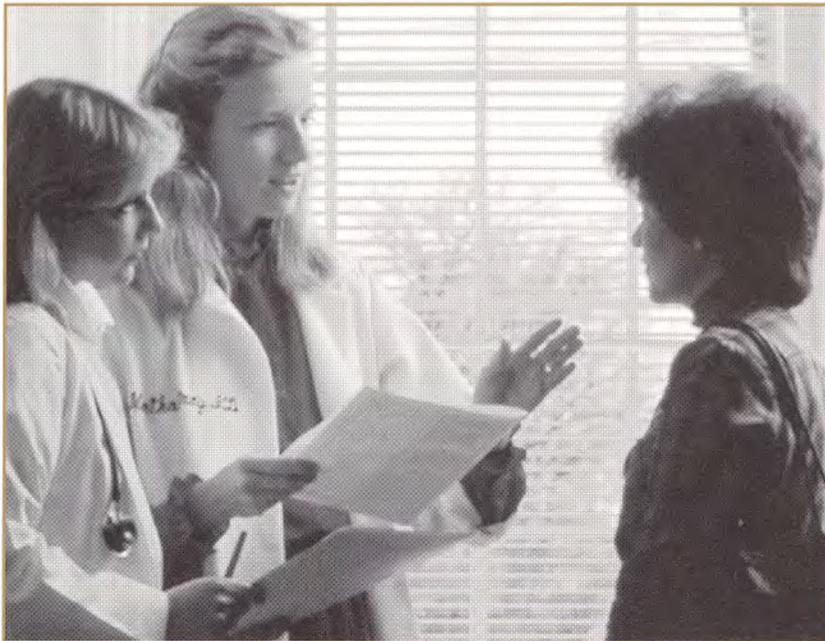
in law or regulation that restrict practice.

- 4) The standards of nursing program quality include process and outcome measures. Nursing schools must continue to develop strategies for evaluating their graduates' achievement of desired outcomes. The chosen outcomes must reflect communication, critical thinking and therapeutic nursing interventions. The therapeutic nursing interventions must reflect current clinical practices and be responsive to emerging health care needs and practices. Process quality measures will include the degree to which faculty are able to design innovative educational and practice opportunities. Striving for these quality measures will require continuous education and service agency dialogue and cooperation.
- 5) Nursing as a profession has an

emerging scientific basis of practice that is derived through research and scholarship. State-supported schools and universities have the responsibility to participate in the development of knowledge that addresses society's problems. Studying how to help consumers attain health, cope with illness and medical treatments and improve nursing or health care outcomes is the essence of nursing research.

- 6) Professional nursing educators will continue to prepare graduates who know, value and practice nursing in a safe, effective manner using established standards of practices as guidelines. Nurses care will continue to be consumer centered; consumer rights will be nurses' foremost concern. Professional nurses, through their personalized care, teaching and interventions, are a valuable health care resource. Professional nurses and nursing educators will continue to enrich their knowledge and skill inventories to meet the emerging needs of consumers.
- 7) Community partnerships are essential to the development of a leading school of nursing. Additional physical and financial support, including faculty resources, will be necessary to provide high-quality educational programs and create significant health care change. The school's faculty and administration will have to build practice opportunities, continually scan the practice horizon, seek the best practices, embrace changing opportunities, and seek innovative opportunities for relationships in order to achieve their vision and goals..
- 8) A program that produces quality

graduates requires applicants to have strong academic and personal characteristics. A good school of nursing chooses its students wisely. Some measures of compassion, intellect, maturity, communication skills, persistence and academic achievement are required for admission into a professional nursing program. The nursing faculty, as scientists of learning, must determine, through systematic research and evaluation, strategies for achieving preferred educational outcomes for a diverse



student body who may have different ways of learning, knowing and using knowledge.

TASK FORCE STRATEGIES AND RATIONALES

Charge to the Task Force

The School of Nursing Creating the Future Task Force was asked to create recommendations that would place the school in a leadership

position in nursing and health care education in this community. The Creating the Future Task Force met 16 hours to develop the vision and to recommend steps that should be taken by the school, the university and the community within the next five years.

The following issues guided this discussion:

- 1) What are the most important competencies the BSN and MSN graduates need to have within the next five years?
- 2) Given the emphasis on quality education, what kind of research/evaluation programs should the School of Nursing have?
- 3) What kind of community partnerships should the school have?
- 4) How can the community help the school achieve its education, community service and research goals?

TASK FORCE STRATEGIES

The school must continue to redesign its curricula to prepare clinically competent graduates who have strong decision-making skills, effective interpersonal competencies, a sense of compassion, and business and management skills. This redesign should include development of elective concentrations or minors in specialty areas which may be supported through planned summer learning-working externships with health care agencies and related organizations. Graduates must understand how nursing practice influences consumers through attention to quality, access and cost. They should be

able to practice in traditional and nontraditional settings with consumers across the life span, reflecting the broad health care system needs for professional nursing services. Graduates also should provide health promotion, wellness and sickness care for the acute and chronically ill, and evaluate health care outcomes using excellent problem solving, communication, coordination, delegation and collaboration skills.

Rationale:

The School of Nursing is undergoing substantial curriculum reorganization and elaboration in the BSN and MSN programs. State licensure and regulations constrain inclinations to make radical curriculum change. BSN graduates have to be able to pass the national licensing examination. Faculty members realize however that expectations for professional nurses' performance exceed the competencies of the usual BSN graduate. Health care employers are clear that BSN graduates have to be clinically competent and be able to practice as leaders and managers soon after graduation.

Learning to be competent nursing care providers in a changing health care world within six nursing semesters (three years) already is a challenge for students in the program. New approaches are necessary. Students now spend 12 to 15 hours a week learning to apply principles of practice. They do not receive enough guided practice time to gain significant confidence or expertise. The school, with the help of the community, can develop strategies to select and educate students that will be financially feasible, educationally sound and clinically rele-



vant. Such strategies could provide agency personnel opportunities to help select nursing candidates. Other strategies could help OU students to develop, under direction, exceptional assessment, planning, implementation and evaluation practice abilities. These community/school partnerships also could build other educational approaches that will help not only students, but new graduates and, ultimately, the agencies themselves.

Requiring externships would allow OU graduates to acquire knowledge and skills that would make them unique and marketable. Such externships could evolve into specialized clinical nursing minors supported by related fields. Minors could be modified or expanded as the nursing field itself changes.

These minors could include: acute/intensive care, health promotion and disease prevention, terminal illness and palliative care, care management or community health.

The school will need to develop MSN programs that support community needs. Such programs might focus on community health, including vulnerable groups (urban poor/ homeless/elderly or chronically ill), disease management, care/case management, primary care, occupational health or management of behavior disturbances. Other graduate subspecialty tracks might focus on acute care, including cardiology,

pediatrics/neonates, orthopedics, oncology, high-risk obstetrics and outcomes management.

