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A newsletter for Oakland University colleagues

Spring/Summer 2002

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See Jane Give

Jane M. Bingham, professor emerita, Reading and Language Arts, donated more than 8,000 children's books to Kresge Library, which will support a variety of academic programs. See story on page 4.

The advocate

VP's efforts enrich student/campus life

by Vivian DeGain



Being accessible to students is one of the reasons Mary Beth Snyder, vice president for student affairs, was selected for the Googasian award.

She has been described as a consensus builder, a mentor, a role model, a leader, a visionary and "the most positive person I know." Students seek her counsel. Colleagues ask for her advice. Faculty recognize the positive impact her support has had on undergraduate academic achievement. These are among the reasons Mary Beth Snyder, vice president, Student Affairs, was selected the Phyllis Law Googasian Award recipient for 2002.

Created in 1992 by the Oakland University chapter of the American Council on Education Network to honor its first recipient, Phyllis Law Googasian, trustee emerita, for her exceptional commitment to Oakland, the award honors and recognizes the advancement of women at OU through distinguished leadership, scholarship, advocacy, mentoring and program development.

Snyder manages a \$30-million budget and more than 200 people in seven administrative units, including Graham Health and Counseling Center, Placement and Career Services, Learning Resources, University Housing and Food Service, the Oakland Center (OC), Campus Recreation and the Office of the Dean of Students. These units work together to create a vibrant and supportive campus environment — something Snyder says is crucial to student success and central to the university's mission to provide a high-quality undergraduate education.

Alice Horning, professor, Rhetoric, Communication and Journalism, nominated

Snyder for the award, noting, "Dr. Snyder's thoughtful attention to the issues and problems in the division has made an important difference to students, faculty and staff. She has taken a number of steps to ensure solid support to students above and beyond their academic experiences."

Jean Ann Miller, director, Center for Student Activities and Leadership Development, credits Snyder with at least two major accomplishments on campus — more student housing and a better student center.

"Mary Beth's vision is like our bridge on campus for a better quality of student life for both commuters and residents," Miller says. "This fall, there will be an additional 500 spaces for student residency in the new apartments under construction. And she has led the major expansion of the Oakland Center, now more inviting and more utilized by all students."

Enriching campus life for students is not a new endeavor for Snyder, but something she has accomplished throughout her career.

Redefining a woman's place on campus

Thirty years ago, Snyder was an undergraduate at Western Michigan University (WMU), when Title IX first came into effect. Women, who represented about 30 percent of students on the WMU campus, were subject to enforced dorm curfew hours

and were not allowed to wear slacks to class, even during cold Kalamazoo winters.

"Things have changed so much that sometimes younger students can't imagine how different they were," Snyder says. "In all my jobs, I have worked to be even-handed in everything I do, to support the potential of all people. But when I work with women, especially in their educational and career decision-making process, I do promote and advocate for them," she says.

As a residence hall director at Western, in a dorm housing 250 women, Snyder became keenly aware of the challenges and obstacles facing female students. She says this experience led to her decision to pursue a career in university student affairs after completing her bachelor's degree in English literature. She went on to earn a master's degree from Ohio State University in student personnel and worked there for five years, ultimately as director of student services.

During this period, in the early 1970s, Snyder worked to develop the campus Women's Center. She also challenged Ohio State's marching band policy, which excluded women because they were considered too fragile to march long distances during events such as the Rose Bowl Parade.

"Many women voiced their objections to the policy," says Snyder. "I was part of the mix of strong voices demanding a change. Women now make up at least half of the OSU marching band."

In 1983, Snyder completed a doctoral degree in higher education at the University of California, Los Angeles, where she worked for six years, finally as director of student academic services. She went on to become dean of students at Iowa State University. Her top credentials, her years of leadership and her front-line experience proved to be a winning combination when she arrived at OU in 1995 as a vice president.

Seeking balance for herself and students

Gloria Sosa, director, Office of Equity, says that Snyder brings all her professional and personal strengths to the table.

"Mary Beth personifies to me, the individual I would most want to be like as a leader and mentor. She has exceptional balance between the essential skills needed for human interaction and the administrative skills needed in higher education. She listens. She cares about her students' quality of life. She has been present at every event, as supporter, speaker or presenter. She is hands-down, a role model for us all,"

Sosa says. "I have seen her advocate on behalf of women so many times, even without their being aware of her work."

As Snyder works to maintain the delicate balance between human needs and the administrative demands of her job, she finds that young people have similar concerns.

"One of the things young women still want to talk with me about today is seeking balance for a personal and professional life. In my own opinion, it can be done — work, marriage, family. But you must make choices and you can't do it all," she explains.

