



OAKLAND UNIVERSITY

News

 104 North Foundation Hall
 Rochester Hills, MI 48309-4401

A publication for faculty and staff

November 11, 1988

Report Takes a Close Look

Since June 1987, a special committee has studied the university closely, evaluating its programs, procedures and professed mission.

The purpose of this self-study has been to prepare for the March 13-15, 1989, visit of an accreditation team from the North Central Association of Schools and Colleges.

The study provides a starting point upon which to build a more effective and broadly based university-wide planning process that will put to use the information and assessments. This accreditation review also provides a welcome opportunity for the university community to respond to an external challenge to Oakland's self-concept by testing to see how adequately that internal image conforms to reality.

A Self-Study Steering Committee appointed by President Joseph E. Champagne has guided this process. Its members included representatives of liberal arts and professional school faculty, administrative staff, students and alumni. It summoned back to service Professor Emeritus of History George T. Matthews, one of the institution's charter faculty members, who had served the university successively as department chair, dean, vice provost and interim president.

Sheldon Appleton, professor of political science and associate provost for undergraduate studies, agreed to coordinate review activity. Priscilla Hildum from the administrative-professional staff of the Division of Continuing Education assisted him.

The steering committee created 15 major committees or subcommittees, generally choosing members in consultation with the deans or vice presidents responsible for the units concerned. These committees charged virtually every unit within the university, from the departmental level up, to prepare a unit report.

Since one of the self-study goals was to explore to what extent Oakland's conception of itself was realistic, key elements of that self-conception were examined. They included whether Oakland was an institution where scholarship, instruction and public service were synergistically combined, whether the scholarly performance of Oakland's faculty was above average for an institution of its type and whether this was achieved while maintaining strong commitment to teaching.

The committees relied on information from outside the university to make comparisons possible, or to use as a starting point for internal surveys. Questions developed by the Carnegie Foundation for the Advancement of Teaching, for example, were used to elicit the kinds of information needed at Oakland.

Questions were professionally formulated in ways that would give no advantage to Oakland and administered to what purported to be a representative sample of institutions of specified and widely understood types. A shorter version of the Carnegie Faculty Survey was prepared for administration to Oakland's administrative-professional staff, facilitating internal comparisons.

Oakland faculty and AP questionnaires solicited opinions concerning the effectiveness of various university offices and services. They also invited open-ended comments on institutional strengths, weaknesses and goals.

Knowing that multiple measures of performance in each major area were desirable, the steering committee decided to use as an additional measure of teaching performance the IDEA system at Kansas State University. IDEA offered an opportunity to examine the extent to which students believed they had achieved educational objectives specified beforehand by course instructors and to compare these responses with those from tens of thousands of other classes which had utilized the system, with class size and student motivation controlled.

Participation rates in all of these surveys were high — 62 percent for the adapted Carnegie faculty survey, and about 70 percent for the AP and student surveys and the Kansas State IDEA system survey.

To supplement responses concerning faculty publications included in the Carnegie faculty questionnaire, the steering committee commissioned a study by the Philadelphia-based Institute for Scientific Information of actual publications by the faculties of each of the 15 publicly supported universities in Michigan. Combined with information contained in the HEIDI system of record-keeping for Michigan public institutions, the information provided through ISI's database could be used to obtain rough estimates of the publication rates per full-time equivalent faculty member at these universities.

The steering committee drew on data compiled by various units of the university over the years and on such sources as Educational Testing Service, National Research Council, American Council on Education and American College Testing.

