

THE OAKLAND POST

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24

OAKLAND UNIVERSITY'S INDEPENDENT STUDENT NEWSPAPER

2014

ALSO INSIDE THIS ISSUE:

The Kettering Magnetics Laboratory has been on campus for 51 years, yet few know of its existence. Will the university be looking into renovations for this historic building?

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Yik Yak, who's talking back? The anonymous GPS-based social media app's popularity is rising amongst the college crowd.

PAGE 9

Music, theatre and dance students were involved in a mall shooting this weekend-- a fake one, that is.

PAGE 20

KICKING INTO GEAR

Homecoming football, food, and festivities start fall on the right foot PAGE 8

Photo by Nowshin Chowdhury, The Oakland Post



Want to beef up your professional social media presence? Ditch the selfies and group photos. Staff Reporter Philip Johnson explains the perks and pitfalls of online professionalism at the CSA's OU Leadership ExpLOuration. Read more at www.oaklandpostonline.com.



PHOTO OF THE WEEK

STRICTLY BUSINESS// A sea of employers flooded the rec center basketball court for the Fall Career Fair on Tuesday, September 23. Prospective students and alumni walked among booths for various businesses, including banks, news stations and automobile companies.

Photo by Danielle Cojocari/The Oakland Post

Submit a photo to photos@oaklandpostonline.com for a chance to be featured. View all submissions at oaklandpostonline.com

POLL OF THE WEEK

What are your thoughts on the new iPhone 6?

- A** I need one, like, yesterday.
- B** Team Android fo' lyfe.
- C** It's just a sales gimmick. Pass.
- D** I'll wait until it goes on sale.

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LAST WEEK'S POLL

How do you combat the freshman 15?

- A** I get down with my bad self at weekly Zumba in the Rec. **19%**
- B** Free carnival food? WHERE?! **19%**
- C** What's wrong with gaining fifteen pounds? **4.9%**
- D** I eat and exercise what I want, when I want. **57.1%**

THIS WEEK IN HISTORY

September 21, 2005

The Grizzlies defeat the University of Michigan for the first time in Division 1 men's soccer.

September 25, 1996

The first phase of excavation for a new student and recreation center begins.

September 29, 2007

OU attempts to break Guinness World Record for largest CPR training session.

-Compiled by Megan Carson, Copy Editor



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THE SHACK IN THE WOODS

Managing Editor Kaylee Kean investigates the long-forgotten Kettering Magnetics Lab on campus, which hasn't been used in decades.



8

NO PLACE LIKE HOME

Grizzly pride burned strong last weekend as alumni and students alike convened for homecoming festivities.



11

BELLS WILL BE RINGING

The OU community came out to celebrate the dedication of the Elliott Tower on Friday, September 19, complete with an original ode by Oakland's own James Lentini.

BY THE NUMBERS

Magnetics lab edition

3,600

Size, in square feet, of the Kettering Magnetics Lab

1963

Year the lab was built

5

Number of times The Oakland Observer featured the lab

\$120,000

Cost for building lab and funding research professor for five years in 1963

8

Surgeries conducted by "psychic surgeon" inside the lab

OPINION

Opinion: A not-so-elite daily

Jake Alsko
Web Editor

Elite Daily is today's premier provider of lowest common denominator entertainment. Billed as "The Voice of Generation-Y," the outlet generates BuzzFeed-like content, but with more sexism, stereotypes and an outright reliance on overgeneralizing anything and everything to attract (often angry) readers.

Give Elite Daily credit, its formula works: publications don't get one million-plus likes on their Facebook pages and thousands of likes and shares on their articles without dedicated readership.

"The Elite Daily ethos is centered on reader engagement and fostering a true, unique connection with our readership through a platform that facilitates discussion rather than blandly presenting news," says the site's mission statement.

This isn't true. Elite Daily panders to the people of Generation-Y; coddling them, telling them only what they want to hear. Elite Daily's recent article, "50 Things About Millennials That Make Corporate America Sh*t Its Pants," exemplifies this, as well as everything that's wrong with (pseudo) journalism, our generation and the publication as a whole.

Elite Daily isn't facilitating discussion, unless by "discussion" it is referring to the hundreds of comments the articles receive that trash the publication and its contributors for being poorly cited, written and articulated.

"Like that girl you can't understand, Corporate America has gone from scorning us to fearing us," writes Elite Daily senior writer Lauren Martin.

Besides the inherently sexist claim, Martin also incorrectly posits that somehow Millennials function against the corporate grain.

According to the Federal

Reserve's new Survey of Consumer Finances, the wealthiest 3 percent of American households controlled 54.4 percent of the nation's wealth in 2013, up from 44.8 percent in 1989. The share of wealth held by the bottom 90 percent fell to 24.7 percent in 2013, compared to 33.2 percent in 1989.

Corporate America is not threatened by Millennials, or rather the attitudes Millennials purportedly hold, as Martin claims. The rich continue to get richer at the expense of everyone else.

They don't care that "We're willing to work for nothing if it means being happy... Despite being in debt," as Martin claims.

Assuming they want to live under a roof and not share meals with rodents, people still ultimately work to get paid. Martin says "We don't have to go to college to get ahead," but new studies suggest otherwise.

According to a Pew Research study in February, Millennial college graduates ages 25 to 32 who are working full time earn about \$17,500 more annually than employed young adults with only a high school diploma. The pay gap between the two was also much smaller in previous generations. College-educated Millennials are also less likely to be unemployed, holding just a 3.8 percent unemployment rate compared to the 12.2 percent rate of Millennials without a college degree.

Martin says "We want careers, not jobs": also harder to accomplish without a college education.

Eighty-six percent of Millennial college graduates say their job is a career or a stepping stone to a career. Only 57 percent of Millennials with a high school education or less can say the same.

Martin says "We're not about climbing the ladder, we're about circumventing it."

Someone taking Martin's

"50 things" as fact could miss out on a college education and a career while accruing debt, feasibly ending up on welfare and taking on odd-end jobs to pay off that debt.

Relying on the government and minimum wage jobs for survival doesn't sound like someone that knows "how to beat the system." That is, unless, Martin's idea of beating the system is forcing its collapse by abusing social programs that weren't meant to be solely relied upon in the first place.

And many of those odd-end jobs will be disappearing soon, job loss provoked by people not skilled enough to survive outside of the system, challenging the system.

Protesters across the country are calling for fast-food chains to raise their wages, and the chains are responding by automating their service. In April, Panera Bread announced that within the next three years it plans to introduce self-service ordering kiosks and a mobile ordering option in all its locations.

Elite Daily isn't empowering Generation-Y by any means. Intentionally or not, the publication is crippling readers that blindly accept what it has to say. Just like the sinister side of Corporate America, Elite Daily profits off of the ignorance of its consumers, operating with no regard for quality, under the guise of simply providing products its consumers desire.

"The fact that some of you actually can write or agree with this kind of nonsense basically proves the point," said Stephen Rexroth, the top commenter on the "50 Things" article. "None of these things scare corporate America. The fact that you actually believe this nonsense and that someday soon you'll be in charge is what actually frightens people."

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The views expressed in Perspectives do not necessarily represent those of The Oakland Post.



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Grizzlies on the Prowl:

"What is your favorite fall activity?"



Alayna Provost, junior, nursing

"Probably going to the cider mill and getting donuts...any place that has donuts works."



William Snell, sophomore, computer science

"I like football-related things. Parties, tailgates, games, that sort of thing."



Shannon Robinson, junior, nursing

"Buying the fall scents of candles: apple pumpkin, you know. It's in my car, my room..."

— Compiled by Kaylee Kean,
Managing Editor

POLICE FILES

Marijuana found in residency hall

Officers were dispatched to a residence hall on September 21 at 11:57 p.m. responding to a report of possible marijuana use.

The officers were informed that two students coming into the building had an odor of marijuana on them. They were also told that there was an odor of marijuana coming from a dorm room.

The officers knocked on the door but got no response. Two students approached the door and the officers asked them both if they had smoked marijuana. They both replied that they had.

After receiving authorization to search the room, the officers found a small amount of marijuana and some drug paraphernalia.

The officers then attempted to search one of the students' vehicles, which the student admitted to having marijuana in, but after receiving a call about a possible fight, advised the students to dispose of the marijuana and released them at the scene.

Fight in Hamlin Circle

Officers responded to Hamlin Circle on Sept. 20 at 3:00 p.m. for a fight in progress involving possibly 10 or more people. The people involved in the fight took off in a vehicle before the officers arrived.

A witness said that two people were walking by a vehicle and started yelling at the occupants inside. Three occupants then exited the vehicle started fighting the people who were walking. A witness stated there was a lot of hairpulling and yelling.

A witness said that the people walking fled the scene on foot, and the people in the vehicle took off down Meadow brook towards Ravine.

Officers were not able to find out how or why the fight ended.

— Compiled by Josh Soltman
Interim Chief Copy Editor



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(TOP) A professor conducts work in the lab. This lab, built in 1963, was used steadily for 20 or so years before being abandoned due to lack of money, researchers and accessibility. The physics department has unsuccessfully pushed for renovations in the past, and is currently waiting to see how the new administration will respond.

Photo courtesy of the University Archives



(MIDDLE) Students and professors tour the lab after it first opens. Research has been conducted by both OU and outside professors on: the Einstein-deHaas effect, beta ray spectroscopy work, low temperature physics, magnetic properties in blood, and time reversal, among many other things.

Photo courtesy of the University Archives



(BOTTOM) A relatively-new sign has been placed outside the lab, there is power to the lights inside, but the building itself has fallen into a state of disrepair after lack of use and vandalism. Repairs could cost up to \$200,000, according to Slavin.

Photo by Kaylee Kean

Kettering Magnetism Lab

8 *The Oakland Post*, November 20, 2013

FROM CREATION TO DECAY

April 1963: The lab proposal was approved by a conditional \$60,000 faculty membership vote.

A dedication symposium in May featured speakers from Harvard, and Attendants in other universities. A reception was held in Durward.

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History in hiding

A historical building decays in the woods - what's in store?

Story by Kaylee Kean
Design by Ben DerMiner

In the depths of the forest, a building crumbles, unused and unknown to the civilization not too far away.

At the edge of campus, where the paved road ends, a trail begins. This trail leads through the trees for less than half a mile, soon reaching a field where there is a small, t-shaped building made completely from non-magnetic materials, right down to the aluminum nails and plastic light fixtures. The door is decayed, the roof is caving in, and weeds are hugging the dirty white walls that have stood for 51 years.

This building is called the Kettering Magnetics Lab, and it's something that has been a part of Oakland University since nearly the beginning.

What is it?

"It's rare, let's put it this way," said Dr. Andrei Slavin, chair of the physics department. This department has had control of the lab since it was brought to campus in 1963, when the Kettering Magnetics Lab was moved from its original location in Dayton, Ohio.

It is named for Charles F. Kettering, the inventor of the automobile electric self-starter and initial director of the General Motors Research Laboratories. Kettering had been extremely interested in magnetics research and was searching for someone to take the reins on his lab.

After hearing of this, Chancellor Durward B. "Woody" Varner wrote to the vice president of the Kettering Foundation, proposing the lab's establishment at OU. He found it a great opportunity for "unique types of magnetic research," as he wrote in the letter.