Case in point — in her own family Snyder and her husband made a decision to have only one child. Her husband decided to support her career and to attend to the needs of the child and family by becoming the at-home provider.

"When my son was six, we were feeling the strains of day care and our two-income careers, and my husband decided to become 'Mr. Mom,'" she says — a decision she appreciates and discusses freely.

Extending access to all

It is the deep appreciation she has for students and for the people working under her umbrella that distinguishes Snyder at OU.

"I have seen firsthand the impact Dr. Snyder has made on this campus and believe without her initiative the expansion of the OC never would have been

approved," says Derek Dickow, former student body president. "She clearly illustrated that the expansion of the OC would provide students with the necessary room to facilitate OU's tremendous growth. She is also extremely accessible to students who wish to meet her, and more importantly, she has a passion to work with students and it shows. Dr. Snyder is exactly the person students need working for our interests."

"As a vice president, she is so accessible. That is what makes her so special," Miller says. "It is so valuable to talk with her and be able to bounce off ideas, issues and concerns. By virtue of this dialogue, she instructs all of us about what higher education is all about." ○

Vivian DeGain is a free-lance writer residing in Rochester Hills, Mich.



Above: University Student Apartments under construction.

Upper right: Mary Beth Snyder (center) receives the Googasian award from OU President Gary Russi and Elaine Didier, dean, Kresge Library, and chair, ACE Network, OU affiliate. Photo by Agapé Images, Inc.



See Jane give

by Debbie Patrick

Jane M. Bingham amid the more than 8,000 books she donated to Kresge Library.

Former professor's gift of children's literature collection supports academic programs

In her 31 years of teaching, Jane Bingham, professor emerita, Reading and Language Arts, gave a lot to her department and to the School of Education and Human Services (SEHS). She was a mentor to scores of students and an inspiration to dozens of colleagues. Bingham also became an advocate for children's literature, not just at OU but also through her participation and leadership in state, national and international organizations.

Over the years, Bingham acquired thousands of books for classroom use and her research. Books also came to her as gifts from colleagues and friends who shared her love and respect for them. In March, Bingham gave Oakland University's Kresge Library more than 8,000 books, establishing the Jane M. Bingham Historical Children's Literature Collection. It was the most recent in a career full of contributions to Oakland.

"How shall I sum up the contributions of Jane Bingham?" asked SEHS Dean Mary Otto at a donor recognition and gift dedication event March 7. "She really brought to the discipline of reading the idea of children's literature not as something we do just for fun, but that this business of children's literature is very, very serious," Otto said. "Books [help us establish] belief systems, ways of seeing the world. This is the literature that influences the thinking of all people who are exposed to it. We need this gift so that more people will know the importance of children's literature."





The Bingham collection includes realia such as puppets, toys, posters and stuffed animals, many on display in the library.

Otto was among more than 50 faculty, friends and colleagues who gathered to honor Bingham and sample books from the new collection, which is housed on the first floor of Kresge Library in the northeast wing. Valued in excess of \$100,000, the Bingham Collection also is considered a rich academic and research resource.

Although the collection will be used primarily by children's literature students and scholars, researchers in other disciplines — from the Department of Modern Languages and Literatures to the departments of Sociology and Anthropology, Art and Art History, and English — are expected to use it extensively.

"Academic Affairs and the state of Michigan could not readily do in a short time what Jane has done," remarked Virinder Moudgil, interim vice president for academic affairs and provost. "It is a great gift to Oakland and to children, who are the future of the world."

Bingham dedicated the collection to "all those who work with children — classroom teachers, school administrators, university professors, child advocates of all sorts, parents and grandparents, who accord children's literature the respect and appreciation it deserves.

"I have been blessed in many ways in my work," Bingham said. "I have enjoyed using the materials with students and sharing them with colleagues. ...I hope people will find them helpful as they do their research."

How could she part with so many treasures? Moudgil offered this insight: "My mother used to say, 'books are your best friends. When you part with a book, you don't lose a friend, you create many more friends.'"

Bingham's circle of friends is likely to grow exponentially.○

About the collection

- The Bingham collection includes a chronological, noncirculating, historical collection of more than 8,000 books.
- Books represent a wide range of genres and formats.
- Some specimens date back to 1850; others were published in the late 19th century and the first half of the 20th century.
- Realia (e.g., puppets, toys, posters, etc.) is included, as well as supporting reference books, journals and ephemera.
- It was acquired over a 30-year period to support Jane Bingham's teaching and research in the Department of Reading and Language Arts, School of Education and Human Services.
- It is valued in excess of \$100,000.

For more information, call (248) 370-2941 or e-mail ref@oakland.edu.