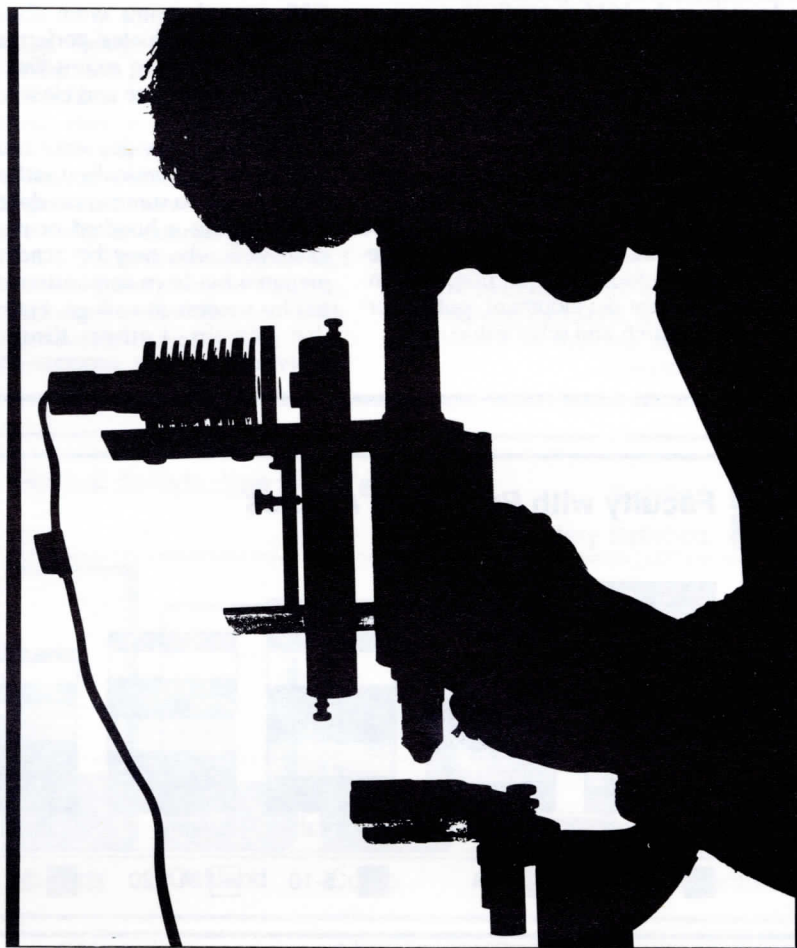
Oakland Excels in Teaching, Scholarship, Service

Funding, Recognition, Physical Resources are Concerns

Sheldon Appleton, NCA review coordinator, provides the following summary of the 'Oakland University Self-Study Report.' Detailed stories about particular aspects of the report are contained throughout the following pages of this special issue.

For more than a year now, we have been studying Oakland University's performance as part of a self-study to be submitted for our decennial accreditation review by the North Central Association of Schools and Colleges. Beginning Monday, March 13, 1989, a team of eight distinguished consultant-evaluators (see listing below) will spend three days on campus reviewing every aspect of Oakland's operation and performance.

In preparation for their arrival, a number of committees involving close
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The self-study shows that Oakland ranks among the most productive research institutions in the state.

North Central Team Will Visit University in March

The following consultant-evaluators compose the North Central team to visit Oakland from March 13-15, 1989.

John E. La Tourette, team chair — President, Northern Illinois University; Ph.D., economics, Rutgers, 1962. Previous positions: vice provost and graduate dean, Bowling Green; vice president and provost, NIU. Areas of expertise: economics; academic planning and program review; faculty development.

Thomas F. Conry — Chair, Department of General Engineering, University of Illinois, Urbana-Champaign. Ph.D., mechanical engineering, University of Wisconsin-Madison, 1970. Areas of expertise: engineering; academic performance of athletes.

William F. Halloran — Dean, College of Letters and Science, University of Wisconsin-Milwaukee (since

1972). Ph.D., English, Duke University, 1965. Areas of expertise: English; humanities; academic administration; continuing education.

Louise Hay — Chair, Department of Mathematics, Statistics and Computer Science, University of Illinois at Chicago. Ph.D., mathematics, Cornell, 1965. Previous position: assistant professor, Mt. Holyoke. Area of expertise: mathematics.

Anne B. Koehler — Chair, Department of Decision Sciences, Miami University (Ohio). Ph.D., mathematics, Indiana, 1968. Area of expertise: statistics (forecasting).

R. Marcus Price — Professor of physics and astronomy and acting dean of graduate studies, University of New Mexico, 1966. Ph.D., astronomy/radiophysics, Australian National University, 1966. Previous positions: head of astronomy research

section, National Science Foundation; associate professor, MIT. Areas of expertise: physics/astronomy; research administration; graduate studies.

Irwin Rubenstein — Professor of genetics and cell biology and director of the Plant Molecular Biology Institute, University of Minnesota. Ph.D., biophysics, UCLA, 1960. Areas of expertise: plant molecular biology; collegiate governance; interdisciplinary biological research.

Nancy Ellen Talburt — Assistant vice chancellor for academic affairs, University of Arkansas-Fayetteville. Ph.D., English, Arkansas, 1967. Previous positions: associate director of libraries; director of records and summer sessions. Areas of expertise: languages and literature; academic support; governance.

