



OAKLAND UNIVERSITY SENATE

OAKLAND UNIVERSITY SENATE

Seventh Meeting
Monday, 30 April 1990
1:30 - 5:00 p.m.
Gold Room C, Oakland Center

AGENDA

Respectfully submitted by Keith R. Kleckner for the Steering committee.

A. Old Business

1. Motion from the Committee on Human Relations to recommend emendation of the University's Equal Opportunity Policy (Mr. Hovanesian).

MOVED that the Senate recommend to the President that the University's Equal Opportunity Policy be amended by replacing the word "sex" with the words "gender, sexual orientation".

Second Reading: Debatable, amendable and eligible for final vote at this meeting.

Comment: At the first reading of this motion, the term "sexual preference" was incorporated in the proposal. At the suggestion of a Senator (Mr. Grossman), the Committee on Human Relations is now offering the motion as it appears above. [sic below]

Equal Opportunity Policy

Oakland University reaffirms its unwavering commitment to equality of opportunity for all persons. In a society that relies on an informed, educated citizenry, no one should be denied the opportunity to attain his or her fullest potential. It is therefore the policy of Oakland University that no person shall be discriminated against on the basis of race, [~~sex~~] GENDER, SEXUAL ORIENTATION, age, handicap, color, religion, creed, national origin or ancestry, marital status, or veteran status. The University shall strive to build a community that welcomes and honors all persons and that provides equal opportunity in education and employment. The University shall affirmatively follow the provisions of applicable State and Federal anti-discrimination legislation in all of its activities in this area and so reaffirms its policy at this time.

(Capitals denote new language.)

2. Resolution from the Committee on Campus Development and Environment regarding the

Campus Development Guidelines (Ms. Stamps):

Be it **RESOLVED** that the Senate affirms the conclusion of its Committee on Campus Development and Environment that the south central and southwest sections of the campus (bordered by Lonedale Road, Squirrel Road, Butler Road and the golf course) are valuable areas for instruction, research and interpretative natural study, and

Be it further **RESOLVED** that the Senate urges that these areas be excluded from future development, and

Be it further **RESOLVED** that the Senate urges any decisions affecting undeveloped areas of the campus be widely participatory and include consultation with those faculty, staff and students who by training or practice are knowledgeable about the ecological and educational value of such areas.

Second Reading: Debatable, amendable, and eligible for final vote at this meeting.

Comment: In a response to a request at the first reading of this item, appended to this agenda is the [summary portion](#) of the report of the Committee on Campus Development and Environment which led to the resolution.

3. Resolution on environmentally sound purchasing policies from the Committee on Campus Development and Environment (Ms. Stamps).

Be it **RESOLVED** that the Senate urges the University to assume a leadership role in maintaining the natural environment and preserving natural resources by giving full consideration in all of its purchasing and contracting activities to the use of biodegradable, recyclable or otherwise environmentally sound products whenever appropriate choices are available, and

Be it further **RESOLVED** that the University endeavor when contracting for the provision of goods and services to incorporate in such contracts similar provisions for the use of recyclable or biodegradable materials.

Second Reading: Debatable, amendable, and eligible for final vote at this meeting.

Comment: Although this resolution was introduced by the Committee on Campus Development and Environment and this committee will certainly take a continuing interest in the issue, there is already in place a broadly-based ad hoc task force dealing with recycling and waste reduction. Though not a committee of the Senate the task force will play a strong role in effecting change of the sort intended by this resolution.

4. Resolution from the Academic Policy and Planning Committee to endorse the [Strategic Guidelines for Oakland University](#) (Ms. Tripp).

Be it **RESOLVED**, that the Senate endorses the document entitled, *Strategic Guidelines for Oakland University: Educating Students for the Twenty-First Century, Pursuing the Future--Building on the Past*, as constituting the

fundamental principles which shall guide the operation and development of Oakland University for the coming years, and

Be it further **RESOLVED**, that the Senate endorses the continuation of a planning process in accordance with the recommendations contained in these guidelines, and

Be it further **RESOLVED**, that the Senate requests the President and the Board of Trustees to establish formally excellence, cultural diversity and collaboration and the focusing of resources toward these ends as the strategic guiding principles for Oakland University's further development.

Second Reading: Debatable, amendable and eligible for final vote at this meeting.