The foundation agreed to this proposal, promising to fund the lab for five years and hand complete responsibility over to OU after that period. The lab and its equipment was then transferred with a grant of \$60,000. Gifford F. Scott of the GM Research Laboratories was also transferred to continue research with OU faculty.

The Kettering Magnetics Lab was, and still is, one-of-a-kind due to its controlled nature. Completely built of non-magnetic

material and well-isolated from mechanical vibrations and magnetic disturbances, the lab is located in an ideal spot for a controlled or neutralized magnetic field, which can be created by Helmholtz coils. These coils are regulated by other equipment that follow the ever-changing magnitude and direction of the earth's magnetic field, thus compensating for it and allowing for a nearly perfect magnetic vacuum.

These and other conditions make the lab suitable for experiments requiring mechanical stability and a near-zero or accurately controlled, ambient magnetic field, according to Slavin. He said he does not know of any other such facilities in Michigan.

Falling into disorder

In October 1966, Robert Williamson, professor emeritus and then director of the lab, began writing to Varner with complaints. He wrote that he hadn't figured out how to improve the lab, that the road was becoming impassible for private vehicles and his requests for paving it were being ignored, and that he didn't have control over the money.

"In short, I am not really director of anything," Williamson wrote. "GM has more to give us than we have to give them."

Things have only fallen since then.

"The Kettering Lab has not been used for the main purpose for which it was built for quite a while," Slavin said.

In 2009, the physics department found that the lab was in bad shape and needed repairs for the roof and a few other things, according to Slavin. Williamson then wrote a brief history on the lab for the university.

"In addition to serving as a platform for gyromagnetic experiments, the Kettering Laboratory has played a major role in the development of the Oakland Physics Department's medical physics program," Williamson wrote. "Scott's Einstein-deHaas measurements are still the best and most extensive available."

He referenced work by Professor Norman Tepley on the magnetic fields created by blood flow in students - research

that gave him the start needed to launch a successful research program at Ford Hospital. He mentioned other research that "attracted international interest, but not money."

The department applied to the university, and the decision was to replace the roof and complete basic repairs. Campus facilities soon said that would not be enough, however, and that more extensive repairs would be needed to make the lab operational. These repairs would come to nearly \$200,000, according to Slavin. The money was never found.

Since then, there have been several break-ins and acts of vandalism to the magnetic lab. Equipment has been stolen, including the Helmholtz coils that made the controlled magnetic fields possible, and Slavin said the facility is currently unusable.

'Cautiously optimistic'

The issue of renovations has not yet been presented to the new administration, Slavin said, but he and other members of the department are "cautiously optimistic and hopeful" that the new administration will find it worthwhile to aid in funding restoration.

"We think that it's just a historic symbol and a valuable space which could be used by not only us, but other departments on campus," Slavin said. "You would think that it should be restored. We want to attract the attention of the campus community to this place and we think that (the substantial repairs) should be considered."

Until then, the lab sits in its field in the woods. Its door is broken, its roof caved in, and its interior full of scattered and broken equipment. There is an empty space where the Helmholtz coils once stood, and words scrawled across a dusty chalkboard:

"OU campus continues to expand, but this time capsule lays dormant."

This information was gathered from Slavin, the University Archives and The Oakland Observer archives.

CREATION DECAY

The Board of Trustees approves a request for an additional \$10,000 to sustain a new research building. Building of the lab is completed in December.

A physics symposium was held at a physics symposium in May 1964, featuring prominent scientists from Rice University, Stanford, Michigan State, among others. Government and industry. A meeting afterwards at Chancellor Woody Varner's home.

1965: Dr. Libor Velinsky is added to the Physics department as a research professor. He planned to build an iron-free beta-ray spectrometer, something that would be able to take advantage of the special features of the lab. He died before his program was well underway.

Also, research and adjunct professor Gifford Scott discovers a new effect in rarified gases and publishes several papers on the anomaly.

1964-65: The lab is featured in numerous publications, including the Oakland Observer, Science Magazine, Physics Today and Detroit Engineer.

July 1968: OU assumes full responsibility of the lab and its funding.

1983: Scott retires from his position at OU and is awarded an honorary doctorate.

1986: Dr. Philip Singer, professor emeritus of health sciences at OU, investigates a "psychic" surgeon who claims he can operate with his bare hands. The surgeon, Reverend Philip Malicdan of Baguio City, operated on eight women inside the lab - several observing experts determined him to be a fraud.

June 1968: Robert Williamson, then chair of the physics department, writes to Varner, calling for installation of a remote fire alarm system after a brush fire almost reached the lab. He also complains about a lack of regular inspections from campus security.

Present: The lab, unusable, sits as Dr. Andrei Slavin and the rest of the physics department waits to see how the new administration will react and whether any plans for renovation will be made.

2009: A first push for renovations is made. Movements were made to replace the roof, but after a closer look repairs were estimated to cost up to \$200,000, and the funds were never found.

A weekend in history

First fall homecoming touted tropical tastes, tournaments, top turn-outs

Danielle Cojocari
Photographer

- 1.** Both OU and UW Milwaukee had strong defense, making Saturday's club football game a close call. In the end, OU won 27-26.
- 2.** Crowds cheered "Go OU" as the girls bumped, set, and spiked their way to victory against Bowling Green in Friday's home tournament.
- 3.** Dallas-based comedian Paul Varghese was not afraid to make jokes about controversial topics, including race and religion at the Residence Halls Association's Friday Night Live.
- 4.** Barbados-based band Cover Drive performed mash-ups of popular songs including Macklemore's "Can't Hold Us" and "Thrift Shop" at the Student Program Board's Island Fest on Friday. The festival also featured traditional island food catered by Baja Fresh and ended with a literal bang as sparklers lit the night during Grizz Glow.
- 5.** BBQ chicken, burgers, hot dogs, pasta salads, and fruit were served on the menu for Saturday's Retired OU Faculty and Staff Reunion Lunch.





Courtesy of Yik Yak

The new Yik Yak app allows students to post anonymously to plan parties, study groups, or simply complain.

Attack of the Yak

Mobile app enables anonymous social media posting and interactions

Sean Miller
Staff Reporter

Today, social media is nothing but synonymous with everyday life. We are constantly connected to the internet through various devices, always looking for the next big thing to download, to make our digital mark. The most recent addition: Yik Yak, a social media app taking college communities by storm, and Oakland is no exception.

Yik Yak is a place for anyone to vent, tell jokes, post personals, or really, whatever they feel. It is similar to Twitter and the famous @OaklandConfess account, however it is completely anonymous. There are no accounts and no passwords, no username or logging in required.

According to a *Business Insider* article on the app, Yik Yak recently secured \$10 million in funding from Renren Lianhe Holdings, DCM, Azure Capital

Partners and Tim Draper.

The app was created by fraternity brothers Brooks Buffington and Tyler Droll from Furman University in South Carolina. The two graduated from the university in 2013.

The app brings Oakland the opportunity for students to connect in a new way, but at what cost?

"The app can be fun but can be harmful at the same time. It is linked to cyber bullying and when the app first hit Oakland there was, and has been, a lot of trash talking between the frats and sororities," said OU President of Greek Life Victoria Franso.

The anonymity factor has been the primary draw for many to the app. Students have posted invites to parties and have expressed how they feel Oakland's party scene is on the rise and will one day meet other primarily residential colleges in Michigan.

"If people want to post about parties, more power to them. OUPD will not be monitoring the app. We have other ways of finding out what is going on," said Lieutenant Thompson of the OUPD.

Aside from parties, some students have used the app to anonymously try to hook up or make love connections, sometimes going into graphic detail. While some take it seriously, others see it as a prank.

"I don't think people realize the postings are jokes. Some people actually believe they can hook up with each other when in reality it's just someone playing games and laughing behind their screen," said an Oakland University student who has requested to remain anonymous due to his own actions on the app.

Prank or not, Yik Yak is quickly becoming the "it" form of invite. With the option to remain anonymous, many students feel the safety to post what they wish with little to no repercussions. It is a nice change from Twitter, Facebook, and Instagram. It provides the opportunity to be funny, promiscuous, or blow off steam.

"I think Yik Yak can be useful for people that use it as a way to vent or post jokes," said Thompson.

Rotaract club promotes deeper community ties

Sean Miller
Staff Reporter

The Rotaract Club of Oakland University has been giving back to the community and the university since it was established in 2013. This year, they have plans to continue to grow, give, and get even more people involved.

The club was created last spring by club President Danielle Azzoe, inspired by her experience in the Rotary clubs she was involved with in high school.

"After doing this kind of work in high school, I kind of fell in love with the club. I got in contact with my old adviser from school and started a club here at OU," Azzoe said.

Rotaract clubs are an extension of Rotary clubs. Both serve the community by giving back through service. OU's Rotaract club participates in community service activities such as fundraisers for charities, sending small gifts to troops overseas, painting houses, and visiting children's hospitals. This past year, they made snowflakes for children at the DMC hospital in Detroit and volunteered at local food banks.

"We volunteer in various soup kitchens and have done multiple fundraisers to raise money for different causes. Last year we raised money for polio vaccines and breast cancer awareness," said Rotaract

Club's Public Relations Representative Brittany Savaya.

The club's first meeting of the school year will be held on September 29, in Gold Room C in the Oakland Center starting at 1 p.m. The meeting will feature former Interim President Betty Youngblood, who has recently been named Oakland's president for organizational development and strategic planning.

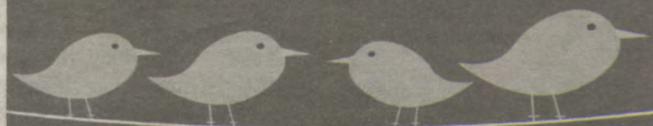
Youngblood will be talking more in depth about the club and how students can join. She will explain how the community can benefit from the club, how college students can benefit from joining a college club, and how rewarding it can feel to give back.

"We really wanted someone who could come speak to the student body. Youngblood is a familiar face and we thought she would be perfect especially because she was a previous Rotary club member," Azzo said.

The Rotaract club will hold monthly meetings to let the student body know who they are and what they have been doing. Once a month they also host an event either on or off campus.

Any Oakland University student can go to the club's meetings and sign up to join. You can find the Rotaract club on Twitter and Instagram, both at @ourrotaract, to see what they have been up to this school year and what's to come.

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OUPD urges women to take defense class

Joseph Bach
Staff Intern

The National Coalition Against Domestic Violence (NCADV) states that 1 in 3 women have experienced physical violence in their life. 1 in 5 have been raped. However, the Oakland University Police Department (OUPD) has a specialized program to combat these statistics.

Back in the mid-1990s, Oakland University made progressive steps to protect its student body, commissioning Lt. Terry Ross to present a seminar on protecting oneself from becoming a victim of sexual assault.

"My experience was in teaching police officers training" Ross said. "The seminar was extremely successful and we did some research and that's where we found out about the RAD (Rape Aggression Defense) Systems."

RAD classes began at OU in 1995. Since then, Ross and his team of

officers have educated close to 6,000 students and community members on efficient defense against attackers.

Ross is in charge of selecting OUPD officers to become RAD certified instructors. The current list includes Lt. Ross, Detective Collins, Officer Beldo, volunteers Danna Holcom and Crystal Danton, as well as the OU overseer Sergeant Donald Blalock.