Nurses with master's degrees will be full participants in creating the changes in the health care system. As leaders, they must have the conceptual and analytic tools, including the value orientations necessary to function effectively within a management team. These graduates are unique because they combine their nursing practice and research competencies with management expertise.

All professional nurses will be required to collaborate with other members of the health care team. This will require faculty to create educational and practice clinical opportunities that allow students to learn with multidisciplinary teams within which nurses play important roles.



Through partnerships, the school should acquire technological resources that enhance students' learning environments so that graduates are able to use technology for monitoring and educating clients, managing and retrieving client, financial and health information, and communicating effectively with others. Nursing faculty using knowledge about taxonomy classifications and scientific basis of practice should collaborate with others to develop and/or evaluate nursing information management systems that will allow the faculty and graduate students to propel the science of nursing.

Rationale:

Technology is constantly changing. Faculty face the challenge of keeping informed about the new technological changes that are affecting consumers, nurses and practice concerns. At a minimum, all BSN and MSN nursing graduates must be competent users of word processing, data base management, spreadsheet and presentation software. Students will need to use word processing and presentation packages in order to communicate effectively with consumers and their peers as they teach, present ideas, offer solutions to problems seen, and report the results of the evaluations done. As new technologies emerge in the monitoring, treatment and evaluation of consumer care, graduates who know what is possible will lead systems' acceptance of new technologies that predict and monitor effectiveness of treatments and patients' physiological responses.

Nurses must be knowledgeable consumers of technology, retrieving

information from the Internet, population data bases and multimedia resources, having access to information about technologies available, and being cognizant of the principles of their application and use. While each health care system has a different information management system, nurses must be able to understand how the information system can improve the quality, outcomes and cost of consumer care.

The school should implement a comprehensive attractive marketing plan focused on high school graduates, adults interested in second careers, community college nursing students and nurses interested in advancement. This plan should educate the public about Oakland University, the future of nursing and the School of Nursing's commitment to prepare nurses for the future. Marketing also should focus on faculty, students and staff recruitment activities, and incorporate alumni and business support.

Rationale:

School of Nursing excellence and innovation must receive public attention. The lay public perceives nurses primarily as hospital workers. Few realize the potential growth of professional nursing opportunities in community settings and the advanced practice level. This lag in public perception and widespread discussion of hospital downsizing and closings has adversely affected interest and enrollments in nursing schools.

Articulation programs with community colleges will encourage

associate degree (AD) students/ graduates to move into BSN programs more expeditiously. Interinstitutional collaboration and communication efforts will promote mutual understanding, enhance curricular outcomes and promote positive learning environments for AD-RNs who return to school.

Recruitment efforts require informative materials that correct perceptions and extol the virtues of a collegiate education in nursing. Marketing these innovative programs is a good investment for the university and the nursing school. Marketing experts can guide development of materials that are purposeful, informative and pleasing to a variety of audiences.

Health care systems and program faculty should develop innovative credit and noncredit



programs that best meet evolving educational needs of health care professionals.

Rationale:

Learning is a lifelong pursuit for professional nurses. The school's Center for Professional Development has the opportunity to contribute to the community by providing programs that will enlighten nursing professionals. The center should focus on meeting the educational needs of nurses and/or related health workers in the community. This will require monitoring service sector needs, assessing the relative abilities of the professional nurses to meet those needs and creating programs that address the gaps. The fact that changes in advance practice regulations now require nurses to maintain post-baccalaureate certification provides new opportunities for the center.

These programs should focus on training or retraining nurses for entry into the work force, educating nurses for assuming new roles in the workplace, creating on-line courses or other long-distance strategies, and providing in-service for nurses in businesses that do not have in-house educational training resources.

Purposeful program planning that meets the needs of the agencies for staff development will maximize the impact of the School of Nursing. Creating solutions by helping health care agencies cope with changes that impact current staff nurses will keep the faculty knowledgeable and be an excellent mechanism for marketing the Oakland University nursing programs. The school can develop alliances that will encourage agencies to work together to develop

educational support mechanisms. These efforts will fulfill the School of Nursing's mission to meet the needs of the citizens.

The School of Nursing should encourage community organizations, e.g., industries, ambulatory clinics, schools, churches, halfway houses, to support innovative clinical practice opportunities for nursing students. Establishing community/School of Nursing faculty/staff partnerships will facilitate the development and implementation of strategies to stimulate continual change and improvement in nursing education, practice and the community's health.

Rationale:

Having partnerships with more community agencies assures employer advocacy and a greater concern and pride in Oakland University nursing graduates. Such partnerships can be encouraged through the establishment of a broad-based advisory committee of community leaders interested in health care, nursing, and higher education. This committee should continue to learn more about the school and identify new collaboration opportunities for faculty, students and programs.

The School of Nursing and community agencies must create innovative, collaborative partnerships that will provide effective, flexible clinical sites and offer student scholarships and employment in excellent practice sites before graduation. Health care agencies can also identify personnel who could help design teaching strategies, provide guest lecturers and champion mentors, and offer faculty internships as edu-

cators and project managers. The school must engage its alumni and business partners as mentors for students to be sure that OU nursing graduates are knowledgeable health care professionals who use the best nursing practices. All programs should be flexible, allowing timely programmatic shifts in emphasis or content. Knowledge grows exponentially; the program also must be open to new health care demands that emerge over time. Continual environmental scanning for new opportunities will help the nursing programs remain clinically appropriate for the health care industry.

Innovations will require that the school have an entrepreneurial spirit, willing to be responsive to opportunities in the health care community. The School of Nursing needs to have trusted community advisers who can interpret trends and identify strategies for responding to health care changes. These advisers can be information conduits for the dean, faculty and students.

Faculty also need the opportunity to participate in the planning and development of health care services. Leadership positions on boards would enhance the communities' appreciation for faculty's competence and contributions and develop faculty understanding of and experience in handling administrative issues in health care agencies where students are or could be taught.

The school, in collaboration with public and private sector partners, should support, select and develop research areas of excellence that enhance impact of nursing care on the health of consumers and communities.

Nursing research should help integrate the teaching, clinical and community service missions of the school. The faculty and administration, through deliberative planning processes, should identify and support the development of at least one area of outstanding nursing research within the school. This will require targeted faculty recruitment and commitment of resources.

Rationale:

There are a number of areas that should be given special consideration for development. These are nursing and managed care, including the relationship of nursing practice interventions to quality, cost or consumer outcomes in well and sick consumer populations. Other areas include informatics, health promotion and disease prevention, quality of life and nursing needs, health education, case management, care of the elderly and community-based services.

A research program that supports the school's mission to provide excellence in nursing education and support for practice innovations will have certain characteristics. The characteristics of a high-quality program include having a high degree of scientific rigor, producing and accumulating knowledge, focusing on outcomes relevant to nursing concerns, and being futuristic and collaborative. Faculty with research programs will collaborate with students and clinicians who experience clinical practice problems making research an everyday practice expectation.