Most Students Praise Oakland Teaching as an Asset

Oakland students have good things to say about the quality of teaching they have received.

The 1984 Carnegie National Survey asked students at a representative sample of colleges and universities a number of questions about the teaching at their schools. The most comprehensive of these asked: "Overall, how satisfied are you with the teaching you have had at your college?"

Among the 2,153 Oakland undergraduates who responded to this question on the 1987 Oakland student survey, 81 percent were "very satisfied" or "satisfied," while only 4 percent were "dissatisfied" or "very dissatisfied." Oakland students showed greater satisfaction with teaching than those from any type of four-year institution except liberal arts colleges. Evening and extension students at Oakland expressed about the same

level of satisfaction as on-campus day students.

The pattern of responses to other Carnegie survey questions relating in some way to teaching was in most

cases similar to that for this "overall satisfaction" question. In general, Oakland students were more likely to be satisfied than those from com-
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About the Charts in This Issue...

Charts depicted on the following pages show responses by categories established by the Carnegie Foundation for the Advancement of Teaching. They are widely used by educators.

Four types of four-year institutions are identified:

• **Research universities (R):** They give high priority to research, award at least 50 doctorates each year and receive at least \$12.5 million annually in federal support (\$33.5 million for Research I institutions).

• **Doctorate-granting univer-**

sities (D): They award at least 20 doctorates a year in one discipline or 10 or more in at least three disciplines.

• **Comprehensive universities (C):** They award baccalaureate and some graduate degrees and enroll at least 1,500 students. Oakland is in this category.

• **Liberal arts colleges (LA):** They are almost always private, award at least half of their degrees in the arts and science fields and are either highly selective or enroll fewer than 1,500 students.

Oakland Excels

(Continued from page 1)
to 100 faculty, administrators, students and alumni have gathered information on the purposes, organization, performance and plans of every constituent unit of the university. Large-scale surveys of students, alumni, faculty and administrative-professionals have been carried out. Data on faculty publications, the achievements of alumni and student performance on standardized tests have been assembled. In each case, comparative data were searched out whenever possible.

What do the results of these studies show?

Purposes

As early as the 1966 accreditation review, the central ideas which continue to animate Oakland University were set down: an emphasis on academic quality concentrating on the provision of a broad liberal education by dedicated scholar-teachers to selectively chosen yet nonelite students, and an institutional willingness to render appropriate scholarly, cultural and public service. The university's 1982 *Role and Mission Statement* sets forth four principal purposes: instruction, student development, public service, and research and scholarship.

Organization

Surveys show governance at Oakland is more participatory than at comparable institutions, and there is more of a sense that departmental decisions are made democratically.

Performance

1. Instruction. A multiplicity of survey results, tests and measures show instruction is more positively evaluated by Oakland students and alumni than by those at most four-year public institutions.

•Oakland students were far more likely than students elsewhere to be "first generation in college," and parental education is a good predictor of performance on such standardized tests as the Graduate Record Exam. Yet Oakland students' scores on the GRE general exams were above average, and nursing graduates' performance on the state R.N. licensing exams was well above the national average and close to the best in the state.

•Oakland provides educational opportunities for economically disadvantaged students through a summer residential program which admits a hundred or more students each year who may be academically unprepared but have demonstrated the potential for success in college. Further, through the Martin Luther King, Jr./Cesar Chavez/Rosa Parks program thousands of

economically disadvantaged middle-school and high-school students are brought to campus each year to participate in programs designed to encourage them to consider attending college.

2. Student development. It is difficult to draw a sharp boundary between instruction and student development. Many alumni in whose achievements we take pride were active participants in Oakland's student life programs. These experiences may well have helped as much — or more — to prepare them for their subsequent successes as their classroom instruction.