"Sexual assault is one of the most under-reported crimes [at universities]," said Ross. "On campus it normally involves alcohol or some sort of drug."

The RAD program doesn't focus on martial arts as a form of defense, but instead how to avoid and reduce the risk of assault. Ross listed the four key elements to the program as awareness, recognition, reduction, and avoidance.

However, the class isn't just for prevention. There have been a few women to take the class that had already been victims of sexual assault, and used this class as a stepping stone

on the road to recovery.

Director of counseling at OU Dr. David Schwartz echoed these sentiments. "The class is designed to be very empowering. After a traumatic event like a sexual assault, anything to gain more power is a positive step," Schwartz said.

OUPD believes RAD's 18-hour course is as effective in the self-defense side as well as the support and recovery aspect. "A lot of self-defense programs bring [participants] in for a night; we bring them in and allow them to practice and develop muscle memory," Ross said.

"It's a good tool for students to get to know us without encountering us in uniform," Sergeant Blalock, overseer of RAD, said. "It teaches students to watch out for themselves. Younger students are less experienced to the outside world, less prepared."

Ross and Blalock were adamant about the fact that sexual assault and crimes of this nature do not

cater to any age or gender. While the RAD class is exclusively for women, the attendees vary in age from teens to senior citizens.

"From the start of the class to the end of the class, the amount of confidence these women gain is amazing, that's why I teach," Beldo said.

If you have been assaulted or are in need of assistance, please call 1-800-SAFE (7233).

Rape Aggression Defense Class at OU

WHEN Starting Sept. 29 from 7-10 p.m.

WHERE West Vandenberg Hall in the glass cafeteria

Students can find more information and register at www.oakland.edu/police/rad

Professor promotes recognition of Hispanic Heritage Month on campus

Jessie DiBattista
Staff Reporter

It is a month that instills pride and brings communities together through dancing, food, and community service. From Sept. 15-Oct. 15, Hispanic heritage is recognized all over the United States. For one professor at Oakland University, she says the month creates one of the best learning experiences for her students.

Professor Cecilia Saenz-Roby has worked as an assistant professor at OU since 2008. Saenz-Roby has the pleasure of teaching Spanish language and Hispanic American and Afro-Hispanic literature, culture, and civilization. She is also a sponsor of the Spanish Club at OU.

"This celebration is very close to my heart because I have a passion for sharing my interest in the culture, history, and arts of the Spanish

speaking countries with OU students," Saenz-Roby said, "I find the Hispanic Heritage Month to be the perfect opportunity for doing so."

Since coming to OU, Saenz-Roby was pleased to see the university had, and continues to have, an astounding commitment to promoting diversity.

"When I arrived to Oakland University six years ago, I was pleased to discover that these educational events were an important tradition of our university. I believe celebrations like this make this institution a hospitable environment for international students and faculty alike," Saenz-Roby said.

The Hispanic Heritage Month events include The Island Festival, Community Outreach Project at Hispanic Outreach, Salsa Night, and much more.

Saenz-Roby said she finds these events to be very beneficial to all members

"I have a passion for sharing my interest in the culture, history, and arts of the Spanish speaking countries with OU students."

Cecilia Saenz-Roby
Spanish Club Sponsor

of the OU community for a variety of reasons.

"Not only does it expose our student body to various aspects of Hispanic culture, but it also helps Hispanic students to better adjust to college life and Hispanic-American students to re-discover and appreciate their ancestors' culture," Saenz-Roby said.

Being from Argentina, Saenz-Roby has a few traditions of her own.

"At home, I like to prepare traditional Argentinean food, such as empanadas, locro, tortitas, and alfajores to enjoy



Courtesy of africanfundacion.org

OU professor Cecilia Saenz-Roby promotes Hispanic Heritage Month.

with friends and family."

Saenz-Roby also likes to commit most of Hispanic Heritage Month to improving community outreach at OU.

"I like to spend this month creating and expanding bridges between our university and local nonprofit and educative institutions. I am a strong believer that the whole OU community needs to be in close contact with the community," Saenz-Roby said.

The professor explained that absorbing the culture of a foreign language goes hand in hand with learning the language itself.

"I always explain to my students that learning another language is intrinsically connected with knowledge of the culture of native speakers and the planned events will help them gain a better understanding of it," Saenz-Roby said.



President George Hynd, left, and Dr. James Lentini, right, talk before the Elliott Tower dedication ceremony.

THE MUSIC MAN

STORY BY SAM SCHLENNER DESIGN BY KELLY LARA PHOTOS BY SALWAN GEORGES

James Lentini did not applaud himself. Even though it was Carnegie Hall.

He watched 417 Miami of Ohio students perform his version of the university's alma mater. Lentini wrote it with a crescendo at the end, and the crowd got on its feet. He joined in standing, but did not clap.

Dr. Lentini, Oakland University's Senior Vice President for Academic Affairs and Provost, says, "It's always a thrill," to hear your own music be played.

He composed "Ulysses' Sail," which debuted at the Elliott Tower dedication on Sep. 19.

It's Lentini's second year as provost, the chief academic officer of the university.

"The transition's been good," he says. "There's a lot to do. I'm not bored."

He wrote "Ulysses' Sail" mostly in the evening. It took him about two weeks.

"I'd find an hour here or there."

Writing music is just that, he says.

"You're making something up. Out of nothing."

There's form to consider. It's got to make sense, Lentini says.

"It's very much like a narrative."

Lentini studied guitar at Wayne State University. He has a doctorate in composition and guitar from the University of Southern California.

During the 2013 provost search the other three finalists had science backgrounds, but this did not discourage him.

"The discipline you come from is not an indicator of whether or not you're going to be able to lead an institution," he says.

He says decision-making skills are more important.

"And you can get that from any discipline. You have to come from some background."

Lentini cites a classic provost's challenge: "How can you make an institution high quality, at the same time, not too expensive?"

The arts can cost a lot because there is a lot of one-on-one instruc-

tion, while a business course can work with 50 people a class. You must understand both of these teaching missions as a provost, Lentini says.

"The arts has a gamut of those."

The arts still matter, he says.

"The [liberal arts] are still a very important part, a core part, of the educational mission at Oakland."

He says one of the purposes of academics is community.

"Without the arts in that, you don't have a complete community."

Lentini had a dilemma at Carnegie Hall. He wanted to hold onto the moment, but he also wanted to simply listen.

"It was almost surreal," he says.

Contact Staff Reporter Sam Schlenner at swschlen@oakland.edu.

'MEET ME AT THE TOWER'

BY OONA GOODIN-SMITH

Golden Grizzly pride rang across Oakland University's campus as over 1,000 students, alumni, faculty, and administration alike celebrated the opening of the Elliott Tower during the Elliott Tower Celebration Event on the afternoon of Sept. 19.

Nancy and Hugh Elliott, the donors and namesake of "the icon of the institution," according to President George Hynd, were honored on stage at the ceremony as tower carillonneur Dennis Curry performed "Ulysses' Sail," an original piece written for the ceremony by Senior Vice President for Academic Affairs and Provost James Lentini.

"I think OU's been underappreciated over the years and I think [the tower] will bring us some great publicity," said class of '74 grad and former professor Tobby Stein. "Students driving in will also definitely know if they're late now."

"It's a beautiful addition to Oakland's campus and beautiful to see the whole campus community coming together like this," said Nancy Elliott. "I can't wait to hear people say 'meet me at the tower.'"



"This creates a landmark for students to create traditions... they'll look back on their Oakland experience and remember the tower." Dean of Student Affairs Glenn McIntosh

OAKLAND UNIVERSITY

STUDENT CODE OF CONDUCT

CAMPUS COMMUNITY STANDARDS

The Oakland University Student Code of Conduct is designed to protect and foster the institution's Role and Mission. Providing students with an exemplary academic experience, along with encouraging social responsibility and civility from our campus community, is the foundation of our institution. By embracing a culture of personal honesty, integrity, responsibility, and respect for each other, Oakland University can continue to build a sense of pride for the institution and cultivate an environment that is favorable to our primary mission - educating students.

PURPOSE

Oakland University students are expected to practice civility and uphold the highest standards of integrity. The purpose of Oakland University's Student Code of Conduct is to foster the growth and development of students by encouraging self-discipline, to assist in creating an educationally supportive environment, and to protect the well-being of the campus community. The code provides general notice of the conduct that is expected on campus. It is the responsibility of all university students and organizations to familiarize themselves with the conduct code at the beginning of each academic year.

This code regulates the following:

NON-ACADEMIC CONDUCT

• This refers to violations of all University Ordinances, Rules, and Regulations. Such matters are adjudicated by the University Conduct Committee or Dean of Students.

ACADEMIC CONDUCT

• This refers to violations of University standards of academic integrity. Violations are adjudicated by the Academic Conduct Committee.

STUDENT ORGANIZATION CONDUCT

• This refers to violations of University Ordinances, Rules, and Student and Greek Organization Regulations. Violations are adjudicated by the Center for Student Activities and Leadership Development or Dean of Students.

IMPORTANT: Although every effort is made to ensure the accuracy of the information provided in the Student Code of Conduct materials, Oakland University reserves the right to make changes at any time without prior notice. Oakland University provides the information in the Student Code of Conduct solely for the convenience of the reader and disclaims any obligations, which may otherwise be stated, implied, or inferred. The Student Code of Conduct is not a contract and cannot be utilized, construed or relied upon as a contract. The code is not written with the specificity of a criminal statute and is not designed to define misconduct in exhaustive terms. The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from class or school while a disciplinary matter is pending.

STUDENT RIGHTS AND PRINCIPLES OF FREEDOM

Oakland University students shall enjoy certain rights as members of the academic community in addition to those rights that they enjoy as citizens or residents of the United States and the state of Michigan. While the following is not intended to be a complete list of rights supported by the university, it does reflect principles that are essential to the maintenance of an environment that is conducive to the pursuit of learning and the development of students as scholars and citizens.

- Students have the right of free inquiry, expression and association, and are expected to exercise their rights within the bounds of civility and community responsibility.
- Students have the right to participate in university-sponsored services and activities without discrimination or harassment on the basis of race, creed, color, national origin or ancestry, marital status, familial status, veteran status, age, height, weight, disability, sex, gender identity, gender expression or sexual orientation.
- Students have the right to protection against improper disclosure of their student record as provided in the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Students have the right of access to their personal records and other university files as provided for under the FERPA and the Michigan Freedom of Information Act (FOIA).
- Students have the right to join associations without fear of harassment or intimidation.
- Students have the right to petition for change in either academic or non-academic regulations, procedures, or practices.
- Students accused of misconduct or of violating university policy have the right to have their responsibility determined in accord with university procedures and standard due process protections.

JURISDICTION

To protect the mission of the university and the safety of its members, the university reserves the right to take necessary and appropriate action. This may include taking disciplinary action against students whose behavior off university premises or between academic periods violates university ordinances and regulations, federal, state, or local laws; or which materially and adversely affects the individual's suitability as a member of the campus community.

If a student breaks a law that also violates university standards of conduct, the student may be held accountable by both external authorities and the university. The university may at its sole discretion elect to pursue disciplinary action against the student either before, during or after administrative, civil or criminal proceedings arising out of the same or other events and shall not be subject to challenge on the ground that external charges involving the same incident have been dismissed, reduced or are pending.