There should be strong linkages

between nursing and other university units concerned about issues related to health and health care. These relationships should promote interdisciplinary teamwork, stimulate cooperative intrauniversity and interuniversity community ventures and enhance the quality of student educational outcomes and health outcomes of the population served.

Rationale:

Knowledge, skills, research and scholarship cross discipline lines. Research in biological sciences, e.g., physiology, neuroscience and genetics, is the basis for nursing interventions and knowledge. The interests of psychologists, sociologists and nurses are closely intertwined; these disciplines are interested in motivation, attitude, beliefs and behavior. Nurses use the knowledge of these related fields to help individuals adapt to illness, learn better coping behaviors and attain greater health. The students and the health care industry will benefit if nursing and business faculty collaborate on education, research and demonstration projects. Students in health care administration courses will understand the discipline of nursing if they learn practice issues from a nursing expert. Areas where nurses and administration frequently face conflicts can be explored in the safe learning environment. Nursing faculty, biomedical practitioners and engineers together can explore the creation of technological solutions to relevant high-cost health care problems. Nursing, engineering and business school faculty also have important roles to play in the development and implementation of

computer courses addressing nursing students' need for information in health care information systems and use of technology.

The university and the faculty and administration should ensure that the school plays a prominent role in the improvement and support of the health care industry within southeastern Michigan. The school should develop and implement evaluation strategies that will measure accomplishment of these strategic planning initiatives. An advisory committee of top leaders in all sectors of the community and the health care industry — care delivery systems, experts in technology, informatics, research and/or evaluation, private and public providers, insurance companies — should continue to provide counsel to the school. The advisory committee will assist the school to continually identify, attain and maintain opportunities for innovations, quality improvement, attainment of needed resources, and enhanced local, national and international relationships.

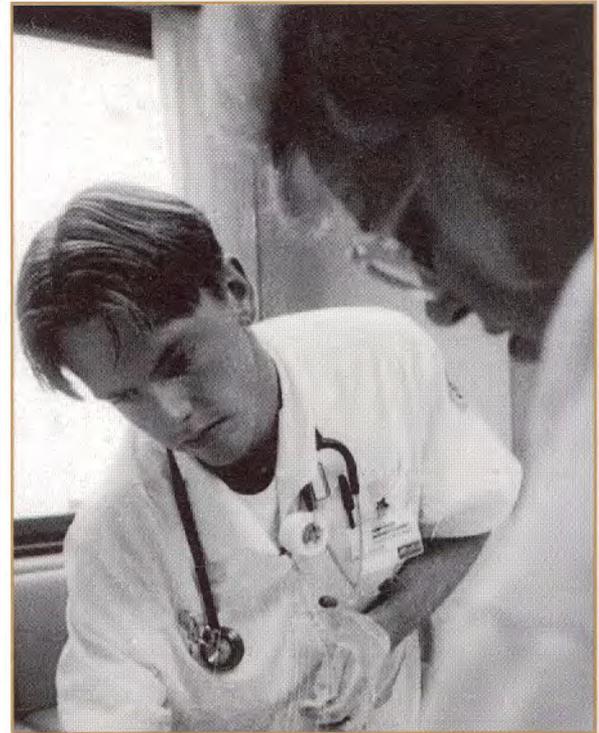
Rationale:

Health care is a major industry in southeastern Michigan. Oakland University is the only state-supported institution of nursing higher education within a rapidly growing, increasingly diverse county. Oakland University nursing students learn and practice in 60+ health care or health care-related organizations within the region. While students are attracted to Oakland University partly because of its location, faculty

are committed to providing graduates and quality nursing and health care to the inner city, rural areas, schools, industries, and small and large hospitals in the entire region. Nursing faculty, in partnership with community agencies and support from undergraduate and graduate students, have the opportunity to demonstrate, teach and evaluate nursing care strategies in nontraditional settings. Such practice innovations also will provide needed health care to the growing numbers of uninsured or underinsured citizens in the community.

The university and community together will need to support the School of Nursing to make sure that it continues to be a valuable education and economic community resource.

Collaborating with the faculty, an advisory committee of knowledgeable community leaders, will advise the faculty on current and impending changes that are or will affect the health care industry and, ultimately, nursing education. In the continual striving for excellence, the school will require new resources and continual process of evaluation and renewal that the community can help provide. A school of nursing exists because the community needs it. A community/ school partnership that evolves through the advisory committee will stimulate changes that improve education and practice outcomes.



TASK FORCE ON THE SCHOOL OF NURSING

Co-chairs

Ronald J. Palmer CAS '69 is executive vice president, Standard Federal Bank. He joined OU's School of Nursing Board in 1995 and is a member of the OU's President's Club, the Michigan and American Bar Associations and the Michigan League of Savings Association Attorneys Committee.

Gail Warden is president and CEO, Henry Ford Health System. Warden is a member of the National Academy of Sciences, American College of Hospital Administrators, the American Public Health Association, the American Healthcare Systems. He serves on the boards of Comerica Bank, the Medicus Systems Corporation and the Robert Wood Foundation.

Facilitator

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Joann K. Burrington, Administrative Project Assistant, School of Nursing

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Joe Cavallaro, Sr. Marketing Representative, Lucent Technologies

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Carmen Duncan, Student, School of Nursing, Oakland University

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Richard Fitzpatrick, President, Specialized Pharmacy

Dwayne Frechette, Account Executive Education, Siemens

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Mike Green, President, Chief Executive Officer, Meisel/Sysco

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Lorraine Headley, Associate Hospital Director, William Beaumont Hospital, Troy

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Vikas Kapil, DO, Chief Executive Officer and Medical Director, Premier Mercy

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Dona Kyle, Vice President, Clinical Affairs, Selectcare

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Tamara Miller, Graduate Student, School of Nursing, Oakland University

Mary E. Mittelstaedt, Faculty, School of Nursing, Oakland University

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John Polanski, Vice President Diversified Services Group, Henry Ford Medical Center

Donald Potter, President, Southeast Michigan Health & Hospital Council

Steve Ray, Corporate Account Executive, Johnson & Johnson Health Care Systems, Inc.

Jill Riddell, Student, School of Nursing, Oakland University

Jan Shinske, Faculty, School of Nursing, Oakland University

Dean Shipman, Health Care Advisory Sales Representative, Siemens

Lawrence M. Slutsky, CPA, Morof Sheplow Weinstein, P.L.C.

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Linda Truxell, Attorney at Law

Heidi Wilkerson, Student, School of Nursing, Oakland University

Diane R. Wilson, Associate Dean, School of Nursing

Richard D. Wittrup, Corporate Vice President, Henry Ford Health System

Peter Wozniak, Vice President Patient Care Services, Mt. Clemens General Hospital

George Xakellis, Director of Health Care Quality, Ford Motor Company

TASK FORCE ON CAMPUS AND STUDENT LIFE



Jane H. Abraham CAS '81, Co-chair



Julie L. Granthen CAS '81, MBA '87, Co-chair

HISTORICAL OVERVIEW, PHILOSOPHY AND VISION

Overview

The landscape of campus and student life at Oakland University has changed over the last 40 years in response to enrollment growth, social issues of the times and the unique needs and interests of successive generations of students.