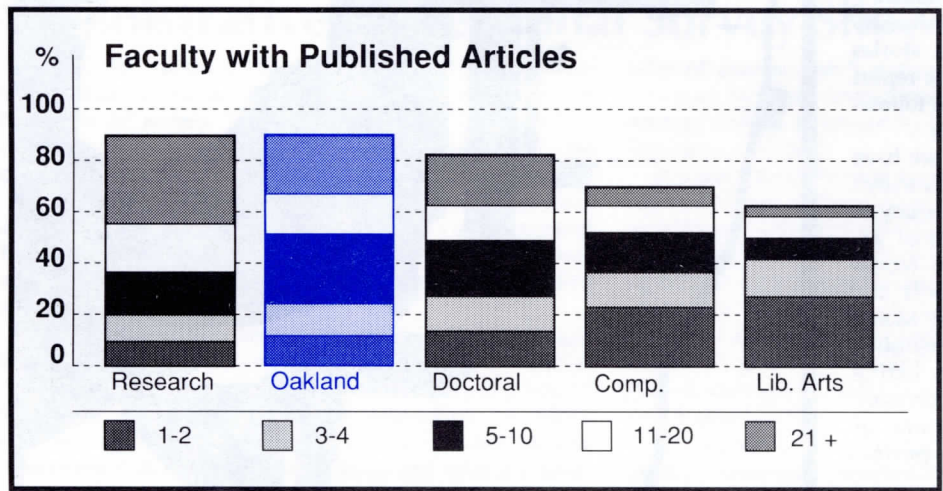
•In the residence halls, in cultural affairs programming, in athletics and student clubs, student leaders and student affairs staff make a great effort to make available programs which help students develop skills and attitudes that will assist them after they have completed their schooling. Big-time athletics are not emphasized at Oakland as they are at many other campuses. The Meadow Brooks and the programming of the Center for the Arts are available to offer experiences in the arts not readily available at some campuses.

•In the past, advising has been a trouble spot at Oakland, but both student and faculty responses to questionnaire items reflect a considerable improvement in advising between 1978 and 1987.

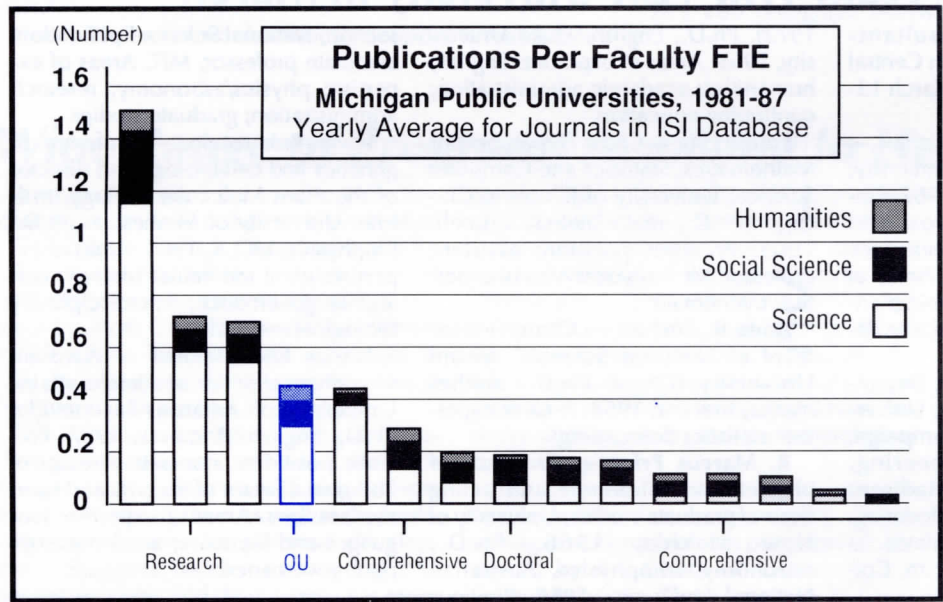
•A key goal of the student affairs staff has been to help students develop the sensitivities and skills needed to function successfully in a multicultural environment. Oakland has progressed significantly toward this goal in recent years due to the efforts of a dedicated student affairs staff, student leaders, faculty and administrators. Nevertheless, Oakland, its students, faculty, staff and American society in general still have a long way to travel before we can hope to reach the goal of becoming a mutually supportive multicultural community.

•Oakland is limited in its ability to achieve student development goals both by resource constraints and by the nature of our student body. A majority of our students commute, and more than 40 percent of undergraduates are transfer students. About a fourth are 25 or older and over 40 percent work more than 20 hours a week. Thus many students are unable to participate in campus activities in the way resident students can. Nor are big-time sports or major "Greek" activities available as rallying points. In these circumstances, it is a tribute to the effectiveness of our student affairs staff and student leaders that Oakland undergraduates were as likely as those at much more residential comprehensive universities nationally to