Comments: At the first reading of this item, one Senator (Mr. Edgerton) noted that in response to the APPC's open hearings on the draft *Strategic Guidelines* the faculties of several academic units formulated [position statements](#) which they sent to the APPC, and he asked that these statements be provided to Senators. You will find them appended to this agenda. As was indicated during the first reading of this resolution, these position statements are a portion of a voluminous set of materials which the APPC utilized in developing the Strategic Guidelines. This full set of backup materials will be maintained in a central location and will be available to anyone who wishes to peruse them. If the resolution set forth above is adopted by the Senate, this resolution, the document entitled Strategic Guidelines for Oakland University and a note indicating the availability of all backup materials will constitute the items formally forwarded to the President.

B. New Business

None

C. Good and Welfare

D. Information Items

Summary portion of the report of the Committee on Campus Development and Environment which led to the resolution (item A2 above)

Department of Biological Sciences
Oakland University
Rochester, Michigan 48309

9 February 1990

Dear Members of the University Senate:

The Campus Development and Environment Committee has completed an extensive review of the academic uses of Oakland University's natural campus, particularly the southcentral and

southwest sections of the undeveloped campus. This review is, to the best of our knowledge, the first systematic attempt to document the instructional and research uses of our natural campus. The committee solicited input from all academic units thought to possibly use the natural campus for either instruction or research. The committee also received an unsolicited response from the professional ecologists at Oakland University. The committee was prompted to conduct this review by (1) the recommendations for future development of the natural campus in the March 1989 Campus Development Guidelines, and (2) in light of real or potential plans for development of the natural campus in conjunction with the Oakland Technology Park.

We first discuss the utilization of the natural campus for undergraduate and graduate teaching. We then summarize the research activities that depend on the natural campus. Finally, based on our consideration of the academic uses of the natural campus, we recommend policies for future uses of the natural campus.

A. Teaching on the Natural Campus

There are at least six departments at Oakland University that utilize the natural campus for teaching. The department that utilizes the natural campus most extensively for teaching is the Department of Biological Sciences (see appendices I - V). Five faculty in the Biological Sciences (Drs. Berven, Gamboa, Grudzien, Hunter, and Wells) offer eight different biology courses (BIO 195, 301, 303, 311, 312, 317, 327, 353, 373) that use the natural campus for instruction. The combined annual enrollments for these eight undergraduate courses is 325. The instruction in these courses involves studies of woody plants, herbaceous plants, invertebrates, and vertebrates, as well as the ecological principles illustrated by assemblages of these organisms. The Department of Biological Sciences also utilizes the natural campus for undergraduate and graduate training in field research. Numerous undergraduates have conducted independent research (BIO 490) on the natural campus and, since 1983, six graduate students have conducted their thesis research on the natural campus. Many of the student research projects, in collaboration with biology faculty, have led to publications in national and international scientific journals. In fact, since 1981 students have co-authored 13 publications based on research conducted on the natural campus (see appendix VI). Finally, several non-traditional courses for high school students, such as the Meadow Brook Young Scholars Program and the Renaissance Scholars program, have used the natural campus for instruction in field biology (see appendices 11 and IVB).

The Department of Chemistry offers three courses (ENV 308, 373, and 462) that utilize the campus for instruction. The combined enrollment for these courses is approximately 60 students (see appendix VII). These courses include field studies of succession, water quality, drainage and runoff, surface ecology, mapping, and wildlife ecology.

The Department of Physics uses the natural campus for instruction primarily through its use of the magnetics facility and observatory, which are sequestered in the southwest section of the campus (see appendices VIII and IX). Two courses, PHY 290 and PHY 306, use the observatory for instruction. In addition, the observatory is used for undergraduate research projects (PHY 490). The Kettering Magnetics Laboratory has been used for both graduate and undergraduate research training. One student involved in collaborative research with O.U. physics faculty is a Ph.D. student at Wayne State University.

The Department of Sociology and Anthropology offers a course, AN 222 Introduction to Anthropological Archaeology, that uses the entire campus for instruction, including the natural campus (see appendix X). According to Professor Stamps, the natural campus may have archaeological potential, including prehistoric Indian subsurface features or artifacts (appendix X).