About Jane Bingham

- Jane M. Bingham came to OU in 1969 as an assistant professor of education. She later became a professor of reading, language arts and children's literature.
- PhD, curriculum and instruction, Michigan State University, 1979
- Author of *Writers for Children and Fifteen Centuries of Children's Literature*

Transforming Gift

\$1-million gift establishes new interdisciplinary venture by Sharon Gittleman

Dennis Pawley



As Oakland University continues to grow toward a new level of distinction and excellence, gifts from alumni, partners and friends of OU are making a welcome and meaningful impact. From building enhancements to groundbreaking academic ventures, these gifts will benefit the OU community and external communities, now and into the future.

The Pawley Institute

Thanks to a \$1-million donation from Dennis Pawley SEHS '82, Oakland University will take its undergraduate program into new territory. The gift will fund The Pawley Institute for Lean Learning, where students will be taught cutting-edge methodologies for streamlining processes, reducing costs, and building efficiency and effectiveness — methodologies that will prepare them to be leaders in a number of fields and careers.

Taking an interdisciplinary approach, the institute will bring together faculty and students from the School of Business Administration (SBA), the School of Engineering and Computer Science (SECS) and the School of Education and Human Services (SEHS) in a unique environment that also will include industry professionals.

Pawley is chair and CEO of Pawley Enterprises, which provides training to auto executives and top managers from other industries. A retired executive vice president of worldwide manufacturing for DaimlerChrysler, Pawley now serves as a consultant to the company's Chrysler Group.

"One of the reasons I retired from Chrysler in 1999 was to take some of the things I'd been successful in doing in Chrysler manufacturing and spread that to a broader piece of the industry," Pawley says. "It's a way of paying back an industry that's been so good to me. It also will make the product of the university — the students — a more valuable commodity that's being offered to the Big Three."

A different mindset

The Pawley Institute will teach a Japanese concept Pawley refined called "lean thinking" — a concept that he says thrust Toyota Motor Company to the pinnacle of the auto industry.

"Basically, it's a set of tools and a thought process organizations use to reduce cost and increase quality and do them both faster," Pawley explains. "What's going to differentiate the world-class service provider or product producer in the next decade is going to be speed. The answer isn't to work harder. The answer is to better understand the processes for how you provide products or services."

Pawley saw lean thinking in action when he was vice president for manufacturing for Mazda Motor Corporation (1986-89) and studied in Japan.

"We'd see the various tools they used to run their operation and come back and do it in our operations. But [people] only picked up the visuals of what they saw. They'd come back and apply it and make some gains. But then they'd wonder why it wasn't working like it did over there. The answer is, it's a mindset developed years ago at Toyota. It's not something you physically see. It's mental."

Pawley says to think lean you have to start by creating a "process map" — the systematic documentation of each step of a particular process. Next, you identify the types of waste that could occur during that process.

"We take those wastes and go back and look at your process map and see, step-by-step, how much of what you're doing is waste. [Then] we eliminate things that are repetitive or redundant and just wipe those steps out of the process."

By looking at old processes in a new way, people are able to spot the actions that squander their time and money.

Like no other classroom

In April 2001, Pawley opened his Lean Learning Center in Novi, Mich., where he teaches lean thinking concepts to executives from Ford Motor Company, the Boeing Company and Visteon Corporation, among others. The institute at Oakland will be modeled after the center.

"We'll establish an advisory board made up of deans, the provost and five people from outside industries," Pawley says.

Representatives from General Motors Corporation, Freudenberg-NOK, Ford and DaimlerChrysler are expected to serve on the board, which will develop ideas for classes as well as the requirements students must satisfy to successfully complete their courses.

"The environment will be very different from any classroom that [currently] exists at Oakland University," he says. "There will be three phases of teaching: a lecture about the concept, a simulation with students applying what they've learned and a phase of reflection."

SEHS Dean Mary Otto says the training will be valuable to education majors. "We are particularly interested in the lean learning concept," she says, "and think this will give students in the human resource development department an opportunity to acquire skills and knowledge that will be important to them in their future work. In the world we're living in, we need to be able to accomplish more work than ever before and we need to be more efficient to be competitive and successful."

Eileen Peacock, associate dean, SBA, went to Pawley's Lean Learning Center to learn more about his techniques and suggests, "this is something American industry should learn about and implement."

SECS Dean Pieter Frick sees Pawley's ideas aiding engineers.



"We [in SECS] tend to produce people with a certain profile," Frick says. "It's the sense of logic we impose on everything we do. Once a problem can be reduced to paper, we can solve it. Our problem is reducing it to paper. In that sense, the lean philosophy will help."

Virinder Moudgil, interim vice president for academic affairs and provost, says The Pawley Institute will help make Oakland a world-class university.