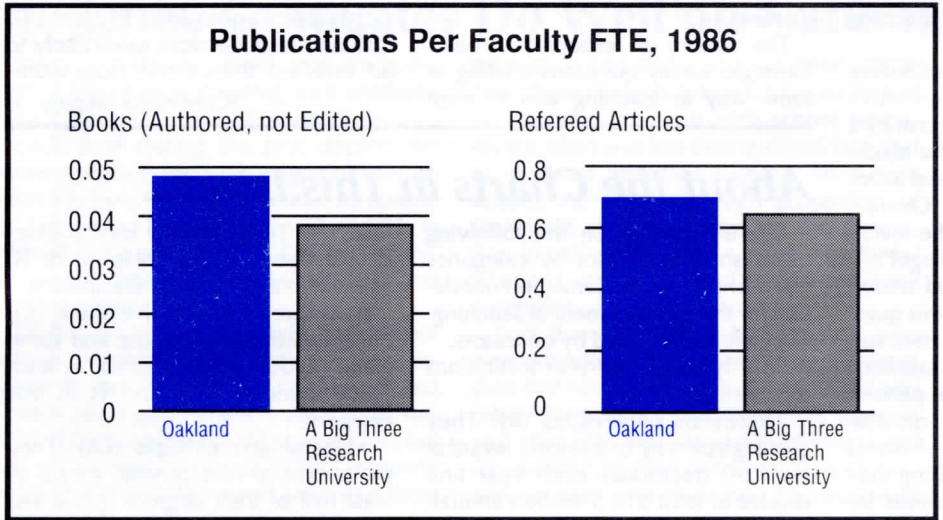
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Higher percentages of Oakland faculty members have written larger numbers of published articles than their colleagues at any Carnegie type of four-year institution except research universities. Source: OU and Carnegie faculty surveys.



Oakland faculty publish more per faculty member than their colleagues at any Michigan state university except the "Big Three," all of which have medical schools accounting for a considerable share of their publications. Source: Institute for Scientific Information; HEIDI.



Oakland faculty published more books and more articles in refereed journals in 1986 than their colleagues in comparable departments in one of the state's "Big Three" research universities. Source: counts by each school.

Oakland Ranks Near Top

Faculty Publishing Rate Compares to Research Schools

It's clear that faculty members are prolific when it comes to writing and publishing.

The research performance of Oakland faculty members compares well with their counterparts' at comprehensive institutions and even with that of their colleagues at doctoral institutions.

Moreover, though the quantity of their publications is considerably lower than that of faculty members at research institutions, the percentage of Oakland faculty members publishing in each category is nearly as high as that of research institution faculty members.

More specifically about faculty members:
•90 percent have published articles.
•Half have published books.
•More than three-fourths have published within the past two years.

Oakland commissioned the Institute for Scientific Information to count all publications in science, social science and arts and humanities journals since 1981 written by scholars from Oakland and the other 14 Michigan public institutions. These totals were then divided by the average 1981-86 FTE for each school.

In Michigan, a state with one of the nation's most highly regarded public university systems, this indicator of research performance shows Oakland's faculty excelled only by faculty at the state's "Big Three" research universities. Oakland's performance in the arts and humanities area is especially noteworthy.

This study, however, may mask the extent of Oakland's scholarly achievements, since articles produced by medical school faculties are included.

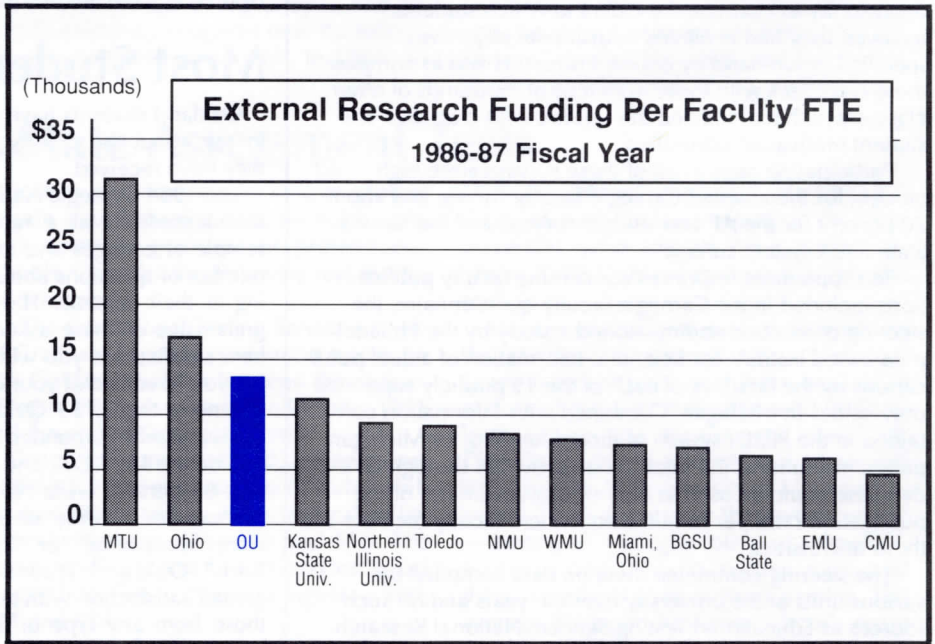
In December 1987, for example, one of the state's "Big Three" research universities published a count, by category, of its schol-