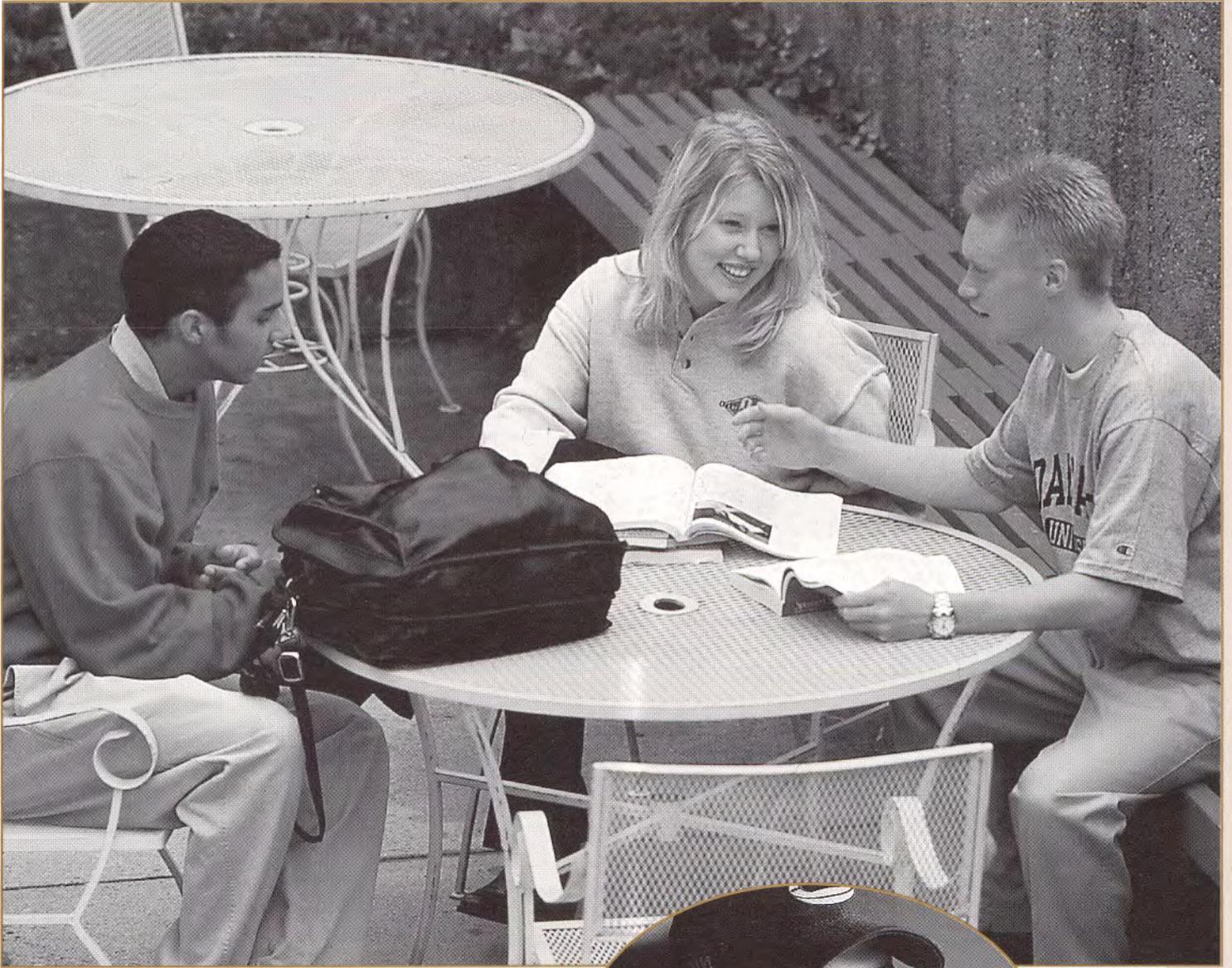
In its early years, Oakland's students were predominately of traditional age spending much of their free time in the residence halls and the student center. The turmoil of the '60s and '70s was apparent at Oakland with an activist student body that was recognized in the surrounding community for its progressive attitude. Greek life never established a toehold in campus life, and varsity athletics remained a small, but strong Division II program. As the student body expanded, the Oakland Center grew in size and importance and campus activities became more plentiful with new clubs and interest groups that began to reflect increased student diversity.

As we near the end of the '90s, student life looks quite different. According to noted UCLA professor emeritus of higher education, C. Robert Pace, campus life today is shaped primarily by a mixture of three major groups:

- 1) traditional college-aged students attending full time on campus;
- 2) nontraditional students, defined as older, attending part time and commuting;
- 3) a new category of students taking college courses via the Internet.

Thus, there is no longer a "typical" Oakland student, given a student body split evenly between part- and full-time students.

Moreover, as the age of the student body has inched upward, the tone of campus life has changed to meet older students' demands for simplified procedures, convenient access to services, and friendlier interactions with faculty and staff. As well, traditional students now seek greater choice in how they spend their time outside classes. And Oakland has responded by



offering a wider variety of retail outlets in the student center, more recreational outlets, greater flexibility in services and activities, and broader housing and food options. More needs to change however, if campus life programs and services are to stay abreast of the new demographic mix of students.

“Example is leadership.”

— Dr. Albert Schweitzer, humanitarian

PHILOSOPHY

Future decisions about strategies for improving campus life must be based on a cardinal value of this institution that teaching and learning are not confined solely to the classroom. Rather, this campus considers each student as a whole person — someone deserving of an education in the fullest sense — with growth potential that goes well beyond just the development of one's intellectual capacity. In this context then, the long-term design of the university's out-of-class environment becomes integral to the student's overall learning experience.

Ernest Pascarella and Patrick Terenzini in their book, *How College Affects Students*, reached the following conclusion to which our task force subscribes:

Our review indicates two persistent themes in the research literature on college effects. The first is the central role of other people in the student's life, whether students or faculty, and the character of the learning environment they create and the nature and strength of the stimulation their interactions provide for learning and change of all kinds. The second theme is the potency of students' effort and involvement in the academic and nonacademic systems of the institutions they attend. The greater the effort and personal investment a student makes, the greater the likelihood of educational and personal returns on that investment across the spectrum of college outcomes.

In planning its future, therefore, Oakland's physical spaces, its programs, policies and services must always be aimed at encouraging student involvement in activities with other people in ways that will promote positive learning and personal development outcomes.