"It will enable us to engage students and faculty in cutting-edge education, research and outreach, and broaden their base of knowledge, which is consistent with Oakland's mission of providing a top-quality education," Moudgil says.

Three little words

Pawley says he hopes the new institute will turn students into true leaders.

"Leaders really fall down today when they lose the ability to go up the organization and still be humble," he says. "A writer once asked me when I was about to retire, 'what do you consider your greatest leadership skill?' I said the ability to be humble. I found I learned more by learning how to say three little words — I don't know. I quit pretending I knew everything and learned from my people."

Pawley has one wish for his alma mater.

"I'd like to see Oakland become the primary recruiting ground for the Big Three," he says, "and have a higher percentage of recruitment than any other university in the state of Michigan."

A long-time supporter of OU, Pawley sat on the university's Board of Trustees from 1996-1998, and served as a director of the OU Foundation from 1993-1996 and from 1999 to the present. He and his wife, Carlotta, donated \$2 million to the university in 1997 to support the SEHS and the SECS. ○

*Sharon Gittleman is a free-lance writer
residing in Oak Park, Mich.*

Durward B. "Woody" Varner, first chancellor of OU, shares his vision for the future of Oakland's campus.



A WORTHY EXPERIMENT

Original vision for undergrad education shared in OU Chronicles

by Debbie Patrick

Matilda Wilson College? Back in 1956, the first name proposed for what is now Oakland University was, in fact, Matilda Wilson College. And it was suggested by a man named Tom Hamilton, once a mover and shaker at Michigan State University who later received one of the first honorary doctor of humanities degrees conferred by OU (1967). It was Hamilton who sketched out the curriculum for Michigan State University-Oakland that was approved by the Meadow Brook Seminars, and, according to charter faculty member Laszlo Hetenyi, distinguished professor, emeritus, Performing Arts and Education, formed the basis of the curriculum implemented at MSU-O in its charter academic year (1959-60).

Many stories about Oakland's early days circulate around campus, but which are myth and which are true? Try reading the OU Chronicles — an oral history of the formative years at Oakland (1959-1963) compiled by Paul Tombouljian, professor, Chemistry, and his wife, Alice, once a trigonometry instructor. The Tomboulians, Harvey Burdick, professor, Psychology, retired, and David Lowy, former chair of the Psychology Department, interviewed 31 individuals who experienced the birth of the new university — members of the charter faculty, staff and class. These interviews — rich in detail, insight and humor — are now available in Kresge Library, in videotape and hard copy form, with a collection of supporting photographs, maps and official documents.

The OU Chronicles are a unique resource for the university community. They provide a historical record from the perspectives of an eclectic group of men and women — gifted educators, creative administrators and the students they affected. Circulating copies can be borrowed from Kresge Library. Non-circulating materials are available for study only in the archives.

As the university shapes and implements its vision for 2010, it is appropriate to take a look at the original vision for undergraduate education that drew talented people from prestigious universities and organizations across the nation to an untried, unknown place in the country. Readers will find below excerpts from the OU Chronicles about that original vision as seen through the reflections of charter faculty and staff.

Just remember — the year was 1959. Dwight David Eisenhower was president. Buddy Holly and Ritchie Valens perished in an airplane accident that would come to be known as "the day the music died." And Durward B. "Woody" Varner was chancellor . . .



Lofty dreams, concrete realities

"The Meadow Brook Seminars became a kind of a Holy Grail for the faculty of this new institution, for the newspapers and so on. ... I remember there was one paragraph in one of the reports from the Meadow Brook Seminars which likened this to the possibility that we could become an Athens, a city — a bright city on a flashing hill — and everybody nodded and said, yes, it was a good idea. And so that's about what happened. Then the faculty arrived and then the student body, and then reality set in. But there was always a residue of this fantasy, that kind of charged the initial group of people who came out."

— George Matthews, distinguished professor emeritus of history and former interim president, vice provost and CAS dean

"The whole idea was to get an ordinary kid from Hamtramck to be able to read 25 or 30 pages of John Locke intelligently. So we tried to figure out ways to do that and I think we succeeded, at least as much as anybody could reasonably expect."

— Melvin Chernov, former history professor, department chair and Honors College director

"Here we had an institutional tabula rasa, so to speak, a blank slate on which we as faculty members would be privileged to write our own curricula and our own major programs, to establish our own requirements for degrees, to be part of the administrative and legislative (that is to say, academic legislative) mechanism. ... That pioneer aspect appealed to us. ... Here was a chance to put into motion some of those hoped-for ideals of student achievement and pursuit that we'd thought about and talked about."