arly work for calendar 1986 for each of its departments and units. Included also were counts of the numbers of full- and part-time faculty members in each department. Almost two-thirds of the refereed journal articles listed for the university had been written by medical school faculty members.

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Oakland counted the refereed journal articles and books published in calendar 1986 by full- and part-time faculty members in each department, then divided those totals by the department's FTE faculty (full-time faculty plus .3 times part-time faculty).

The same procedure was then applied to comparable units of the research institution. Almost three-fourths of the Oakland departments and units published more refereed articles per FTE faculty member than their counterparts at the research university, and a majority published more books per FTE faculty member. Only two Oakland units (of a total of 19) published fewer works in both categories; eight published more in both categories. If all units with or without counterparts in both universities — except the research university's medical school and Oakland's Eye Research Institute — are included, Oakland still leads in each category.



Oakland faculty attract substantially more external grant funds per faculty member than most of the institutions surveyed by Western Michigan University. (Ohio University has a medical school.) Source: Calculated from data collected by Western Michigan University.

Toward 2001

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goal of joining fine instruction, excellent scholarship and noteworthy public service. Instruction at Oakland is comparable to that at many private universities; scholarship is comparable to that at many doctoral institutions and research institutions; and service to the community ranging from the cultural programs of the Meadow Brooks to the economic development activities of the Tech Park is near-unique.

Plans

Building on the successful planning efforts in the College of Arts and Sciences and other units, Oakland is in the process of establishing a broadly based, university-wide planning process under the guidance of the Academic Policy and Planning Committee. A University Senate committee, the APPC includes faculty, staff and student members. Until a more comprehensive plan can be considered and adopted the university will follow a strategy of managing enrollments in order to maintain its high quality at a time when funding for additional enrollment is not likely to be made available.

Strengths and Concerns

After reviewing reports from virtually

every unit of the university, the Self-Study Steering Committee concluded that Oakland's key strengths are in the quality of instruction it provides, in the breadth and quality of its research effort and in the extraordinary public service it renders to the community. The qualifications, experience and performance of its administrators and professional staff at all levels and its record of conservative and responsible fiscal management are also important strengths.

The Steering Committee also identified a number of areas of concern which limit Oakland's ability to improve further the quality of its performance. Foremost among these are a lack of recognition commensurate with the achievements described above and inadequate funding, which affects the institution's performance in every area: increasing the size of many classes beyond optimal levels, limiting its ability to provide support for valued research activities and keeping staffing in areas which serve students and the university community below desirable levels. These limitations, in turn, contribute to an erosion of morale among the faculty and staff responsible for continuing to meet Oakland's high standards with less than optimal physical and staff support.

The excellence of the staff of the library cannot compensate fully for the inadequacy

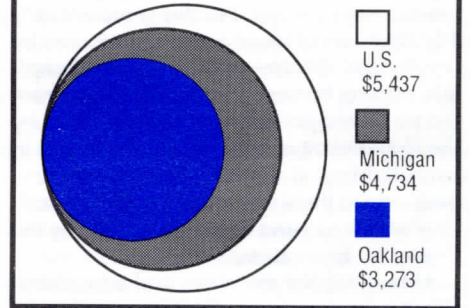
of its collections. Again, despite the quality of the staff of the Office of Computer Services, neither academic nor administrative computing support is adequate to meet the university's needs. (Major changes are planned for the university's computing systems.) Classroom and other space shortages are endemic and laboratories and equipment are not up to the needs of instruction and research in a high technology era. Finally, though the university has made commendable efforts to attract and retain minority students, faculty and staff, the achievement of affirmative action and minority retention goals have not been fully realized. Continuing efforts toward these goals must include an energetic search for and acceptance of minority students, faculty and staff members and active steps to insure in the Oakland community a supportive environment for all these groups.