CONDUCT REGULATIONS

To uphold campus civility to the highest level, conduct regulations are provided for Non-academic, Academic, and Student Organizations. These conduct regulations help to govern procedures and/or behavior within the campus community and promote integrity, personal honesty, and respect across all areas of the University.

ACADEMIC CONDUCT

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system. Examples of Academic Dishonesty:

1. Cheating on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.

2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.

3. Cheating on lab reports by falsifying data or submitting data not based on the student's own work.

4. Falsifying records or providing misinformation regarding one's credentials.

5. Unauthorized collaboration on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, lab reports, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.

6. Resubmission of original work. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

Students, faculty, or staff who know of possible academic violations are expected to report the alleged violation to the Dean of Students Office. The report should include a brief written statement and relevant evidence (original material when available). A copy of all documentation is given to the student respondent as the statement of the charge. When appropriate, the faculty member should issue a grade of Incomplete until the academic conduct matter has been resolved.

NON-ACADEMIC CONDUCT

All university students and organizations are expected to follow campus life policies that embrace a culture of personal honesty, integrity, responsibility and respect. All Nonacademic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.

Examples of Nonacademic Misconduct:

1. Underage drinking. Students are prohibited from consuming or possessing any alcoholic beverage on campus if under the age of 21. Additionally, no student may provide any alcoholic beverage to a person less than 21 years of age on campus.
2. Using illegal drugs and substances. Students are prohibited from using, possessing, distributing, selling, or manufacturing illegal substances and drugs on campus.
3. Engaging in sexual misconduct. Students are prohibited from engaging in nonconsensual, intentional physical contact of a sexual nature.
4. Possessing weapons. No student may use or possess any firearms, knives and weapons, or explosives on campus.
5. Fighting and harassing. Students are prohibited from fighting, harassing, abusing, or threatening others on campus (includes use of social media).
6. Tampering with alarms. Students are prohibited from damaging an alarm system or other emergency equipment such as smoke detectors or sprinkler heads, or sounding a false alarm for fire or other emergency.
7. Failing to comply. Students are required to comply with University officials, including law enforcement while performing their duties on university property or within specified boundaries.

Any person who is aware of possible Student Code of Conduct violations of a non-academic nature is requested to report the alleged misconduct to the Dean of Students Office. Criminal violations should be reported to the Oakland University Police Department.

STUDENT SEXUAL MISCONDUCT POLICY

Oakland University is committed to providing a secure and safe environment for all students. In support of this commitment, sexual misconduct in any form will not be tolerated. Anyone who believes they have been the victim of sexual misconduct is urged to pursue all available options to resolve the matter. This includes filing a police report, Student Conduct Incident Report, or complaint with the Office of Inclusion and Intercultural Initiatives. When a sexual misconduct incident is reported, the University will conduct a prompt, thorough, and impartial investigation under the oversight of the University's Title IX Coordinator.

Complaints against students are directed to:

Deputy Title IX Coordinator
Michael W. Wadsworth, Assistant Dean of Students
144 Oakland Center
248-370-3352

Complaints against a University employee or third party are directed to:

Title IX Coordinator
Joi Cunningham, Director, Office of Inclusion and Intercultural Initiatives
203 Wilson Hall
248-370-3496

Oakland University is committed to providing a secure and safe environment for all students. In support of that commitment, the university makes the following statements with respect to sexual misconduct:

1. Prevention of sexual misconduct is an important part of the university's response to campus safety issues. Numerous educational programs to promote awareness of rape, acquaintance rape and other sex offenses are provided by the university. Departments offering education and prevention programs include Graham Health Center, Department of Campus Recreation, Residence Halls, the School of Nursing, Police Department, Office of Inclusion and the Dean of Students Office.

2. If a sexual misconduct occurs, students should follow these procedures:
A. Go to a safe place.
B. Contact the police immediately by dialing 911.

C. Seek medical examination and treatment.

D. Preserve evidence by abstaining from washing, changing clothes, douching or disturbing any evidence of an assault or struggle.

E. Seek counseling.

Victims are encouraged to report the sexual misconduct to the Police Department or a university staff member who will assist a victim in contacting the police if that is the victim's choice. The University will take necessary steps to investigate and resolve complaints.

Campus resources for victims include:

Police Department - 911 (emergency) or (248) 370-3333
Title IX Coordinator - Director of Inclusion, 203 Wilson Hall, (248) 370-3496
Deputy Title IX Coordinator - Assistant Dean of Students, 144 Oakland Center, (248) 370-3352
University Housing Staff - (248) 370-3570
Graham Health Center - Medical (248) 370-2341
Graham Health Center - Counseling Service (248) 370-3465
Dean of Students Office - 144 Oakland Center, (248) 370-3352

Off-campus resources for victims include:

Crittendon Hospital, Rochester, (248) 652-5311 - Emergency service for rape victims
Pontiac Osteopathic Hospital, (248) 338-5332 - Emergency service for rape victims
St. Joseph Mercy Hospital, Pontiac, (248) 758-7000 - Emergency service for rape victims
HAVEN, Pontiac, (248) 334-1274, 24-hour service facility
Common Ground 24-Hour Crisis Line, (248) 456-0909 or (800) 231-1127 and, 24-hour Emergency Walk-in Clinic, 1200 North Telegraph Road, Bldg., 32E, Pontiac

STUDENT ORGANIZATIONS CONDUCT

Student and Greek organizations play a key role in Oakland University's campus community and provide students with opportunities to enhance their academic experience. General student and Greek organization regulations are included in the Student Organization Handbook available in the Center for Student Activities and Leadership Development (CSA), 49 Oakland Center. Organization officers are provided a copy of this handbook at the time of student organization registration. Student organization violations are addressed through the CSA. All University ordinance violations are addressed by the Dean of Students Office and adhere to the student judicial system. All academic conduct violations will adhere to the Academic Conduct Regulations.

HAZING POLICY

Hazing is defined as any action taken or situation related to organizational membership that produces mental or physical discomfort, embarrassment or ridicule, or any activity that threatens or endangers the life or safety of an individual. All forms of hazing are strictly prohibited at Oakland University.

1. Such activities and situations may include, but are not limited to, the following:
- o disfigurement to include branding or self-mutilation;
 - o padding in any form;
 - o creation of excessive fatigue;
 - o physical and psychological shocks;
 - o activities such as quests, treasure hunts, scavenger hunts, road trips, etc., that are conducted in an illegal, demeaning or dangerous manner;
 - o public wearing of apparel that is conspicuous and not normally in good taste;
 - o engaging in public stunts and buffoonery;
 - o morally degrading or humiliating games and activities;
 - o any activities that interfere with class attendance, class preparation or scholastic activities, or activities that are disruptive to any university department, office or classroom;
 - o verbal abuse that leads to public embarrassment or humiliation;
 - o implication that an act of hazing could be required for initiation;
 - o any other activities that are not consistent with fraternal law, ritual or policy, or the policies and regulations of Oakland University.

2. If members of an outside, non-Oakland University chapter or organization initiate a hazing incident on Oakland University's campus or against an Oakland University student or pledge, the Oakland University organization or chapter will be held responsible.

3. Any student organization or Greek organization or student acting in the name of a student organization accused of hazing shall be referred to the CSA and charged under the terms and conditions of the judicial procedures as stated in the student organization handbook. Individual members of such organizations shall be referred to the dean of students and charged under the terms of the Oakland University Student Code of Conduct and student judicial system.

JUDICIAL PROCESS

The Dean of Students Office administers the University student judicial process and insures that student rights are protected. The judicial system provides for the timely and orderly investigation and adjudication of alleged nonacademic and academic conduct violations of community standards. All conduct records are maintained in the Dean of Students Office and protected by the Family Educational Rights and Privacy Act of 1974 (FERPA). Throughout the judicial process, efficient and effective written communication is important. Whenever possible, Oakland University e-mail will be used to expedite the process and provide information to those involved in conduct allegations.

DUE PROCESS RIGHTS

Student Complaint Rights

In some cases, the complainant(s) of student misconduct may feel they need assistance in filing their report or presenting evidence at the hearing. They also may feel threatened or fearful about the conduct process. In such cases, the dean of students will assist the complainant in finding an adviser to help them with the process. The adviser must be an Oakland University faculty, administrative staff member, or student. In cases of sexual misconduct which includes sexual harassment or sexual assault, the counseling center or local complainants' advocacy groups may also be contacted for assistance. The complainant may voluntarily submit an impact statement to the University Conduct Committee (UCC) or the dean of students for consideration prior to imposing a sanction and shall become part of the record.

A complainant impact statement shall provide the following information:

1. The name and student, staff or faculty status of the complainant.
2. The economic loss suffered by the complainant.
3. Any physical injury suffered by the complainant as a result of the violation with detail as to its seriousness and permanence.
4. Any change in the complainant's personal welfare or familial relationships as a result of the violation.
5. Any request for psychological services initiated by the complainant or the complainant's family as a result of the violation.
6. The loss of any educational benefits otherwise available to the complainant.
7. Other information related to the impact of the offense upon the complainant.
8. A statement by the complainant suggesting an appropriate sanction.

STUDENT RESPONDENT RIGHTS

A student respondent has the right to:

A. Meet with an official from the Dean of Students Office regarding the conduct matter in question. The respondent may select a student, faculty, or administrative staff

- member of Oakland University to advise him/her and accompany him/her at any such meetings. The respondent also is afforded the opportunity to have an adviser accompany him/her at the hearing.
- B. Present witnesses at the hearing who have direct information relating to his/her case after notifying the Dean of Students Office in writing at least 48 hours prior to the hearing. Character witness statements should be submitted in writing.
- C. Ask questions of the witnesses, including the person making the allegation(s). The student respondent will also be asked questions by the committee members during the hearing.
- D. Receive notice of the date, time, and place of the hearing 72 hours in advance. The notice will include a statement of the alleged misconduct with sufficient particulars to enable the student respondent to prepare his/her defense and the names of witnesses who are scheduled to appear at the hearing.
- E. Challenge, at least 24 hours prior to the hearing via written notification or by telephone, without explanation, the presence of one committee member, with the exception of the dean of students. The committee member challenged will not participate in the hearing.
- F. Present evidence at the hearing that is directly related to the case.
- G. Refuse to attend a hearing. However, students who fail to appear at the hearing, will receive an administrative hold status on their student account which prevents future course enrollment. Additionally, official and unofficial transcripts will not be released until the conduct matter is resolved.
- H. Refuse to make self-incriminating statements.
- I. Rebut statements. All matters upon which the decision may be based must be introduced into evidence during the hearing. The decision should be based solely upon such matters. In no case should the committee consider statements against the student unless he/she has been given an opportunity to rebut unfavorable inferences, which might otherwise be drawn.
- J. Obtain written notification of the decision reached during the hearing.
- K. Appeal the decision of the ACC or UCC within ten business days if there is new evidence or a significant procedural error.
- L. Waive in writing any of the above rights and agree to an administrative hearing.

JUDICIAL PROCEDURES

Judicial procedures for addressing cases of non-academic, academic or student organization misconduct vary slightly, but the following steps are included in each process. The term "dean of students" as used in this document shall mean "dean of students or other person designated by the vice president for student affairs to process and/or hear case(s)." The focus of the judicial process shall be to determine whether a student has violated campus standards or regulations. Deviations from prescribed judicial procedures shall not invalidate a decision or proceeding unless, in the opinion of the dean of students, significant prejudice to a student resulted from the deviation.