— Robert Hoopes, former dean of faculty and chair of the Department of English

"It was the idea of an educational institution that would make people more comfortable with newness, surprise, variations on a theme ... that would also turn out students who were at least familiar with the different ways in which human beings approach life — scientifically, intuitively, religiously and philosophically — that knowing about that makes a difference. I was encouraged to believe that was the purpose of this university. ... The people they told me they had asked to come, like Loren Pope from *The New York Times* ... suggested to me, well, that it isn't just a pipe dream, there is something solid here. ... I feel good about Oakland. It was a worthy experiment."

— Thomas Fitzsimmons, former professor, Department of English

(continued on page 12)

Paul and Alice Tomboulia.



DETROIT NEWS—Tuesday, August 25, 1959

Michigan's 'Revolutionary' College Has a Preview of MSU-Oakland, Blazing a New Trail in Education

By ALLEN SHOENFELD
Michigan's newest four-year institution of higher learning opens its doors for the first time, likely to draw attention from varied quarters far beyond the boundaries of the state, of the nation.

eventually, a small town, headed by B. B. ... assistant, readying ... that ... of ... a first ... themselves ... three- ... the ...



DURWARD B. VARNER
Chancellor of MSU-O

in America—a 48-room guest house, Sunset Terrace, and many service buildings. The Wilsons retain life tenure of Hall and Terrace which are about three-quarters of a mile from the new campus and hidden from it by woods and low hills. From an earlier donor, MSU had received 320 acres in Oakland county, five miles northeast of Meadowbrook, and by purchase it has added 200 acres to the Wilson tract. The approximately 2,000 acres are said to offer opportunity for almost unlimited expansion. Pope estimates that when the present entering class is ready to graduate in 1963, total ...

ward, in Oakland county near the Macomb county line, three miles east of Pontiac, an equal distance west of Rochester and about 25 miles north of Detroit. In the two highly industrialized counties, with combined population of more than 1,000,000, it will be the first four-year college. Only one two-year community college in southern Macomb county has offered ...