The North Central self-study process has assisted Oakland to remember its past; to delineate, discover and celebrate its achievements, to acknowledge and, whenever possible, to seek to remedy the deficiencies of the present; and to involve wider circles of the Oakland community in more systematic planning for a decade that will take it to the threshold of a new century. Though it has matured over the 1980s, Oak-

land remains a young educational institution. Not only events, but its own energies and choices in the 1990s will determine how well it fulfills its potential in the new millennium.

State and Local Appropriations Per FTE Student

Public Four-Year Universities, 1985-86



Oakland receives a much lower level of appropriations per student than other public four-year universities in Michigan or nationally.

Administrative-Professional Survey Shows Support for University Mission, Goals

The fall 1987 survey of the approximately 255 administrative-professionals drew 178 replies, the largest response to any recent AP survey. This adaptation of the Carnegie National Survey sought their outlook on their profession, on education and on Oakland University.

In addition to information about education (84 percent have bachelor's degrees, 40 percent master's and 7 percent Ph.D.s) and average years of service at OU (nine and one-half years), the report incorporates many of the outstanding results of the survey.

Most Oakland APs believe their choice of field was right for them. Ninety-five percent indicated that their profession is important to them — to 73 percent, it is "very important." Over 80 percent disagreed with the proposition, "If I had it to do over again, I'd not become a university administrative professional." A similar number disagreed with the statement, "I wish I had entered another profession."

Although they believe Oakland is a good place for them (94 percent), their future may be in different lines of work. Nearly half of those responding agreed that they are "considering another line of work because prospects for advancement seem limited right now." And over 55 percent agreed that they "may leave this profession within the next five years."

Nearly 70 percent would seriously consider "a reasonable

offer of another job." Active job seeking was indicated, however, by much smaller numbers, with 9 percent seeking another college or university job, and 10 percent a noncollege/university job.

APs work hard. Ninety percent at Oakland report spending extra hours on university business: 72 percent from one to 10 hours, and 17 percent from 11 to over 20 hours above normally scheduled hours in the average week. Over half agree that their job is the source of considerable personal strain. But the majority, 69 percent, do not agree that they "tend to subordinate all aspects of my life to my work." And nearly 60 percent disagreed with the statement that they "hardly ever get the time to give a piece of work the attention it deserves."

APs support Oakland's educational program, including its general education requirements and those for majors and preprofessional programs, as well as the electives in both the major field and outside of it. Educational outcomes for undergraduates which APs judge "very important" include: self-knowledge, tolerance of diversity, and firm moral values. "Important" goals for undergraduates are preparation for a career, knowledge of one subject in depth, enhanced creative capacities, and appreciation of literature and the arts.

APs also recognize overwhelmingly (79 percent) uni-

versities' responsibility to contribute to the economic development of their community.

From a list of various aspects of Oakland, APs, like the faculty, gave the top rating to the appearance of the grounds. Also receiving high marks were the appearance and quality of university publications, the registrar's office, Student Affairs programming, student governance, services provided by the personnel department, the quality of secretaries and clerical employees, the availability of institutional support for attendance and participation in professional meetings and conferences, and advising to students.

Aspects receiving fair or poor characterizations from more than half the respondents reflect to a great extent the lack of adequate resources. Included in this category were services for evening students, the adequacy of parking facilities, and adequacy of administrative computing services. APs also reflected concerns about work load, and space and physical resources, rating them as worse than they were five years ago.

Asked to identify Oakland's greatest strengths, APs list the quality of the faculty most frequently. Location and the quality of staff follow. Important weaknesses identified in comments were the lack of recognition for the university's achievements and the lack of adequate funding.

— By Priscilla Hildum

NCA Review Associate Coordinator

Wide Range of Programs Available to Help Economically Disadvantaged at OU

A support program for academically disadvantaged students has proved successful.

Grants from the U.S. Department of Education have allowed the university, since 1967, to offer a summer residential experience for more than 100 entering freshmen (105 in 1988). These students are academically underprepared but have demonstrated the potential for success in college.

The Department of Special Programs employs peer counselors and tutors, both for this summer experience and during the academic year, giving them as well as the freshmen opportunities for personal development. Students receive counseling and support services, and their progress is monitored until their academic programs are completed.

The department reports significant pro-

gress in attracting students to this program and in providing a support network for them.