1. Complaint: A complaint of misconduct is written and includes specific allegations or charges. Any faculty, staff or student who is aware of possible student misconduct is requested to report the alleged violation to the dean of students.

2. Fact-finding: Upon receipt of a complaint or report of alleged student misconduct, the student respondent shall meet with the dean of students or assistant dean of students for fact-finding to determine if University charges and a hearing are warranted. The student respondent may have an adviser at the meeting, who must be a member of the Oakland University community. At the meeting, the student shall be informed of the alleged violation and advised of all his/her rights.

3. Notice: Upon determination of the need for a disciplinary hearing by the Dean of Students or his/her designee, the student respondent will receive written notification. Written notice includes a statement of the alleged misconduct with sufficient particulars to enable the student respondent to prepare his/her defense, the date, time and place of any hearing, and the names of witnesses who are scheduled to appear at the hearing. Notice is provided at least 72 hours in advance of any hearing.

HEARING TYPES

The University offers seven types of hearings to address conduct cases depending on the nature of the infraction. The focus of inquiry in disciplinary hearings shall be to determine whether there has been a violation of campus standards, ordinances, or regulations and, if necessary, appropriate sanctions.

- Hearing types include:
- University Conduct Committee (UCC)
 - University Conduct Administrative Hearing
 - Academic Conduct Committee (ACC)
 - Academic Conduct Administrative Hearing
 - Residence Hall Hearing
 - Student Organization Conduct Hearing
 - Student Organization Administrative Hearing

The University Conduct Committee (UCC) and Academic Conduct Committee (ACC) are both comprised of five members, representing faculty, staff, and students. Hearings of the UCC and ACC are tape recorded to provide a record in the event of an appeal.

Student non-academic conduct cases will be addressed in either a University Conduct Committee Hearing or a University Conduct Administrative Hearing.

1. University Conduct Committee (UCC)

If the alleged violation is of a non-academic nature, the student respondent or student organization may choose a University Conduct Committee (UCC) hearing. All serious matters of misconduct can be referred to the UCC by the dean of students or assistant dean of students. Hearings of the UCC will be closed to the public, unless all participants agree to an open hearing.

Requests for an open hearing require a 48 hour notice to the dean of students and the final determination is made by the UCC chair. The purpose of the hearing is to make a decision regarding responsibility or innocence with respect to the alleged violation(s) and determine appropriate sanction(s).

2. University Conduct Administrative Hearing

If the alleged violation is of a non-academic nature and the student respondent fully accepts responsibility for the violation, the dean of students or assistant dean of students may allow an administrative hearing. This hearing is conducted solely by the dean of students and/or assistant dean of students. The hearing officer decides on the appropriate sanction and if the student agrees with the sanction(s), the case is concluded and all appeal rights are waived. If there is no agreement on a sanction, the University Conduct Committee will hear the case.

Student academic conduct cases will be addressed in either an Academic Conduct Committee Hearing or an Academic Conduct Administrative Hearing:

3. Academic Conduct Committee (ACC)

If the alleged violation is of an academic nature, the case will be heard by the Academic Conduct Committee (ACC) of the University Senate. Academic conduct hearings are closed to the public. In all cases heard by the ACC, the purpose will be to make a decision regarding responsibility or innocence with respect to the alleged misconduct. In the case of a "responsible" finding, the ACC also will determine the sanctions.

4. Academic Conduct Administrative Hearing

This hearing is used when the student accepts responsibility for the alleged violation. The dean of students may choose to hold an administrative hearing conducted by the chair of the Academic Conduct Committee. The dean of students, faculty member bringing the case, the student charged and his/her adviser will be present. The hearing is held to decide an appropriate sanction. Once the chair and dean of students agree on a sanction, the case is concluded and all appeal rights are waived.

5. Residence Hall Hearing

If the alleged violation is of a non-academic nature, involves a residence hall student, occurred in the residence halls, and is not a major infraction, the matter will be heard through the Residence Hall Judicial System. The procedures for the Residence Hall Judicial System are included in the Residence Hall Handbook.

6. Student Organization Administrative Hearing

If the student or Greek organization fully accepts responsibility for the violation(s), an administrative hearing may be allowed. The hearing is conducted by the director of the Center for Student Activities and Leadership Development or his/her designee. The hearing officer decides on the appropriate sanction and if the organization agrees with the sanction(s), the case is concluded and all appeal rights are waived.

HEARING PROCEDURES

1. Written notice of the date, time and place of the hearing will be provided to all students 72 hours in advance of the hearing. The notice will include a statement of the alleged misconduct with sufficient particulars to enable the student respondent to prepare his/her defense and the names of witnesses who are scheduled to appear at the hearing.
2. The student respondent or his/her adviser shall notify the dean of students in writing at least 48 hours prior to a hearing of the name, address and phone number of witnesses he/she wishes to call and the context of their appearance. After the witness list is finalized, the student respondent is responsible for asking them to appear at the hearing.
3. The chair will advise the student respondent of his/her right not to make any responses or statements that may be incriminating and also will inform the student that any information or answer given may be used in a disciplinary hearing or a court of law.
4. Throughout the hearing, it is the responsibility of the chair to determine the appropriateness of all questions and comments. Any member of the hearing committee may make inquiries and comments when properly recognized by the chair.
5. The dean of students will make all decisions regarding postponement of a hearing prior to the hearing date. It is the responsibility of the chair to make all decisions regarding postponement or continuation of a hearing once in progress.
6. The dean of students has the authority to maintain the proper atmosphere throughout the hearing. Any person, including the student respondent, who disrupts a hearing or who fails to adhere to the rulings of the chair, may be removed or excluded from the hearing.
7. The chair has the final decision as to the admissibility of any evidence, written statements, documentation or testimony. Irrelevant or unduly repetitious evidence may be excluded.
8. After considering all evidence, the conduct committee will deliberate in private, determine responsibility or innocence, and if applicable, determine an appropriate sanction.

UNIVERSITY SANCTIONS

If a student or an organization is found to be responsible for academic or non-academic misconduct, the following disciplinary actions, or sanctions, may be imposed singly or in combination. The sanction(s) imposed will be commensurate with the offending conduct and may take into account the student's educational record and any previous conduct record. Additionally, sanctions may prevent the student from representing the University in some extracurricular activities.

1. Reprimand. A written reprimand that expresses University dissatisfaction with the student's conduct and clarifies expected behavior in the future.
2. Probation. Written notification that any further violations within the probationary period shall result in more severe disciplinary action. The probationary period will be for a specific period of time or until the completion of any specified requirements or conditions are a part of the probation.
3. Deferred Suspension. The student remains enrolled, however, any violation of conduct regulations during the period of deferred suspension will, after a determination of responsibility, result in suspension.
4. Suspension. A decision that removes the student from the University for a specified period of time, usually no more than two years. Suspensions can be effective immediately or begin after the end of the semester. For academic conduct suspensions, the charging instructor will determine the final course grade. Credits from courses completed at another college during the period of suspension will not be accepted according to published Oakland University transfer policies.
5. Interim Suspension. Depending on the nature of a reported incident, some situations may require the University to take immediate action in order to protect the members of its community. Such a situation occurs when the nature of the allegation brings into reasonable question the prudence of permitting the student respondent to remain a member of the University or on-campus housing community prior to a formal hearing. To protect the safety and well-being of University students, faculty, staff or University property, the student may be temporarily suspended prior to adjudication of the case. In any such instance, the University will promptly implement its judicial procedures to address the conduct in question.
6. Persona Non Grata. Students whose behavior violates the policies or standards of the University may be declared Persona Non Grata (PNG), which restricts access to designated areas or the entire campus. All PNG's are issued at the discretion of the Dean of Students Office or appropriate University administrator. All persons declared PNG will receive written notification informing them of their status in person or via US Mail; however, the University is not responsible for any refusals to accept the PNG notice. In addition, students will receive a "PNG Hold" status on their student account. A student can be declared PNG:
 - o On an interim basis pending a student conduct, academic conduct, or other administrative hearing,
 - o As a sanction resulting from a conduct hearing, or
 - o If their presence on campus could potentially endanger the campus community.
 All requests for removal of the PNG status from students must be submitted in writing to the Dean of Students for review and approval.
7. Expulsion. A decision that removes the student permanently from the University. Normally, the penalty shall also consist of the student being declared Persona Non Grata and restricted from the premises of the University.
8. Developmental Sanctions. Sanctions designed to develop student behavior may include, but are not limited to:
 - o Restricted involvement in any extracurricular activity such as, running for or holding office in any student group or organization
 - o Limited athletic participation in sports-related activities
 - o Restricted service on any University committees
 - o Limited student employment
 - o Service charges
 - o Student account holds
 - o Counseling or referral for a psychological/psychiatric evaluation
 - o Restriction or removal from on-campus housing
 - o Community service
 - o Written assignment
9. Fines/fees. Established fines and fees may be imposed.
10. Revocation of Degree. A degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining a degree, or for other serious violations committed by a student prior to graduation.
11. Withholding Degree. The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code of Conduct,

including completion of all sanctions imposed, if any.

Disciplinary Findings

After the hearing, the student will be informed of the findings of the hearing committee. The findings may include:

- A. Not responsible: No misconduct has been proven.
- B. Responsible: The student was proven responsible for the alleged misconduct by a preponderance of the evidence or accepted responsibility for the charges.
- C. Sanctions imposed

NOTIFICATION OF FINDINGS

In both academic and nonacademic conduct cases, the student will receive written notification of the decision and any sanctions from the dean of students. The written decision of the ACC or the UCC and the sanction assigned shall be final unless an appeal is initiated. The sanction may be immediately implemented. The University reserves the right to notify the complainant of the outcome.

EXPELLED/SUSPENDED TUITION REFUND POLICY

Students can be expelled for academic or non-academic misconduct resulting in permanent removal from the University. The date of the disciplinary violation will be used to determine whether the student is entitled to a tuition refund according to the current University tuition refund schedule.

Students can be suspended for academic or non-academic misconduct resulting in removal from the University for a specified period of time. The date of the disciplinary violation will be used to determine whether the student is entitled to a tuition refund according to the current University tuition refund schedule.

Additionally, residence halls and any University housing room and board charges will be prorated based on the student's room checkout date.

APPEAL PROCEDURES

Grounds for Appeal

There are two grounds on which a decision of the University Conduct or Academic Conduct Committees may be appealed:

1. Substantial new evidence, which was not available at the hearing and/or;
2. Procedural error that significantly affected the outcome of the case.

*New evidence cannot be considered if a student refused to attend a hearing.

*Severity of the sanctions imposed is not grounds for an appeal.

FORM OF THE APPEAL

After a hearing has ended, all students receive written notification of the findings and sanction(s). All conduct committee decisions shall be final, subject only to the student's right of appeal. Students will normally have ten (10) working days from the date of the written notification to submit a written appeal stating the grounds for the appeal and the disposition the student seeks as a result of the appeal. If the appeal is based on new evidence, the letter should specify in detail what the new evidence is, how it affects the case, and why it was not presented at the hearing. New evidence in written form should be included with the letter of appeal. If the appeal is based on a procedural error, the letter should specify in detail what the error was and how it prevented fair adjudication of the case. Appeals submitted by family members, attorneys, etc., will not be considered.