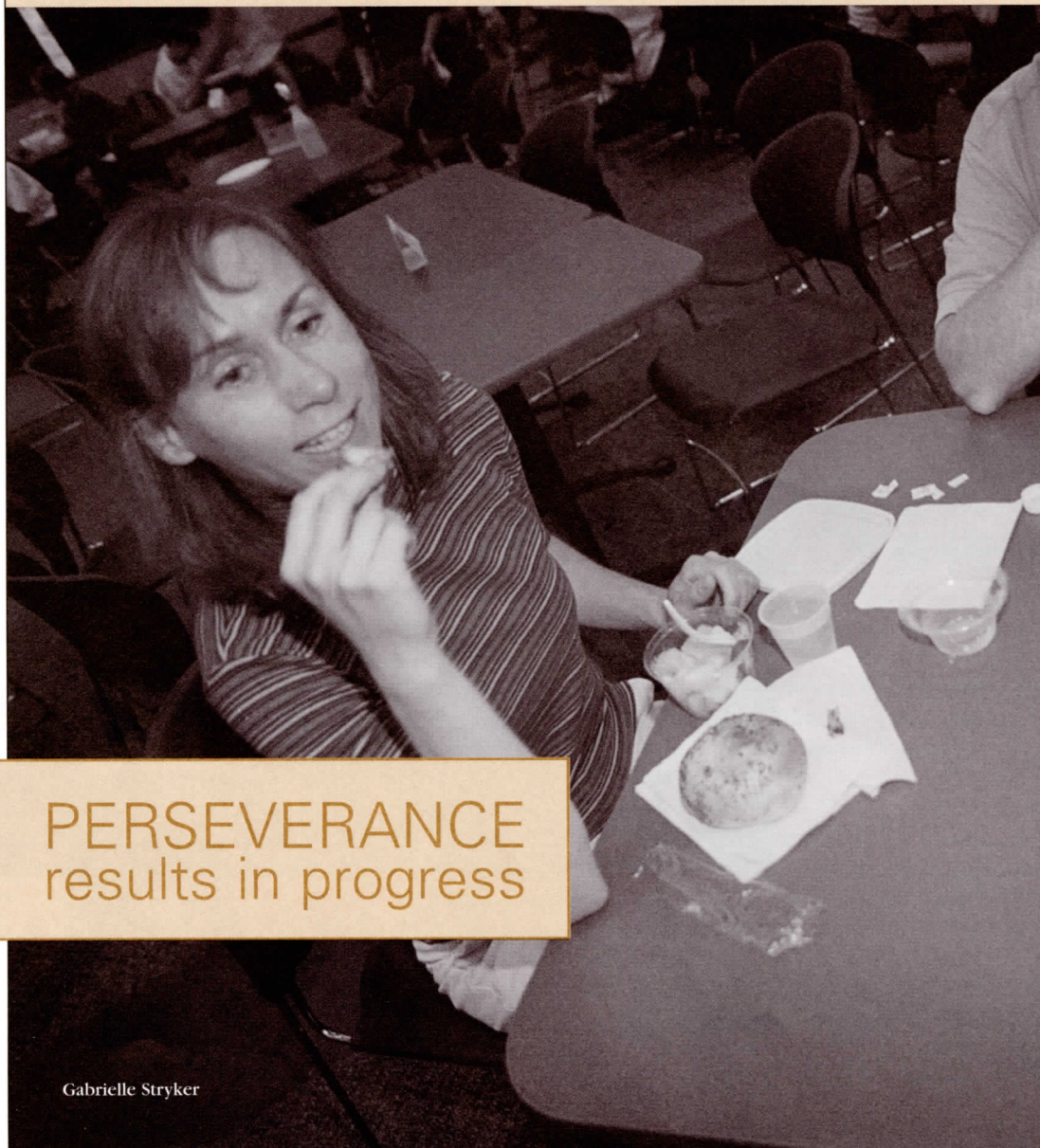
Oakland Way of Life

DAY ONE, Part IV

Inside OU completes its look at three members of the Oakland University community who decided to change their health and fitness lifestyles. In fall 2001, Helen Ellison, assistant director, Diversity and Compliance; Gabrielle Stryker, assistant professor, Biological Sciences; and Tom Papandrea, former print shop coordinator, University Services, received health evaluations at the Meadow Brook Health Enhancement Institute (MBHEI) that identified some areas of concern. In the months that followed, all three undertook changes to address their health and fitness concerns and documented their progress in journals they agreed to share with *Inside OU*.

Ellison focused on exercise and weight management. Stryker worked to reduce her fat intake. Papandrea concentrated on lowering his blood pressure through a change in diet. All received guidance and support from the institute, which has earned a national reputation for its preventive medicine programs under the leadership of Fred W. Stransky, PhD, director.

The MBHEI partners with St. John Health System and its affiliate, Providence Hospital and Medical Centers, to promote good health in southeastern Michigan and conduct preventive medicine research.



PERSEVERANCE
results in progress

Gabrielle Stryker

Final Updates

From the journal of Helen Ellison:

"I went to see Dr. Stransky before the winter break in December 2001. I was not happy with my weight loss, but I was feeling really good. What I realized is that consistency is important, especially with the exercise. I was going to the Recreation Center two days one week and then four days another week. To make my workouts consistent, over the holidays I purchased a treadmill. It is the best investment I could have ever made. I use the treadmill six days a week for 45 minutes to an hour each time. It is wonderful. My body mass is changing. My clothes fit differently. I feel great. I have started to lose again since I purchased the treadmill.

"My fat intake ranges from between 25-50 grams a day. If I do snack at night, I try to eat pretzels or fruit. However, the majority of the time I don't snack. ... Meanwhile, I am still on medication for high blood pressure.

"People on campus are really encouraging; they have noticed my weight loss. When they ask what I am doing, I explain that I'm changing my lifestyle, not dieting. That is important to emphasize. I would recommend for anyone to get a treadmill, and for those who have them, take them out of the basement! I honestly believe I am healthier because of the treadmill. The exercise has helped my stamina and energy."

From the journal of Gabrielle Stryker:

"I have been walking and running the tower stairs in the Science and Engineering Building. This has been fun because several of the other junior faculty members have joined in. It gives us an opportunity to chat about campus politics, classes, movies and other things. We've climbed the tower as many as 10 times [in one session] — that's 80 flights of stairs. However, I've never run up more than five times, because at that point my legs are jelly and my throat and lungs are on fire. ... I haven't gained weight since my last trip to the institute, I've just lost a little of my progress.

"I have continued with my sit-ups, dips and chin-ups at home, and have also joined the Recreation Center here on campus. One of my students and I plan to compete in the Hi Tec Adventure Race at Stony Creek Metropark. The course will involve a 10-15 mile mountain bike course, a 5-8 mile trail run, a 1-3 mile kayak segment, and up to 10 special tests. We meet at the gym to do consecutive running, biking and rowing. I'm really looking forward to the race. It should be a lot of fun and goals always make fitness easier."

From the journal of Tom Papandrea:

"I've lost about 23 pounds since August [2001]. I broke out of my weight loss plateau last fall by just really watching my fat grams and drinking a lot of water. I thought I was drinking a lot of water before, then I started making sure to put bottles of water in my truck. That way they're there; I drink those instead of stopping in the store for a pop, where I might buy a bag of peanuts. Now I drink about 64 ounces of water a day (a typical bottle of pop is 20 ounces). If I do drink pop, I try to make sure I only have one. But if I have water, I just keep drinking it.