VISION

Beyond our longstanding commitment to serving traditional, college-aged students, Oakland desires to expand our student populations of older, part-time and off-campus students seeking degrees and lifelong learning. This vision comes with a host of challenges for the institution, equally demanding in both the academic and campus life sectors of the university. As more students have less time to invest in their college experience, Oakland must respond through technology with programs and activities that promote out-of-classroom learning via interactive student-to-student and faculty-to-student associations.

This report of the Task Force on Campus and Student Life represents the next stage in the development of campus life at Oakland. While risky to try to predict which factors will most affect students in the next 10 years, the shape of campus and student life beyond the year 2000 begins to emerge with the strategic initiatives contained herein.

The task force was asked to make recommendations regarding ways to strengthen and improve campus and student life at Oakland. To accomplish the difficult task of narrowing the scope of the assignment, task force members divided into three subgroup areas:

- 1) Student Activities, Leadership Development and Campus Environment;
- 2) First Year Student Transition and Retention Initiatives; and
- 3) Student Health & Welfare, Career Services and Campus Safety.

Much of the factual information of the task force came from sessions spent with professionals in key areas of student life. The task force also

TASK FORCE STRATEGIES, RATIONALES AND SPECIFIC RECOMMENDATIONS

The task force decided upon 15 strategic initiatives to change and improve campus life for students. After much deliberation by task force members, the priorities were assigned to either Category 1 or 2. After spending hundreds of hours in deciding on the 15 campus life



relied on a variety of informational materials, a technology consultant from Coopers & Lybrand Higher Education consulting group and student opinion. In the end, however, the task group members relied to a great extent on their own thinking and discussions.

strategies, it was exceedingly difficult for task force members to differentiate the choices by level of importance. Nevertheless, the group chose seven strategies, of equal importance, to include in Category 1 and 8 strategies of equal value, to assign to Category 2.

Category 1 Strategic Priorities
(unranked)

1) All students should have the benefit of specific support services, especially mentoring and small learning communities, aimed at helping them make the necessary academic and social adjustments to achieve college success. Beyond this, Oakland should adopt the philosophy that retaining students in school is the responsibility of everyone at the university, not something relegated exclusively to a committee.



Rationale:

Research shows that many students do not make critical adjustments to the academic and social life of the new college campus during that important first year. Even the most able or socially mature can experience problems in making the

transition from high school or work to the demands of college. Many leave, not because they are unable to meet the academic demands, but, rather, because they have difficulty in taking steps to resolve the inevitable new problems and challenges one is confronted with at a new institution.

- Establish an all-university-mentoring program for first-year students patterned after Office of Equity programs for scholars.
- Front load resources and services into freshman year for greater retention.
- Create structured, first-year advising program; use technology to reach students and encourage greater involvement.
- Explore 3–5 day orientation program for at-risk students just before fall opening.
- Provide each new class with customized sweatshirts as class symbol.
- Provide means to track student progress through the first year.
- Offer optional summer bridge programs for new students with small stipend; stretch summer math bridge programs to 10 weeks.
- Offer orientation program to incoming graduate students.
- Ensure availability of course sections to avoid getting out of sequence.
- Establish student-centered learning communities in freshman year around substantive academic themes.
- Involve faculty as teachers, mentors, advisers and friends to students.
- Provide the necessary rewards

that encourage faculty participation in student life activities.

- Expand the number of “Connections” sections to ensure new and transfer students have common courses during their first semester.
- Design residential programs around academic themes with common courses and with upper-class student and faculty mentors.
- Promote increased faculty/student interaction via programs, services, etc.
- Provide additional faculty tutoring liaisons in Academic Skills Center.
- Expand tutoring throughout campus locations.
- Customize academic support programs for nontraditional students in their first semester.
- Advertise blocks of faculty tutoring time.
- Provide additional welcome week activities.
- Improve the tone and content of student and residence hall handbooks.
- Emphasize student activities on weekends.

2) Oakland must sustain student organizations and their activities as a centerpiece of student and campus life.

Rationale:

In the increasingly technological age that we live in, the ability for students to learn the interpersonal and leadership skills necessary to function and succeed in careers and personal relationships are becoming more difficult to attain. Through involvement in student organizations

and activities during the undergraduate years, students are introduced to, and acquire, important group skills, including conflict resolution, communications, and leadership responsibility. Moreover, organizational involvement develops an inherent sense of belonging to something positive which deserves something given back in return in future years. Furthermore, as a primarily nonresidential campus, Oakland must also support a wide array of student communication and media outlets as a means of building and sustaining a spirit of community.

- Place electronic information signs in visible campus locations such as the Library and Varner Hall.
- Develop Web page for student activities for group advertising and event notices.
- Renew institutional commitment to Greek organizations; hire Greek adviser, achieve strong Greek intramural leagues, promote Greek housing on, or near campus.
- Use Varner Hall to show first-run, art and foreign films open to campus.
- Design and fund more campus events that have the potential to become traditions, e.g., winter carnival, cross country ski festival and apple festival.
- Find ways to reward students for their involvement in campus life, e.g., graduation cords.
- Create a “leadership curriculum” that will move a student through four years of progressively more complex extracurricular activities and leadership responsibilities with intentional developmental outcomes.



- Encourage creation of more sport clubs through Campus Recreation, including martial arts.
- Recruit and reward faculty for advising and mentoring students in organizations.
- Endow a guest lecture series.
- Increase financial support for campus radio.
- Explore feasibility of expanding WXOU signal to be heard in the residence halls.
- Require WXOU to broadcast more information about campus activities.
- Enhance the viability of our cable channel by securing a channel with wider distribution.
- Expand the electronic version of *The Oakland Post* by an additional day per week.
- Explore idea of a weekly campus insert in *The Oakland Press*.

3) Oakland Center must be further upgraded to ensure high-quality events, gathering and performance spaces in keeping with contemporary student needs.

Rationale:

Student unions on today's college campuses serve many new purposes, while, at the same time, maintain the leisure traditions of college life. Since most student unions were constructed on campuses during the '60s, they are currently faced with major facility renovations in order to keep up with the times and the changing demographics of the student body. Comfortable lounges, large and small multipurpose spaces, retail outlets and computer access are mainstays of contemporary student centers.

- Add a large performance/multipurpose activities space to the building to relieve student and conference events space shortage.
- Create more gathering spaces similar to Fireside Lounge.
- Create a convenience store for sundry items; allow purchases with declining balance.
- Establish ticket master booth in OC.
- Staff new OC info center with personnel trained to give accurate information and solve problems.
- Add public phones to the OC.
- Upgrade space for enhanced conference revenue.
- Build, larger, improved book center as new addition to the OC.

4) Oakland must improve student access to, and convenience of, all key student services via advanced technology, centralized locations, and improved personnel training.

Rationale:

Oakland is fast becoming a model metropolitan university with a student body that is predominantly nonresidential, older, and increasingly part-time. Competition to recruit and retain students is intensifying in this region of Michigan and students are demanding convenient, high-tech and high-quality services that are based on student needs rather than administrative convenience.