The Department of Art and Art History uses the natural campus for courses in painting (SA 100), drawing (SA 107), and photography (SA 266 and SA 366). The annual enrollment for these courses is about 92 students (see appendix XI). In addition, students in advanced courses in painting and sculpture may use the natural campus, although as pointed out by Professor Stokes, such use is difficult to quantify.

The School of Human and Educational Services relies extensively on the natural campus for courses in science education and for outdoor education courses offered in conjunction with Oakland Schools (see appendices XII, XIII and XIV). The O.U. science education courses that depend on the natural campus include EED 305, CIL 505, and CIL 506 (appendix XIV). Dr. David Housel and Mr. Dan Bury of Oakland Schools use the natural campus as an outdoor classroom in science courses designed for elementary teachers (appendix XIII). In the past, the interdisciplinary general education program, New Charter College, has used the natural campus for studies of organic gardening and plant symbiosis. According to Dean Clatworthy of SHES, such programs in the New Charter College may experience a renaissance as the concern for environmental issues increases (appendix XII).

B. Faculty and students of the Department of Biological Sciences use the natural campus extensively for field research. Since 1980, biology faculty and their students have published 15 scientific articles based on research conducted at the natural campus (see appendix VI). These field projects have ranged from studies of grazing by snails and plant succession to investigations of kin recognition and colony organization in social wasps. Many of these field projects have been supported by grants from the National Science Foundation (appendix 11).

Research activities on the natural campus have also generated publicity for Oakland University, including articles in the *Detroit News*, *Oakland Press*, *Daily Tribune*, and *Eccentric* newspapers. In addition, scientific publications describing these research activities attracted the attention of BBC television, which sent film crews to Oakland University to film wasp behavior on the natural campus. The resulting film, which contains footage from Princeton University, Univ. of California-Davis, Cornell University, and Oakland University, will air in Europe this February and may be shown subsequently in the U.S. on NOVA (appendix 11).

The Department of Physics has conducted numerous studies at the Kettering Magnetics Laboratory, which is one of only three such facilities in the United States (see appendix IX). Visiting scientists from Washington University in St. Louis, Ford Motor Company, and General Motors Corporation have used the Kettering Laboratory for various research projects. Recently the magnetics laboratory has been used primarily for biophysics and medical physics research. According to Dr. Williamson, this research led to successful collaboration between Oakland University and Henry Ford Hospital. This collaboration is now one of the key components in the Medical Physics Ph.D. program. Drs. Tepley and Liboff have received outside grant support to continue their research in bio-physics at the magnetics laboratory (appendices VIII and IX). Drs. Williamson and Liboff stress that it is imperative that the Kettering Magnetics Laboratory

be located in an electromagnetically "quiet" region of the campus. The electrical pollution caused by transmission towers and dishes would disrupt or damage electromagnetic equipment and research at the Kettering Lab. Dr. Liboff states that it is important that a zone with a 400 meter radius around the magnetics lab be free of buildings, traffic flow, parking or power lines. Dr. Williamson indicates that radio and video transmitters should be at least 500 to 1000 meters from the Kettering Lab and should be beamed away from the laboratory (appendices VIII and IX).

C. Recommendation

The academic uses of our natural campus, as documented in our report, are extensive and varied. Both students and faculty benefit from the utilization of the natural campus for teaching and research. Portions of the natural campus are especially valuable biologically since they contain trees more than 160 years old, thus establishing that these areas have been undisturbed for extensive periods of time (see appendix XV). The proximity of such a large, diverse natural area for use as an outdoor classroom and research site is perhaps the most unique aspect of Oakland University. With the rapid disappearance of natural areas in southeastern Michigan, Oakland's natural campus will become increasingly rare and valuable in the future. The growing concerns about environmental problems will only add to the future value of this land for teaching and research. Furthermore, as pointed out by the professional ecologists at Oakland University, the university could enhance university/community interactions by providing public access to natural areas via nature trails (see appendix XVI).