"My back injury has healed. I'm still walking about two miles a day. My blood pressure has been fine. The last time it was checked it was 126/85; it was 138/100 when I started the program. My cholesterol is still slightly high; a little over 200. It's always been a little bit high.

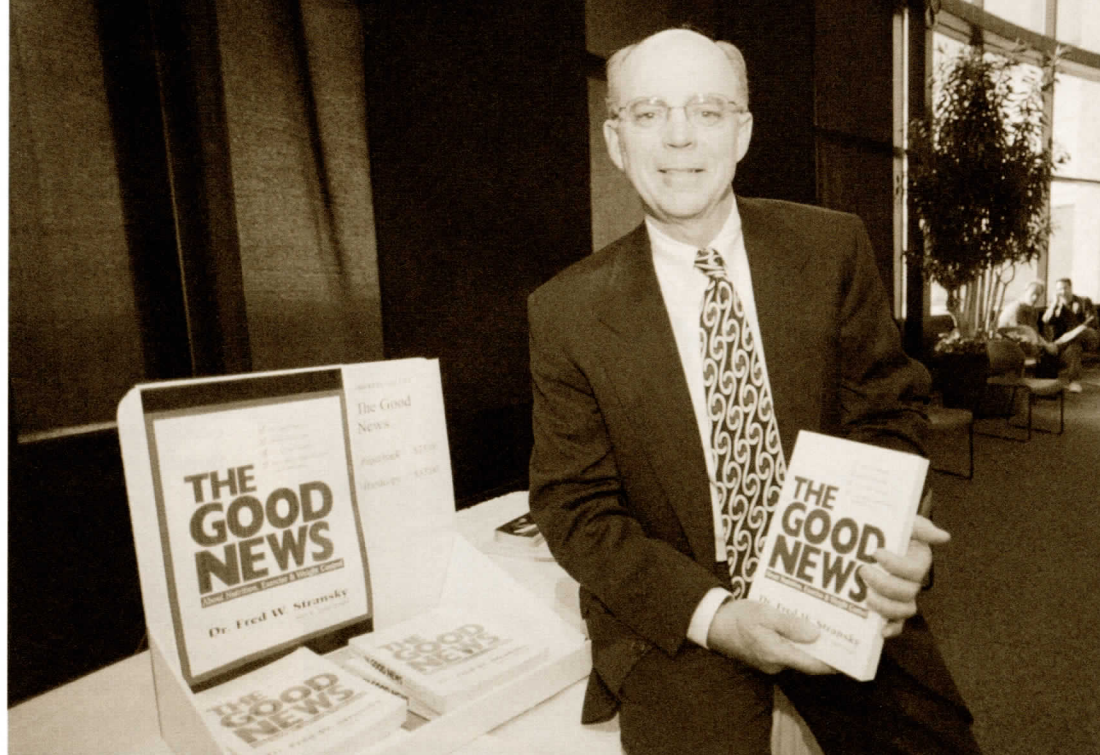
"I'm still sticking to a diet of 25 grams of fat per day and 25-30 grams of fiber daily. I eat Kellogg's regular All-Bran cereal to meet most of my fiber requirement. I settled on that brand after trying a few others that taste like cardboard."

What Stransky says

"One of the important elements of our primary prevention program is the emphasis placed on progress assessments after the initial evaluation. For too many people, comprehensive physicals are completed with inadequate feedback about results or opportunities for improvement. The institute's staff believes in continuing to support the health initiatives of our participants throughout the year.

"One of Helen Ellison's top priorities was to enhance her weight management skills. In December 2001, Helen and I met to discuss her weight loss progress. Then, her weight loss had not met her expectations. After discussing the specifics of her weight control program, I determined that her exercise program was too inconsistent. I suggested she consider purchasing a treadmill. For many people with busy schedules, the convenience of having exercise equipment in the home significantly enhances compliance. She has since purchased a treadmill with outstanding results. Helen's experience emphasizes the importance of participating in a program designed to evaluate ongoing progress.

"Professor Stryker participated in this prevention program to improve her conditioning and, ultimately, her performance in competitive physical events. As she entered the program, her body composition (body fat content) was considered excellent for



Fred W. Stransky, PhD, director, Meadow Brook Health Enhancement Institute, shares "The Good News About Nutrition, Exercise and Weight Control," his latest book, with the health conscious.

health enhancement purposes. However, because of her interest in enhancing her ability to physically compete, a further reduction in body fat content was established as a goal. Recommendations regarding body composition, for disease prevention purposes, are often times different from recommendations for optimum physical performance.