A difficulty, however, has been retaining students through degree completion. Related to this — at OU and nationally — has been recruiting and retaining significant numbers of students from economically disadvantaged backgrounds, particularly on predominantly white campuses where minority students often perceive themselves as "not belonging."

The university's commitment to provide opportunities for economically disadvantaged students includes programs administered by the Office of University and School Relations. These programs motivate and assist minority middle-school and high-school level students to enter college; encourage minority students to enter doctoral programs; and develop and manage a visit-

ing minority faculty program to create a minority awareness on campus.

Much of the funding comes from the U.S. Department of Education and the Michigan legislature.

The Martin Luther King, Jr./Cesar Chavez/Rosa Parks program brought more than 4,200 economically disadvantaged middle-school and high-school students to OU by fall 1987. The program has sponsored four minority doctoral candidates since fall 1987 and brought 31 visiting scholars to campus during the 1986-87 and 1987-88 academic years.

The Upward Bound program provides a six-week summer residential program for 110 precollege-age young people, and bi-weekly follow-up programs over the following year for those who enroll. In 1987, 25

students completed this program and 20 enrolled in college.

Study Committee Members

The following persons served on the North Central Self-Study Steering Committee.

Sheldon L. Appleton, political science, coordinator; Peter J. Bertocci, anthropology; David C. Bricker, philosophy; Penny S. Cass, nursing; George E. Coon, reading and language arts; Jane D. Eberwein, English, self-study editor; Isaac Eliezer, chemistry; Augustin K. Fosu, economics; Richard E. Haskell, engineering and computer science; Priscilla A. Hildum, continuing education, associate coordinator; Laura K. Johnson, student; Kelly M. Martek, student; George T. Matthews, history, emeritus; Mildred H. Merz, library; Eleanor Lewellen Reynolds, residence halls, alumna; and Ronald L. Tracy, economics.

Students, Graduates Do Well on National, State Assessment Tests

Many Oakland students and graduates have a history of performing well academically, even before they arrive on campus.

Each year during the past decade the mean composite high-school grade point average has been 3.2 and the mean composite ACT score has been between 20 and 21. In both GPA and composite ACT score, OU students are slightly above the national and state averages.

Within Michigan, Oakland's high school admits are roughly comparable in these respects to their counterparts at Western and Central Michigan, Wayne State, Grand Valley and the University of Michigan-Flint, but not, for example, to those at the University of Michigan-Ann Arbor and Michigan Tech, where ACT scores are about 27 and 25, respectively.

Somewhat over a third of Oakland's graduates were not admitted directly from high school, but only after demonstrating their

motivation and ability at a two-year institution. These students may not have submitted ACT scores, and their high school performance often was less distinguished than that of students admitted directly from high school. An unusually high proportion of Oakland's undergraduates are first-generation-in-college students — more than for institutions in any of the Carnegie four-year categories.

Less than 40 percent had mothers who ever attended college, and not much more than half had fathers who did so. These and other characteristics of Oakland's students and graduates provide a useful background for interpreting their performance on standardized tests and their post-baccalaureate achievements, since levels of parental education are significantly related to success on such tests.

Oakland does not systematically test its students, but a number of them must take, or

choose to take, tests of one kind or another to gain state licensing in some fields or to seek entry to graduate or professional schools. Consider the following test results, for example:

- The Educational Testing Service provided Graduate Record Examination reports for 156 Oakland students between the restructuring of the "general tests" in October 1981 and the end of September 1986.

The mean score for all 1983-86 test takers (816,620) in the general tests of verbal ability, quantitative ability and analytical ability respectively were 475, 546 and 516. The corresponding scores for Oakland test takers ranged from five to 39 points higher — 500, 551 and 554.

- Scores of Oakland students on the national Physical Therapist Licensing Examination for 1982-87 have been above the national mean — averaging in the 56th percentile. (Mean scores for the state of

Michigan are not available.) For 1985-87, Oakland students have scored in the 68th percentile nationally on this examination. About 20-25 Oakland students take this test each year.

- Scores of Oakland nursing students on the Michigan Registered Nurse Licensing Exam in recent years have been very close to the highest in the state. About 80-90 Oakland students take this test each year. From 1984-88, Oakland students ranked second to those from the University of Michigan — by two points out of more than two thousand — among all Michigan four-year schools — public or private — in average score and third in percentage of students passing. The average Michigan four-year school's score on this test was well above the national average for each administration of the exam over this period.