University Conduct (UCC) Right of Appeal

Appeals for the University Conduct Committee are processed through the vice president for student affairs. All information submitted will be reviewed to determine whether there are grounds for an appeal. If the appeal is rejected, the student will be informed and the case will be closed. If the appeal is accepted, the case will be sent back to the Dean of Students Office for a rehearing with a newly constituted University Conduct Committee. The decision of the vice president is final.

ACADEMIC CONDUCT (ACC) RIGHT OF APPEAL

Appeals for the Academic Conduct Committee are processed through the senior vice president for academic affairs and provost. All information submitted will be reviewed to determine whether there are grounds for an appeal. If the appeal is rejected, the student will be informed and the case will be closed. If the appeal is accepted, the case will be sent back to the Dean of Students Office for a rehearing with a newly constituted Academic Conduct Committee. The decision of the senior vice president and provost is final.

MEDICAL WITHDRAWAL RE-ENROLLMENT PROCESS

Students who have received a voluntary or administrative medical withdrawal due to a mental health condition may request re-enrollment.

The student must complete the following:

1. Submit to the Office of the Dean of Students a Request for Re-enrollment form with supporting documentation. The supporting documentation must be completed by a qualified (licensed) mental health professional. This information will be used by the Dean of Students to determine the re-enrollment decision.
2. Once the completed request form and supporting documentation have been submitted, the student must schedule a meeting with the Dean of Students to review his/her request.

Prior to granting re-enrollment, the Dean of Students may consult with appropriate University officials necessary to assess whether the student is qualified and ready to resume academic work and campus life. Any decision must consider not only the psychological stability of the student, but also the broader emotional impact and safety of the campus community. The student will receive from the Dean of Students written notification of the decision.

DISCIPLINARY RECORDS FILE

All disciplinary records and files are maintained in the Dean of Students Office for a period of seven years from the date of resolution. Records relating to a disciplinary expulsion are kept indefinitely. All conduct records are subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended by the USA Patriot Act. The University's policy on disclosure of educational records, which conforms to the law, is available for review in the Dean of Students Office. No indication of disciplinary action is recorded on student transcripts.

REGULATION CHANGES

This is the official version of the Oakland University Student Code of Conduct subject to change as necessary. It is the responsibility of all University students and organizations to familiarize themselves with this code. Recommendations or suggestions for change can be submitted in writing to the dean of students by any member of the Oakland University community.

QUESTIONS

Questions regarding the judicial process or incidents of a disciplinary nature should be directed to the Dean of Students Office, 144 Oakland Center, (248) 370-3352.



Nowshin Chowdhury / The Oakland Post

Men's soccer team celebrates a score during the 2014 Homecoming game on Saturday, a loss to Incarnate Word.

THE SPORTING BLITZ

Women's volleyball

Amanda Baker had six blocks in a loss to UC Irvine in the invite final, but that proved too little as the OU volleyball team lost in three straight sets ending a six-match winning streak. Bowling Green and Robert Morris were the other two teams competing in the tournament. The Grizzlies' Melissa Deastch and Jessica Dodd were named to the all-tourney team with a combined 66 kills.

Football club

The football club at Oakland University won their homecoming game versus Wisconsin-Milwaukee on Saturday Sept. 20. The final was 27-26 with Quarterback Justin Mills leading the way with 122 passing yards, and adding 94 on the ground. He finished the game with three total touchdowns and was named MVP.

Softball

The Black defeated the Gold Saturday afternoon 8-2 in the annual Black and Gold scrimmage. The Gold team did strike first, but the black tied it up and didn't look back scoring in 5 different innings. The Grizzlies were to start their fall season Sunday but OU closed the field due to bad conditions.

Women's soccer

On Sunday the women's soccer team earned its second win of the season vs. St. Francis. The Grizzlies came roaring back after trailing 1-0 with four-second half goals. Kellerman scored her team-leading fourth goal of the year while teammates Alice Palmer, Cecile Dokka, and Claudia Krupicz each put one in.

-Compiled by Matt Saulino, Staff

www.oaklandpostonline.com

Men's soccer drops the ball

Despite record turnout, team falters, goes 'back to the drawing board'

Scott Davis
Staff Reporter

Oakland University's men's soccer team was unable to pull out a victory against the Incarnate Word Cardinals in the first fall homecoming game in six years.

The Saturday night homecoming event drew 1,829 attendees, which is the second largest crowd ever for an OU men's soccer game. Festivities included a barbecue and various games in the parking structure right next to the field, Detroit Pistons' Drum line performances, t-shirt giveaways, and even a chance for one student and one alumnus to win a 2014 Jeep Cherokee. In order for the contestants to win the car, however, they had to kick a soccer ball into the driver's side window from 35 yards away; neither participant was able to score the shot.

It was a unique night since the last six homecoming games took place in the winter, well after the soccer

season. OU men's soccer head coach Eric Pogue talked about how it is appropriate and exciting to change the homecoming to the fall with all the change going on around campus.

"It's a great opportunity to have homecoming come to the fall because I think it is an exciting time for the university. With all the new buildings, new president, and new athletic director I think it's a great opportunity to have a celebration in the fall. I know our players were excited to play in front of a big crowd and to celebrate all the great things we have going on at Oakland," said Pogue.

The team could not complete the homecoming celebration, however, as they fell 2-1 in extra time to UIW. Gerald Ben scored the lone Golden Grizzly goal off of a penalty kick late in the first half but UIW quickly responded with a goal in the 50th minute of play. UIW scored the game winning goal in the seventh minute of extra time which gave OU their fifth loss of the season.

OU came into the game losing two straight one goal games against Denver and Air Force. Pogue hopes to turn this around as league play starts on Friday.

"With all the new buildings, new president, and new athletic director, I think it's a great opportunity to have a celebration in the fall."

Eric Pogue
Men's Head Soccer Coach

"Obviously we have to go back to the drawing board a little bit and get back to basics. I think the Horizon league is a new lease on life and we've got to put the past in the past and look toward the future. In terms of Horizon league play we are 0-0, so we are going to go on from there," said Pogue.

The team will face UIC on Friday night at home, and then will travel to Detroit to face the Titans on Oct. 1. The team was ranked number three in the Horizon League preseason polls behind Milwaukee and UIC.

More information on OU's men soccer team including box scores, schedules, and roster information can be found online at ougrizzlies.com.

Running with a purpose



Courtesy of OU Athletic Department

"It's a big part of my life. I don't know what life is without running," Ashley Burr said.

Cross country athlete competes for thrill, fun

Matt Saulino
Staff Reporter

Ashley Burr, a sophomore at Oakland University, won the 5K women's race at the University of Wisconsin-Parkside Open, on Saturday Sept. 13.

The week before that she was Horizon League's runner of the week. Despite the recent accolades she still remains humble.

"To come here and lead the way, that was really cool I still can't believe it," Burr said. "I know there's a lot of girls out there that can easily whoop my butt."

Burr isn't used to taking laps in the winners circle either. To date she only has one solo race victory, besides her most recent.

"In high school, I only won one race, and that's only because my teammate who would have ran it was sick," Burr said. "My teammates at Midland Dow (High School) were much better than I am. I'm trying not to let this go my head."

Running comes naturally to Burr; she's been doing it almost as long as she can remember.

"When I was a kid I did summer track programs, and then 6th grade I was in a running club, and 7th and 8th grade, and all the way through high school I was on a team," Burr said. "It's almost like a lifestyle, if you ask my mom what running

does for me, well she doesn't like to be around me when I don't run."

The OU team runs together almost everyday according to Burr. She doesn't plug in headphones while she's running though, unless she's on a treadmill, she likes to remain aware of her surroundings and talk with her team.

She didn't really know anyone coming in, and being redshirted her first year, didn't give her a chance to compete with any of the girls on the team. When it came to the track though, teammate Miranda Haas, a junior, was competing in the steeplechase and she showed her the ropes.

"She helped me a lot in training, I love running with her," Burr said. "She's a year ahead of me. She's great mentor."

Burr is also a member of the track team, which a lot of cross-country runners will also compete for.

They both ended up placing first and second in April in the steeplechase. The event is a 3K race (under two miles) with five steel bar hurdles that go across the track with the last one being set up before a water pit. Runners often use the hurdle as a chance to propel themselves into the furthest part of the pit, as it is also the shallowest.

"You're going to land in the water," Burr said, "I fell the first time, it was great, but that's why I love it, it's such a challenge."

Burr is a sophomore, but she was red-shirted her first year, and is still running as a freshman for the team. She plans to keep running throughout her tenure at OU.

"It's a big part of my life. I don't know what life is without running."

CATERING!

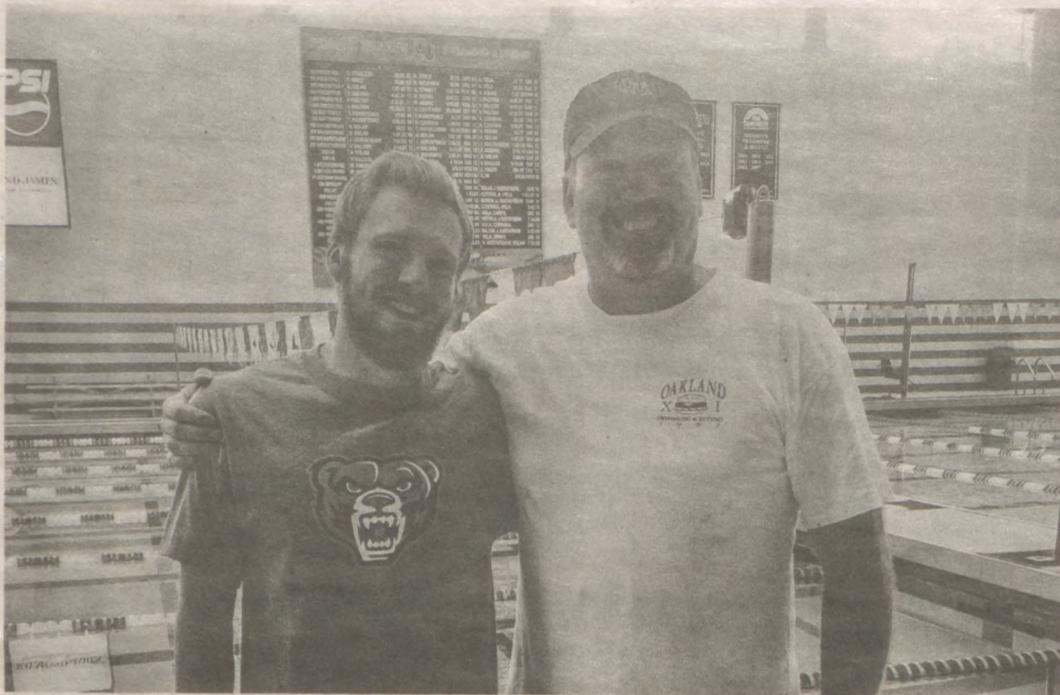
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Jasmine French / The Oakland Post

Kyle Larson (left) and father Steve Larson (right), a past national champion and Hall of Honor inductee.