"Her decision to join the Recreation Center enhanced [her efforts]. Because of the equipment at the center, she is more likely to complete her resistance training and flexibility exercises.

"Tom Papandrea, in his most recent progress appointment, demonstrated substantial improvement in many aspects of his health profile. His 23-pound weight reduction is the result of his exercise and low-fat diet. Typically, people who reduce their fat intake experience a decrease in caloric intake, if the quantity of food they consume remains constant. The low-fat diet has additional benefits of reducing the risk of certain cancers, coronary artery disease and other chronic degenerative diseases. The emphasis placed on fiber intake, typically depresses appetite. Therefore, it is not unusual for participants who significantly increase their fiber intake to reduce the quantity of food that they consume.

"The improvement noted in Tom's blood pressure is a consistent finding in people who decrease their body fat content. In addition, research has demonstrated that a diet rich in fruits, grains and vegetables and low in fat can significantly impact blood pressure. Finally, at the time of Tom's most

recent blood draw, his cholesterol had dropped by 32 mg. Given the weight loss that he has continued to experience, it is reasonable to expect that his next blood draw will demonstrate a much greater reduction in blood cholesterol levels."

Get Stransky's take on other health issues from his column, which appears on Thursdays in *The Oakland Press*, Sundays in the *Macomb Daily* and Mondays in the *Royal Oak Daily Tribune*. Or check out his book, *The Good News About Nutrition, Exercise and Weight Control*. Contact him at fwstrans@oakland.edu.

Contact the Meadow Brook Health Enhancement Institute at (248) 370-3198 or visit www.oakland.edu/mbhei on the Web.

Snapshot



"Bird in Flight." Ken Hightower, professor, School of Health Sciences, won first place in the 19th Annual OU Photography Contest sponsored by the Student Program Board and the Center for Student Activities in April for the photograph above. Hightower was waiting for a bride and groom to exit the church adjacent to the cemetery pictured, when his photographer's eye caught sight of the bird as it began its ascendancy.

We'd like to hear from you

The staff of *Inside OU* would like faculty and staff feedback on the new format and content as we continue to develop this publication. Direct comments to dpatrick@oakland.edu or fill out a brief survey at www3.oakland.edu/oakland/facultystaff/io_survey.asp.

Check out The News @ OU

The Campus Registry of Distinction, Campus Calendar and breaking news are now posted on the Web. Click the news button from anywhere on Oakland's Web site at www.oakland.edu. For faculty and staff news, go to www3.oakland.edu/oakland/facultystaff/default.asp. Submit information to thenews@oakland.edu.

(A Worthy Experiment from page 9)

"The course that I created . . . Western Institutions and Social Ideas, in many state universities would be taught using a textbook which had a vocabulary and syntax and content graded for students at freshman year of college. We were using . . . excerpts from original materials, not only from philosophers like Plato and Aristotle and Kant and Hegel — hard to understand — but also documents. It was a history course based on original documents, so we studied feudalism by reading medieval documents from which historians can interpret what feudalism was like."

— Richard J. Burke Jr., former professor and chair, Philosophy

"It was one of the first new colleges in the public sector to be proposed after World War II, and that seemed exciting to me. The publicity all suggested a place that would be academically and intellectually centered, in a rather conscious way. Often when new institutions get started, they don't have any visible intellectual focus. . . . Almost every movement that has occurred since 1960 in higher education, we explored in the first 10 years [at Oakland]. We had the small inner colleges: Charter College, the New College, and Allport College, and of course Honors College was the last of the sequence. That was a way of, again, generating small groupings of students and faculty, and leading again to a different way of structuring curricula. . . . We tried to institutionalize change and experimentation, based on the notion that this was a way of invigorating the whole curriculum."

— Donald O'Dowd, former psychology professor, dean and university president

"I had done a Sunday story for *The New York Times*, which attracted a lot of attention. I thought it was a very exciting concept, and something new in American higher education. . . . This was a college that would, in force, give blue-collar kids what I called an "Ivy League" education, the kind of an education that people in a democracy should have. As Thomas Jefferson said, "You cannot have a viable democracy and not have an educated public," and he meant educated, not vocationally trained. . . . Oakland University now is serving, I think, a vital public service function in that area of Michigan. It has its role, and a very important role, in the thing that makes America great. What makes America great is the open door to higher education."

— Loren Pope, first assistant to the chancellor and director of university relations

Correction

In the last issue of *Inside OU*, titles for Andrea Eis and Dick Goody were incorrect. Both are Special Instructors in the Department of Art and Art History.



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