Students want “no-stop” access to routine university services through technology, but at the same time they desire personal attention for those interactions that require specialized information.

- House high-volume student services in central campus location.
- Revamp and improve readability of student billing statements; bill more frequently and accurately.
- Improve readability of university telephone bills.
- Explore more child care options on campus.
- Expand key student service office hours during evenings and weekends.
- Continue to provide parking lot expansion and improvements.
- Take steps to create mass transportation options and shuttle service between east and west campus and between campus and community shopping and entertainment sites.
- Make class syllabi available via the Web.
- Create multiple Internet connections throughout nonacademic buildings.

5) By centralizing all career-related services, customer service will be greatly enhanced for students and alumni.

Rationale:

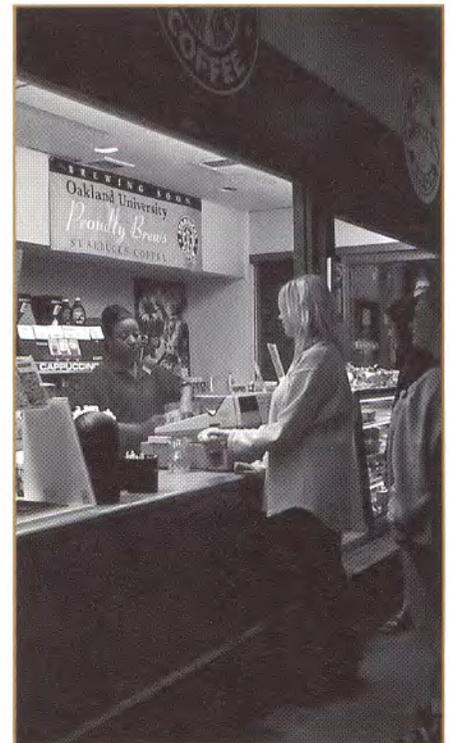
Career direction is very important to students (and alumni). They have a wide range of career-related needs depending on their status and personal situation. Oakland requires a centralized career office which can offer a full complement of services (advising, library, testing, counseling, placement) which meet students at their level of need. To ensure its effectiveness, a central campus setting is essential. This will

enhance its positive association with students, alumni and external business recruiters.

- Adopt a philosophy/policy that articulates:
 - 1) the importance of career development to the university and the student/alumnus; and
 - 2) the advantage of having all career services consolidated in one easy-to-find and use location.
- Establish a comprehensive career services center that consolidates career research, career development and advising, experiential learning services (student employment, internships, cooperative programs), and placement in one department.
- Staff the center to offer professional guidance in all areas; including the reception area where staff are trained to handle the needs of the client and make an appropriate referral.
- Use all avenues of communication to distribute the information to stakeholders. (e.g., freshman orientation, alumni newsletters, campus paper, electronic career kiosks, info at the info center, etc.)
- Develop a two-phase plan to address the immediate needs and the long-term plan for moving the center to a more centralized, upscale location. Both phases of the plan should focus on relocating, expanding and improving the center so it becomes a convenient information center for students and alumni and an appealing place for employers to do business.
 - 1) Phase One would be a short-term, immediate fix, which would require some funds to

improve office and interview rooms' ambiance.

- 2) Phase Two would elevate this department to a "showplace" for all stakeholders: recruiters, students and alumni.
- Provide adequate operational funding for placement activities consistent with other similar schools.
 - Establish base funding for Resume Expert software license.
 - Pay attention to company recruiters — have fantastic facilities for job fairs and recruitment activities.



- Allow electronic and remote sign-ups for placement services.
- 6) **Current students need to continuously see and view the Oakland Alumni Association as a very vibrant organization, one which they feel will be**

useful and helpful to them throughout their lives.

Rationale:

Strong alumni relations are essential to sustaining the reputation of an institution. A nontraditional school like Oakland presents special challenges and unique opportunities. Developing a lifelong relationship cannot be magically turned on as graduates cross that bridge between their lives as students and their lives as alumni.

We can lose an already established relationship with young alumni through poor alumni work; we cannot, however, create a relationship that never existed during their college years.

- Relocate Alumni Relations Office to central campus.
- Reinstate student alum affiliates; create student alumni association.
- Encourage Alumni Relations Office to co-sponsor more campus events.
- Expand alumni involvement in student entering programs, orientation, WOCOU, recruitment.
- Senior Send-Off, welcome week, etc. Attach “sponsored,” or “co-sponsored by the Alumni Association” statements to as many student activities as possible.
- Identify and establish a database of current active and engaged student leaders; track and communicate with this group of students more frequently.
- Establish an annual “student service award” to be presented to a deserving student at the fall annual Alumni Awards Banquet.
- As part of the “OU Day at the Capitol,” establish a separate reception for students to meet alumni who participate in this event.
- Provide the necessary resources to the Alumni Relations Office to strengthen the newly established “CAREER CONNECTION” program — the alumni/ student partnership for career exploration.
- Encourage more affinity group alumni reunions rather than reunions by class year. Involve those current students with similar interests to help plan the reunion.
- At the alumni affinity group reunions, invite current students (at no cost) who are affiliated with that group to the receptions.
- For graduating seniors, continue to offer the first year of free membership in the Alumni Association.
- At the annual Alumni Awards Banquet, sponsor more students as guests, especially students who are “engaged and active” with the university. “Sprinkle” these students throughout the alumni tables.
- Through the Placement and Career Services Center and Alumni Relations, systematically identify which alums will sponsor future internships and co-op programs. Also, recognize those who currently hire OU student interns.
- Encourage broader alumni participation in existing career services and job fairs, such as speaking at the “Seniors Set Your Sails!” workshop.
- Whenever possible, allow student price discounts sponsored by the Alumni Association.
- Relocate all the alumni award plaques on display in the Dodge

House Alumni Relations Office for permanent display in the Oakland Center.

7) Oakland's reputation for educational excellence is dependent on achieving a more diverse student body and in fostering a campus environment that celebrates pluralism in both the classroom and the co-curricular environment.

Rationale:

The educational benefits of achieving a diverse student body on a college campus are self-evident. A university's reputation for excellence is dependent on its commitment to becoming a multicultural academic community that affirms and endorses the value of educating students from all walks of life. As one higher education writer puts it, "we are building a world."

International Students

- Expand numbers of international students who study at Oakland; increase number of U.S. students who study abroad.
- Expand reciprocity programs between OU and colleges abroad.
- Year-around housing and transportation options for international students.
- Create kitchen facilities in residence halls for international students' use.
- Include creation of international house in long-range residence hall plans.
- Increase the level of scholarship and stipend support for international students — solicit corporate sponsors.

- Offer ESL courses, possibly via partnership with public schools, and English conversation classes.
- Celebrate the cultural contributions of international students with campus events.