Alumni and student swim meet brings together past, present

Jasmine French
Staff Reporter

For the men's and women's swim teams, homecoming meant a weekend in the pool and catching up on old times. Saturday, during the event, alumni and student swimmers gathered in the natatorium.

"There is no pressure. Students and families come out to enjoy the festivities," Pete Hovland, OU's swimming and diving head coach, said. "I have two students on the team whose parents are alumni and swam for the team."

Hovland is in his 37th year as a coach at Oakland.

Steve Larson, a national champion swimmer who was also acknowledged in the Hall of Honor in 1993, graduated from Oakland in 1987. Larson swam in this year's alumni swim meet and has a son on the team as well.

"We are the first parent combo I've ever coached," Steve Larson said.

Larson's son, Kyle Larson, is a backstroke for the Grizzlies men's swimming team.

"Ever since I was little I was

"There is no pressure. Students and families come out to enjoy the festivities,"

Pete Hovland
OU swimming and diving head coach

the kid who stayed in the water," said the OU sophomore.

Alumni divers were also able to show off their skills. The sixth event at the meet was mixed diving. Alumni conference champion, Ryan Kish, an OU graduate in 2008, attended.

"This is my first year at the alumni swim meet in a couple of years," said Kish. "I'm amazed at how the campus has changed."

"My most memorable events at OU as a diver were the championship seasons in the Summit League," added Kish.

Kish graduated from Des Moines University in Iowa and obtained a doctorate in podiatric medicine in 2013.

"I'm now a resident doctor at DMC, specializing in foot and ankle surgery" said Kish. "Being a student athlete was something special."

Alumni who were not swimmers or divers also came back to OU to watch the swim meet.

"This is my first time attending the alumni swim meet," Sherri Sullivan, a past graduate of OU, said.

"I was working full time in school and didn't have time to be the student I wanted to be, so I figured I come back and enjoy homecoming events," added Sullivan.

Hovland has big plans for his team this year and is confident in the talent he has.

"The goal for the team this year is to win the Horizon League Championship," said Hovland. "There have been students with Olympic aspirations and those who qualify for the National Collegiate Athletic Association."

"We usually just let the freshman swim for the alumni swim meet, Jordan Merrilees, swimmer and junior at OU, said.

"The freshmen students this year are a great crew," said Associate Coach, Shawn Kornolje. "They are hardworking and excited about being here."

Sweet start to homecoming for Grizzlies

Karine Celis
Staff Reporter

Candy brought Oakland together. If you saw a white tent in front of Bear Lake last Wednesday then you witnessed the sweets, treats and Grizzly beats event. The Department of Athletics took the Oakland University community by surprise by doing something rarely seen before.

The Sweets, Treats and Grizzly Beats event was conceived as a project to bring student-athletes closer to the Oakland University community. The games inside the tent were all about candy. Oreo face eating contests, pie-eating competitions, guess the amount of candy inside the jar, skittles and straws and many more were all options at the event.

The event brought a lot of joy to all of the participants. "It was definitely one of the best events so far this year. There were so many different things to do and so many people to mingle with," Adam Coddington, treasurer of the Grizz Gang, said.

"It was a great way for athletes to meet other students on campus," Amy Carlton, a basketball player at Oakland and also one of the masterminds behind this project, said. "Also, the event was a way for athletics at Oakland to provide a fun event to kick off the year and enjoy meeting new people while enjoying deserts and playing fun games."

This event was not only great for the students and athletes but also for the Athletics Department in general. Evan Dermidoff, the Athletics Academic Advisor, believes the entire department is doing a good job getting involved with the Oakland University community.

"It is something we are passionate about and always

working on," Dermidoff said.

Among the many events, the pie-eating contest stood out because of the excitement it generated. It was a positive for the athletes because it brought a lot of attention to the event and at the same time the non-athletes had fun watching and also participating in the contest.

According to Dermidoff, around 250 non-athletes took part in at least one game. The student-athletes were also present, not just hosting the different games and greeting people but actively participating as well.

Carlton believes the event was a great way to kick off the homecoming weekend and got everyone ready for the approaching events and sports competitions. According to Coddington, these events are great way to interact with athletes and know when they have upcoming games and grow the support for our athletic teams.

Students and athletes definitely want more of these events on campus. For Evan, the initial goals of having student-athletes create and manage an event on campus and at the same time involve the Oakland University community through a fun event were both accomplished.

With such a positive response to the event there is hope that another event will be taking place in the future, Dermidoff noted.

"Oakland University needs more unity to accomplish the goals that we all have for our school and events like these provide the perfect scenario to get out of our comfort zone and explore what is else out there," he said.

Dermidoff also emphasized that events such as these can help students realize how important the support of the rest of the community can be.



Kaylee Kean / The Oakland Post

The lack of noticeable changes in features for the new iPhone have many sticking with their current models, such as this iPhone 5c.

Enough bang for the buck?

Students weigh in on the new highly-touted iPhone 6 and iPhone 6+

Kaleigh Jerzykowski
Staff Reporter

Many Apple product owners are used to Apple's shenanigans, and the company knows it.

The mobile phone producer has had much of the public wrapped around their minimalistic, beautifully designed finger since 2007, and this year's first release of their "upgraded" flagship device seems to be no different.

Or does it?

The Internet is ablaze with snarky tech writers stating that the iPhone 6 and iPhone 6+ may not be worth all the hype.

Reviews range from gloating to less than impressed, but it all seems to boil down to one thing: personal preference.

Makayla Glover, an Oakland University junior, has had an iPhone since high school and upgraded to her iPhone 5S this last winter.

She doesn't find Apple's latest device launch to be anything to write home about, though.

"I think the maps are better [on the iPhone 6]," she said with a shrug. "And Siri? I mean, you can go either way. I don't really use it."

Maps and Siri aside, perhaps the most notable and highly anticipated change made to the sixth generation of iPhone was an increased screen size. The device now comes in 4.7 inch and 5.5 inch models, but for Glover, this slight change just doesn't justify the price.

"The size doesn't really matter to me," she said, but she mentioned that she would greatly appreciate marked differences in processing speed and storage, which, in her opinion, would make the increased upgrade price worth it.

OU senior Ashley Nasser has been a faithful Samsung Galaxy user for the past four years, upgrading to the Galaxy S5 just a few months prior to Apple's biggest launch to date.

Nasser says she's always used Android and "like[s] how the system is laid out," but what kept her on "team Android" were the areas of the iPhone 6 that Apple could have improved, but didn't—namely, the camera.

"I'm really big on having a nice camera on my phone," she said, "and that's one of the things that's made me stay with Android [phones]."

In addition to less-than-impressive camera specs, Nasser doesn't believe

that Apple's annual cult-status launches and now-increased upgrade prices are worth her time.

"I think that's crazy," she said. "[iPhones] are so expensive, and I think it's so unnecessary to spend so much money on the same phone, just bigger."

It looks like the results are in.

If Glover and Nasser are any kind of accurate representation of Oakland's feelings on the iPhone 6, the university seems to be unimpressed with the price, features (or lack thereof) and hype.

Years ago, there wasn't much that Apple and Android users could agree on, but now with the launch of the iPhone 6, it seems that members of both camps have found something of a common ground: it just might not be worth it.

According to an article on Macworld.co.uk, before the next year, Apple is expected to hold a second launch of new products, just in time for the holiday season. This could possibly leave September upgraders out in the cold.

In that case, prospective cell phone shoppers will have a lot to think about in the coming months.

Serving those who serve us

Selah Fischer
Staff Reporter

Student veterans working with Veteran Support Services (VSS) dedicate their time to organize a simple and easy process to help students receive the education benefits they deserve.

These services are provided to veterans, who include those who have served and are now out and also anyone in a military capacity, active duty guard or reserves. Today, there are over 300 veterans, service members and dependents of veterans at Oakland University.

"The services provided to the vets here at OU are amazing," said Chris Johnston, a student veteran at Oakland University.

Johnston served five years in the United States Marine Corps. He was honorably discharged in 2005 and has now been a veteran for nine years. He finds VSS very helpful and said that the process for receiving benefits is simple.

Located in North Foundation Hall, VSS is available any time a student veteran may need guidance. Their goal is to provide all the help possible to make sure students succeed with their academic and personal goals.

"The VSS staff at OU, in addition to the Student Veterans at OU student organization, goes above and beyond to make veterans feel inclusive and succeed in a higher education environment," said Chanel Daniels, a student veteran at Oakland University and member of SVOU and VSS.

Members of VSS are knowledgeable when it comes to handling all information that is needed by students. They provide information that may be needed to use veteran or military benefits. If for any reason they may not be able to help with something, they will transfer students to other campus offices for specific questions and concerns. VSS also hosts and assists with both social and networking events.

"The primary push for my recent involvement with SVOU and VSS is their ability to empathize, motivate and encourage student veterans, including myself, to pursue their ambitions and be a part of the community at OU," Daniels said.

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Andrew Wernette/The Oakland Post

The local police departments involved in the training exercise encouraged the actors to be as realistic as possible.

Emergency staged at mall

Theatre students help police in shooting scenario

Andrew Wernette
Life, Arts, & Entertainment
Editor

In a back room, fake latex wounds sealed in plastic baggies were spread out on the table, the names of their owners written on them in black marker. The student actors waited patiently as special effects technicians applied the stage blood to their clothes.

This was not the backstage of the Varner Studio Theatre.

Oakland University students from the Department of Music, Theatre and Dance played a central role in a police training event at Great Lakes Crossing Outlets in Auburn Hills on Sunday evening, Sept. 21. The training was styled on a multiple shooter incident, with OU actors portraying wounded civilians and police officers.

Police forces from multiple jurisdictions took part in the training, including officers from the Auburn Hills and Oakland University police departments.

Days earlier, Theatre Design and Technology major, Rick McClure spoke about his part in the event as a special effects person.

"We can use our artistic license to embellish and make it a little more interesting for the police," said McClure, a junior.

He added that he was "excited" to see his work be put to the test, especially since the team had never really done a run-through of the event.

On event day, the mall closed earlier than usual for the training to take place. Everyone participating in the training met in the food court after all the customers had left.

"Thank you for helping us do this," said Officer Brandon Hollenbeck of the Auburn Hills Police Department, one of the event's organizers.

Hollenbeck read off a list of safety rules to the group and he encouraged the actors to be as realistic as possible.

"I want you to instill that fear inside of yourself," Hollenbeck said.

Due to the secret nature of these trainings to preserve their shock effect for officers, no pictures or videos of the exercise were permitted.

The training began. A number of people impersonating gunmen went throughout the mall and pretended to gun down civilians, with teams of officers in pursuit.

Those portraying the wounded and killed lay in states of distress. One of the actresses was

Anna Marck, a junior in musical theatre.

She described her role as a victim as wavering between simulation and reality.

"I tried to make the situation as real as possible," she said. "There were moments that I got very emotional, and my view was of tears and splatters of stage blood on the ground. There were other moments when I was pulled out of the 'simulation' anytime someone walked by who wasn't directly related to creating the mood of the event."

"Even in a simulated tragic event, there's nothing like seeing familiar faces when it's over with," she said.

MTD costume specialist Leslie Littel, who oversaw the OU team at the event, said that she was pleased with how the exercise went.

"It was awesome," Littel said. "Probably one of the hardest things [for the actors] was to be still, but be in character."