The professional ecologists at Oakland University make two important points, which we would like to stress here. First, they state that open grasslands (old fields) on the natural campus are not simply empty or wasted space. They are extremely valuable for studies/illustrations of succession, and they provide buffer zones for nearby forest and wetlands communities. They also constitute a specific community type that contrasts with wetlands forest, and stream communities. Finally, the grasslands serve as ecotones (boundaries between communities), which typically support a high diversity of plants and animals. The second point made by the ecologists at Oakland University is that the natural areas of the campus, particularly the southcentral and southwest sections of the campus, not be divided up into small, discontinuous units since this would greatly decrease the animal and plant diversity found on the natural campus. Reducing the present area of the natural campus would be especially harmful for mobile species, such as the hawks, owls, deer and fox that presently inhabit the southcentral/southwest campus.

It is the recommendation of the Campus Development and Environment Committee that the southcentral and southwest section of the campus (see appendix XVII), which is bordered by Ionedale Road, Squirrel Road, Butler Road and the golf course, be excluded from future development. We recommend that this area be designated an 'Environmental Study Area' for use in instruction, research, and interpretive natural study. We further recommend that any decisions affecting the undeveloped areas of the campus be widely participatory, and include consultation with those faculty, staff, and students who by training or practice, are knowledgeable about the ecological and educational value of these areas.

Respectfully,
George J. Gamboa
Chair, Campus Development and Environment Committee

cc: Dr. Joseph Champagne, Oakland University Board of Trustees, Dr. George Dahlgren, Dr. John Urice, Mr. Frank Cardimen, Mr. Robert McGarry, Mr. Alan Miller

Position Statements:

1) A STATEMENT ON *STRATEGIC GUIDELINES FOR PLANING AT OAKLAND UNIVERSITY*

We , the undersigned, wish to make a formal statement on the recently circulated draft of "*Strategic Guidelines for Planning at Oakland University*". The document recognizes the present strengths of the University, especially its faculty, but fails to take into adequate account the future aspirations of the faculty for this institution. We believe the following guidelines more adequately reflect the aspirations of the faculty:

1. Oakland University will become a research University with major strengths in selected fields, while preserving and enhancing its excellent undergraduate programs in all fields.
2. The University will actively seek out the best and brightest students both at the undergraduate and graduate levels.
3. The University will seek out faculty appropriate to its overall goal, and with special emphasis on minority representation.
4. The University will determine which fields are most likely to be able to develop rapidly into major institutional research areas, and foster them accordingly. The University recognizes the unique potential of the sciences to establish national credentials.

In order to implement these goals we suggest the following:

1. The University will develop a short-range and a long-range plan, comprehensive in terms of academic programs, physical plant development, and resource procurement consistent with the above-mentioned goals
2. That current internal management practices be reviewed to see that they are in fact consistent with the pursuit of the stated goals.

This document was signed by eleven faculty members from the Department of Biological Sciences, fourteen faculty members from the Department of Chemistry and eight faculty members from the Department of Physics. Also, twenty four faculty members from the Department of Mathematical Sciences.

2) A STATEMENT ON "*STRATEGIC GUIDELINES FOR PLANNING AT OAKLAND UNIVERSITY*

We, the undersigned, wish to make a formal statement on the recently circulated draft of

"Strategic Guidelines for Planning at Oakland University". The document recognizes the present strengths of the University, especially its faculty, but does not take into adequate account the future aspirations of the faculty for this institution. We believe the following guidelines more adequately reflect the aspirations of the faculty:

1. Oakland University will become a research University with major strengths in some fields, while preserving and enhancing its excellent undergraduate and graduate programs in all fields.
2. The University will actively seek out the best and brightest students both at the undergraduate and graduate levels.
3. We recognize that it is desirable to build major institutional research areas. However, those areas should not be selected by an administrative fiat. Rather, they should be the result of a natural growth process, being built around faculty that have shown their ability to conduct quality research. Also, academic freedom to pursue individual research should not be hampered.
4. The University will seek out faculty appropriate to the above.

In order to implement these goals we suggest the following:

1. The University will develop a short-range and a long-range plan, comprehensive in terms of academic programs, physical plant development, and resource procurement consistent with the above-mentioned goals
2. That current internal management practices be reviewed to see that they are in fact consistent with the pursuit of the stated goals.
3. One or more of the current vice presidential positions should be redesignated into a new function which will assume leadership in funded research activities.
4. The University will do whatever is necessary to ensure that its units (University Schools and Departments) are led by research-oriented people with documented ability to provide genuine leadership.

This document was signed by twenty-three faculty members from the School of Engineering and Computer Science.

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