Students of Color

- Retain OU paradigm of providing necessary support and financial resources for minority students both above and below 3.0 GPA.
- Ensure adequate funding for support programs aimed at nonscholarship students of color.
- Achieve greater percentage of underrepresented faculty and staff.
- Encourage students of color to take campus leadership roles.

Students with Disabilities

- Add an assistive technology staff member to train students on equipment.
- Ensure that long-distance learning sites are barrier-free and that Web sites are accessible to visually- and hearing-impaired students.
- Handicap-accessible van transportation is essential.
- Purchase continuous upgrades for equipment to reflect new technology, including voice-input system, laptops and software, tape recorders.
- Provide adequate space to accommodate disabled student program needs.
- Conduct independent audit of the campus to provide assessment of university's commitment to disabled students.
- Ensure adequate funding for removal of barriers and for educational accommodations.

Category 2 Strategic Priorities (unranked)

Again, the task force believes that the following eight strategies are extremely important to strengthening campus life and the reputation of Oakland University. However, the group understood the problem of limited resources and thus, agreed to assign a slightly lower priority to the following eight initiatives. The group requests that the university move these eight strategies to Category 1, once the top initiatives have been completed.

8) University housing and residential life programs should provide students with distinct educational and social advantages and contribute to an overall perception of campus life as exciting. Moreover, since food service is such an important component of a student's life, it must be continuously upgraded to meet changing student interests.

Rationale:

The experience of living on campus should add value to the undergraduate experience. The positive effects of the campus residential experience on student satisfaction and retention have been well documented. Perhaps the most important benefit of living on campus, is the opportunity it affords students to become more involved with, and immersed in, the academic and social life of the campus. Furthermore, all students should view campus food service as something that contributes to the overall campus ambiance. At Oakland, a new food service provider must continue to strive for greater client satisfaction as measured through

increased food sales and board contracts.

- Wire all residence halls for Internet access.
- Provide computer lab in each hall.
- Improve response time for maintenance problems in the halls.
- Allow more flexibility to students who wish to stay in the halls over breaks.
- Build student apartments on campus.
- Expand opportunities in the halls for faculty involvement in activities.



- Extend evening and weekend hours of food operations of healthier vendors such as Meadow Brook Farms and Center Stage. Pizza Hut Express after 7 p.m. does not have suitable choices.
- Conduct a thorough assessment of student attitudes about mandated OC weekend food service, i.e. Are students choosing not to

eat on campus? Are more students going home on weekends than did in the past? Has it affected desirability of on-campus living?, etc.

- Add more, high-quality vegetarian choices to menu.
- Add “heart smart” stickers to healthy menu choices each day.

9) In an effort to strengthen and improve Oakland University, the campus must continually improve the attractiveness of its grounds, especially the outdoor recreation areas, and work with surrounding com-

munities to establish student-friendly establishments in close proximity to campus.

Rationale:

The overall appearance of a campus and the blending of campus life with the surrounding community are important elements in a university's ability to attract and retain students. Since education often extends beyond classroom boundaries, it is essential that the campus maintain aesthetically pleasing grounds and buildings and good relationships with community establishments. Town/gown relations are strengthened through partnerships that encourage campus



and community interactions.

Now that Oakland has decent indoor recreation space, the challenge is to improve its outdoor recreation areas. Currently, there is no lighting to be found on any field at Oakland University which restricts student participation to daylight hours. Many schools have impressive outdoor recreational facilities available to the students, faculty, and staff. These provide a place for interaction and involvement beyond the classroom, stress relief, building of school spirit, and overall satisfaction with the institution.

- Encourage commercial development of student-friendly retail outlets, e.g., theaters, bowling, etc. in area around campus.
- Encourage OU student participation in community events.
- Remove debris from hiking trails; cultivate trails for greater use by community.
- Add bike paths/sidewalks that connect all parts of the campus; e.g., Meadow Brook Hall and Music Festival; work with city to improve pedestrian crossings at Walton/Squirrel.
- Add tables, benches, garden beds throughout campus to promote group gatherings.
- Upgrade shrubbery design and perennial plantings.
- Revamp and improve OC patio and outdoor eating areas.
- Solicit corporate and club involvement in landscape improvement activities with recognition for their efforts.
- Add more traditional sculptures and fountains to campus.
- Add bike racks to each campus building.
- Maintain longer hours in the Rec Center in the evening.
- Install lighting on the upper and lower fields to allow extended program hours, thereby increasing student participation and enthusiasm.
- Increase outdoor field capacity to allow larger programs and events to take place.
- Increase outdoor field quality to cater to the needs of programming. Well-maintained fields also prevent injuries.
- Create a recreation/intramural compound on the upper fields. Permanent fields and equipment would be beneficial to the intramural program and club sport teams.
- Create a support facility on the upper fields. This should include restrooms, shelter, phone, storage, and emergency supplies.
- Support the proposal for the lower-field recreation area. Current plans involve a pond, sand volleyball courts, outdoor basketball courts, tennis courts, and restrooms. The use of such a facility by many students, faculty, staff, and families would create a sense of community.
- Support the development of an "Outdoor Pursuits Program" to include hiking, rafting, rock climbing, skiing and biking.

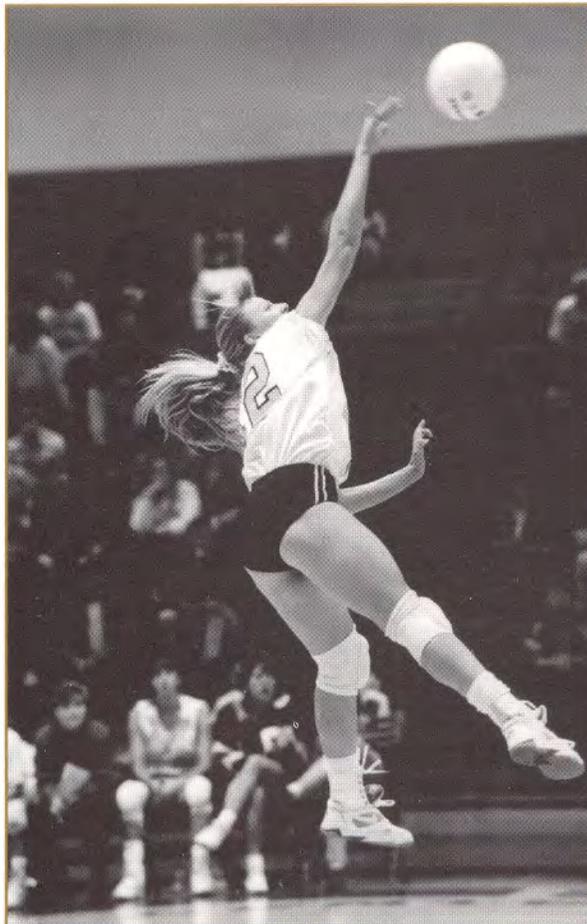
10) Position Oakland as a dominant force in Division I-AAA athletics.