OUPD Chief Mark Gordon commented afterward about his officers' performance in the drill.

"The training was excellent. It provided an opportunity to train with other law enforcement agencies and to test overall response capabilities. I was very impressed with how OUPD officers performed," Gordon said.

'This event has reinforced my love for filmmaking'

Cinema studies' 24-hour film contest presents a challenge

Scott Davis
Staff Reporter

Oakland University students and faculty were able to take place in a special challenge over the homecoming weekend as the OU cinema studies program held its first ever Golden Grizzly 24-Hour Film Challenge.

The challenge started on Friday afternoon with completed short films due on Saturday afternoon. Students, alumni, faculty and even some non-OU-affiliated members were given the task of creating a short film lasting anywhere from 90 seconds to three minutes in only 24 hours.

The participants were split into eight teams of three or four members. Requirements stipulated that they had to include two props given to them at the check-in, two classic film quotes out of a selection ("There's no place like home" and "Frankly my dear, I don't give a damn," for example) and use a popular OU landmark in their film.

The challenge had participants working well into the night Friday and into Saturday morning, trying to figure out the most clever ways to make their films.

"Our goal in creating the

challenge was to develop an event that would be of interest to both cinema studies students and the broader OU community of students and alumni. The challenge enables students to showcase their creative talents and collaborate with their peers in a fun atmosphere," said Professor Kyle Edwards, Program Director of OU cinema studies.

After completing the films on Saturday afternoon, an awards ceremony was held where students could watch each others' films and win awards. These included Best Cinematography, Best Story, Best Performance, Audience Award, Most School Spirit, Best Use of Required Prop and Best Use of Required Location.

OU Cinema Studies student Amber Stankoff was part of the group that won Best Film, Best Cinematography and the Audience Award for a film called "Saints and Sinners." She said that the challenge has helped her prepare for her future cinema studies classes.

"I've learned how to work with the camera and use different shot types and camera angles to create meaning in the shots and the film as a whole. This event has reinforced my love for filmmaking and my desire to make films," Stankoff said.

The OU cinema studies program hopes to make this an annual homecoming event as a result of its response from the OU community.



Danielle Cojocari/The Oakland Post

Cinema studies students brainstorm for clever and innovative ideas to use in their 90 second to three minute short films.

Increasing emotional intelligence

Campus programs help students deal with stress and anxiety

Kaleigh Jerzykowski
Staff Reporter

Oakland University's scores were higher than average—and not in a good way.

In 2012, OU took part in the National College Health Assessment (NCHA), a survey given every three years to measure students' health and wellness habits.

The NCHA data stated that 38 percent of OU students expressed higher than expected stress levels, with the national collegiate average being only 28 percent.

OU also scored higher in the areas of anxiety, with 28 percent, and stress from working at 24.5 percent.

Graham Health Center's Health and Wellness Coordinator Julie Proctor didn't like those numbers.

A year and a half ago, Proctor and David Schwartz, director of OU's counseling department, came together to form the iPause program on campus.

iPause is a workshop-style program which can be requested by residence halls, student organizations or individual classes to help students learn coping skills for managing some of the stress that comes with being college-aged.

"We use mindfulness to teach emotional intelligence," said Proctor, "and once we are aware of who we are, we can target our stressors."

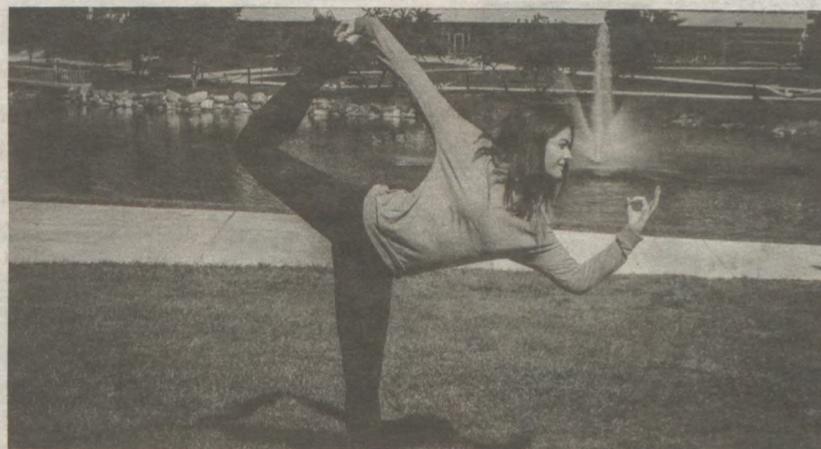
Proctor said that the main skills iPause workshops will teach are awareness of one's self and others, regulation of one's responses to the outside world and self-mastery, leading to an increased "emotional intelligence."

Although iPause workshops are presented on a request-only basis, Proctor said that the iPause link on the Graham Health Center portion of OU's website is a wonderful resource for students who may be seeking help for their stress or anxiety.

Although a certain amount of stress in life can be a good thing, more often than not, students experience "bad" stress.

In fact, 52 percent of students that came through OU counseling in 2012 reported anxiety, Proctor said.

If that is true, one can only guess at the percentage of students dealing



Shannon Wilson/The Oakland Post

Daily exercise and a healthy diet are the two largest contributors for stress prevention.

with the same issues who are not choosing to seek help.

"Changing your daily behaviors to run from stress is a sign that you should come and talk to someone," said Proctor. "You need to come in if stress is limiting your life."

Nancy Jansen, director of Graham Health Center and licensed nurse practitioner, said that there are a lot of options for students who elect to seek help for stress management.

"Take advantage of the resources on campus," Jansen said. "Go to iPause, go to counseling or go to Graham Health Center. We've got really great resources on campus."

According to Jansen, students can receive six free counseling visits with a \$12 copay for subsequent visits, and medication for anxiety and stress when appropriate.

Although there are great options for students on campus, Proctor advises that students participate in daily monitoring of their lifestyles to avoid ending up at Graham Health Center in the first place.

Proctor drives home the importance of healthy diet and exercise as being the two largest contributors for stress prevention, coupled with adequate sleep and just three deep breaths upon waking and before going to bed.

"We take our breath everywhere," Proctor said, encouraging students to take a moment each day to connect with the only body system that can be consciously controlled.

With lots of campus resources and daily monitoring of lifestyle choices

and habits, students could see a drastic reduction in stress.

But for those who need a little extra

guidance, Proctor says that iPause will be coming to a common area near you.

During finals, she explained, students will find "iPause for Pizza," where Proctor and her team will be coming to common study (and stress) areas with pizza to provide a "pause" in the exam-cram.

They will also show students basic and helpful tips for stress management during those high-pressure times.

Although Proctor and the Graham Health Center won't know how programs like counseling and iPause have affected OU's student stress levels until the next NCHA in the fall of 2015, Proctor and Jansen are confident that OU students are armed with the tools and resources they need to be happy and healthy on campus.

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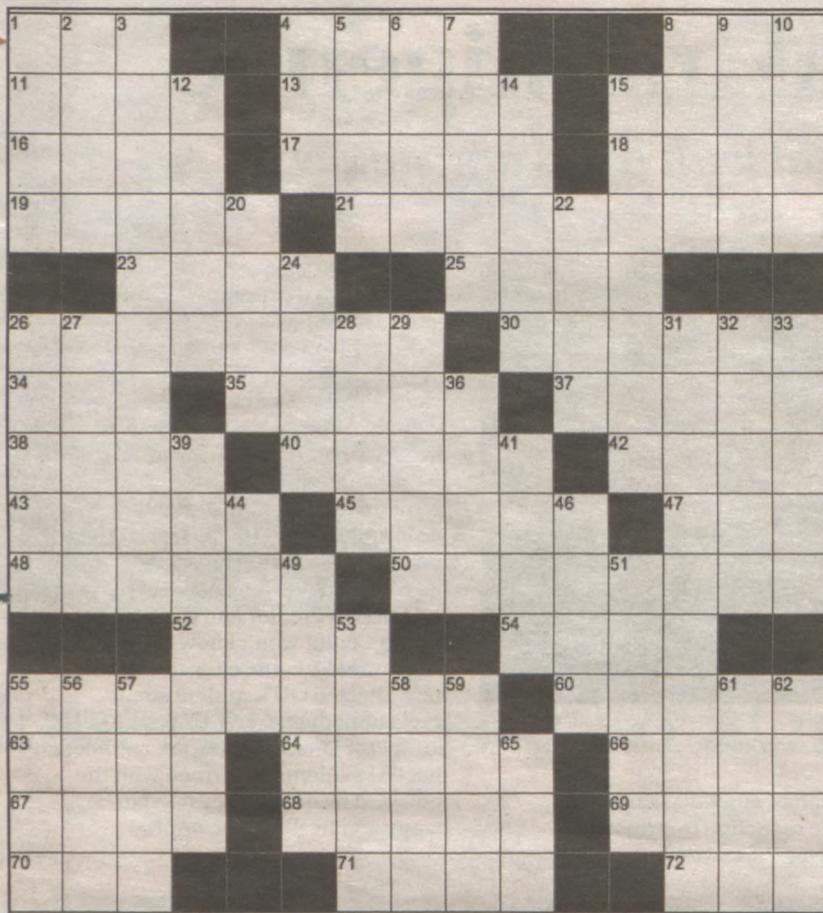
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Puzzles



Across

- 1: Droop
 4: Table scraps
 8: Go over
 11: Communally owned
 13: One from the heart
 15: Pout
 16: 'Blast!'
 17: Seductive one
 18: Church recess
 19: More with it
 21: Ottomans, e.g.
 23: '___ ex machina'
 25: Diner desserts
 26: Has high regard for
 30: This you may put on the dog
 34: Gallery objects
 35: Jib and spanker
 37: Pilotless plane
 38: Drainpipe bend
 40: Blemishes
 42: Inning enders
 43: Type of bond or order
 45: Thick woolen fabric
 47: ___ for tat
 48: Military commands
 50: Pasta and such
 52: Road grooves
 54: 'Natch!'
 55: They're often amusing

- 60: Kind of acid
 63: Prospector's bonanza
 64: Facial astringent targets
 66: Annul
 67: Rathskeller crockery
 68: 'The Sweetheart of ___ Chi'
 69: Banana discard
 70: Whichever
 71: Mint
 72: Wharf pest
- ## Down
- 1: Repairs the outfield
 2: Mystique
 3: Play up to the audience
 4: Loutish fellow
 5: Deep-massage developer
 6: Group of three
 7: Barbershop band?
 8: Spinning toys
 9: Vote off the island
 10: They're 16th of 26
 12: Quite high
 14: Tall story?
 15: Leader of the band
 20: Montreal streets
 22: Part of ROM
 24: Sign of healing
 26: Sine, cosine, or tan-

- gent
 27: Fielder's faux pas
 28: Lean
 29: Brakes
 31: 1945 Zachary Scott vehicle (with 'The')
 32: Free from restraint
 33: Annoying ones
 36: Leave in, to an editor
 39: Gets through
 41: Geographical seven
 44: Filthy deposit
 46: Beat the tar out of
 49: Puts the kibosh on
 51: Laryngeal affliction
 53: Unflinching
 55: ___ mater
 56: Rock, scissors, or paper
 57: Antsy
 58: Thus
 59: Final prelim
 61: Brainwave
 62: Young horse
 65: Japanese honorific

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