Rationale:

Oakland University has a longstanding commitment to the intellectual and personal growth of

its student athletes. With the move to Division I, the institution must maintain its solid reputation for outstanding competition and honest sportsmanship. College athletic programs in metropolitan markets like Oakland's must use creative approaches to compete effectively for support. The primary goal, however, of our intercollegiate programs must be to assure a strong base of student support.

- Build on Oakland's strong athletic traditions, e.g., soccer, ten championship rings in swimming, etc.
- Promote active student-athlete participation on Student Athlete Advisory Committee.



- Identify and train student athlete role models; establish leadership expectations.
- Continue to improve communication between residence hall and athletic department staff.
- Provide institutional support for student athletic support groups like pep band, dance team, cheer squad.
- Initiate student incentive plan to promote game attendance; continue practice of free admission for students.
- Promote student spirit through group competitions – award prizes.
- Establish more aggressive marketing and promotions including student, family and alumni traditions.

11) Oakland's ability to compete with other institutions for the highest quality students is directly correlated with endowed scholarship resources at a level to recruit and retain high-achieving students in accordance with the academic mission of the university.

Rationale:

The best universities in the country are those with financial aid policies that are based on the dual principles of access and quality. As competition for the best students increases, institutions must have adequate need-based and merit-based aid resources available to recruit and retain students who fit most closely the academic goals of the university.

- Expand Trustee Academic Success Scholarship Program.
- Provide full-ride scholarships for McCree Scholars.

- Greatly expand endowed scholarship resources for targeted student groups, including underrepresented minority students, international students, graduate students, athletes, etc.; include endowed scholarships as a priority in any future capital campaign.

12) To ensure the safest possible campus environment, the focus of policing activities must be a community model that is proactive and preventive.

Rationale:

The police/campus safety needs of the university are expanding significantly. Growth in the 1) student body size, 2) buildings and 3) hours that the campus is in use all stress the capacity of the police department to provide the safest possible environment.

- Increase police staffing with patrol officers, student foot patrols, an investigator and a dispatcher.
- Offer a more systematic and expanded set of crime prevention education programs; offer self-defense classes in Recreation Center.
- Expand use of crime prevention electronic technology such as keyless card locks and closed circuit TV systems.
- Survey students and faculty regarding their views about safety improvements.
- Explore evening police patrol assistance by Auburn Hills Police.
- Institute equitable guest entry policies in all the halls, including either night watch or card entries.
- Provide "Blue Light" maps to all students, especially freshmen.



- Assign a patrol car to each parking lot as evening classes are let out.

13) Adopt an aggressive approach to increase the number of Oakland students who take advantage of study-abroad opportunities.

There is no line-item budget at Oakland specifically for study-abroad programs. The current director receives 1/3 release time to run the programs and uses his secretary for study abroad activities. The result is an underutilized study abroad program. As a top-flight university, Oakland should do all within its means to encourage students to travel abroad. Their exposure to the world can create impressive opportunities for the student and the university and raise their awareness about the need for global understanding.

- Increase funding for study-abroad programs to enable the hiring of sufficient staff and improve publicity of available

programs to increase student awareness and participation.

- Develop a scholarship fund to encourage study-abroad aspirations of students.
- Create faculty awareness and understanding of study-abroad programs.

14) Elevate the importance of experiential education and job placement throughout the university.



Rationale:

The demographics of Oakland students have changed over the years. The majority of our students and graduates are older. Most of these students have returned to the university to gain knowledge and credentials. Placement must capture all the latest (up-to-date) resources that these students need to begin or continue their career climb. Their finances or geography should not limit our students career learning internships.

- Require career-focused experiential education for all students prior to graduation and develop central guidelines for appropriate experiential education.
- Forge stronger partnerships with businesses in the metropolitan area — using Oakland alumni, Oakland faculty and Oakland facilities (e.g. new rec center building for business seminars or the golf course) to meet some of the needs of business in return for placing interns.
- Promote Oakland as the place known for undergraduate internship experience with local business partners.
- Promote student internships at sites outside metro Detroit by providing housing and transportation stipends. Explore housing Oakland interns in the residence halls of other campuses at lower costs.
- Forge Lansing internships for one-day/per week; minimize time spent at the site.
- Obtain more corporate grants for internship programs.
- Promote service learning and career-focused volunteer activity as a way to instill ethical values

and teach the responsibilities of citizenship.

- Champion service learning in southeastern Michigan providing students with unique learning and student life involvement opportunities and Oakland with stronger bonds in the community.
- Encourage greater academic interest and curriculum flexibility incorporating service learning requirements into student course work. Provide students a volunteer clearinghouse for learning about short-term or long-term community commitments.
- Explore credit options for some lifelong learning experiences by older students.

15) Revamp the look and mission of Graham Health Counseling centers to emphasize education.

Rationale:

There are a variety of services taking place at the Health Center — from career testing to counseling to health services. Some of these services seem to get lost in the infirmity atmosphere and none of the services are well marketed or understood. Today's world requires a holistic approach to wellness in the work/family environment. Dorm students often view the health center as a last-resort clinic.

- Engage a professional health outreach coordinator to develop and provide an expanded scope of health prevention activities and wellness education.
- Promote student purchase of campus health insurance, and work toward a more consistent

approach to staffing in the Health Center.

- Forge a partnership with Campus Recreation and Meadow Brook Health Enhancement Institute to promote community fitness activities. Promote campus wellness culture and healthy lifestyle choices through all university officers; encourage student, alumni, faculty, and staff participation in activities.
- Use electronic means to solicit and respond to student queries about their physical and mental health issues.
- Build base of financial support to sustain alcohol and drug prevention activities.
- Establish student advisory board at student health center.

TASK FORCE ON CAMPUS AND STUDENT LIFE

Co-chairs

Jane H. Abraham CAS '81 was a guest speaker for an OU Honors College course, Women, Power and Politics, in 1995. Her professional career has included positions with the Republican National Committee (1989-1993), Victory '88 (President George Bush election), Richard Headlee's Campaign staff (1982), and her husband, Senator Spencer Abraham's campaign (1994). Jane Abraham is the 1997 president of the Susan B. Anthony List.

Julie L. Granthen CAS '81, MBA '87, was honored in 1994 with the Oakland University Alumni Association Spirit Award. She is past chair, OUAA Alumni Memorial Scholarship Committee, and participated in the 1994 Alumni College Bowl. She is editor in chief, Honors College Alumni Newsletter, and serves on the College of Arts and Sciences Affiliate Board. She is a member of the Michigan State Bar, the DIA Founders Society, the Midwest Economic Society, L'Alliance Francaise de Detroit, the Federalists Society, Omnicron Delta Epsilon, the MEA, the Rochester Republican Women's Club, and she is an alumna of Leadership Oakland and a Galileo Leader of the Galileo Leader Consortium.

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