

**AGENDA**  
**Oakland University**  
**Board of Trustees Formal Session**  
**March 28, 2012, 2:00 p.m.**  
**Auditorium, Elliott Hall of Business & Information Technology**  
**Presiding: Chair Henry Baskin**

A. **Call to Order** – Chair Henry Baskin

B. **Roll Call** – Secretary Victor A. Zambardi

C. **Reports**

Tab 1. Treasurer's Report – John W. Beaghan

D. **Consent Agenda for Consideration/Action** – Chair Henry Baskin

- Tab 2. Consent Agenda
- Tab 3. Revised Minutes of the Board of Trustees Formal Session of October 31, 2011
- Tab 4. Minutes of the Board of Trustees Formal Session of December 9, 2011
- Tab 5. University Personnel Actions
- Tab 6. Acceptance of Gifts and Pledges to Oakland University for the Period of December 1, 2011 through March 15, 2012
- Tab 7. Acceptance of Grants and Contracts to Oakland University for the Period of December 1, 2011 through January 31, 2012
- Tab 8. Final Undergraduate School and Graduate School Reports – Fall 2011 – December 10, 2011
- Tab 9. Amendment to University Mission Statement
- Tab 10. Amended and Restated Meadow Brook Theatre Agreement and Lease Between Meadow Brook Theatre Ensemble and Oakland University
- Tab 11. Amendment to Lease of Meadow Brook Music Festival Premises and Approval of Liquor License for SMAKEM Rochester Hills, LLC
- Tab 12. Approval of Authorization to Amend the Aramark Custodial Services Contract

E. **New Items for Consideration/Action**

- Tab 13. Endowment Management and Investment Policy – John W. Beaghan / Stephen W. Roberts
- Tab 14. Construction Manager at Risk for the Engineering Center – John W. Beaghan
- Tab 15. Commendation of Alfred G. and Matilda R. Wilson Awards and Human Relations Award – Mary Beth Snyder
- Tab 16. Appointment of Distinguished Professor – Virinder K. Moudgil
- Tab 17. Approval of Honorary Degree for Grace Lee Boggs – Virinder K. Moudgil
- Tab 18. Doctor of Philosophy/Master of Science in Psychology Degree – Virinder K. Moudgil
- Tab 19. Bachelor of Arts Degree in Graphic Design Degree – Virinder K. Moudgil
- Tab 20. Bachelor of Arts Degree in Criminal Justice – Virinder K. Moudgil
- Tab 21. Addition of Caniff Liberty Academy as an Oakland University Public School Academy – Virinder K. Moudgil
- Tab 22. Addition of Michigan School for the Arts as an Oakland University Public School Academy – Virinder K. Moudgil
- Tab 23. Reappointment of an Independent Public Accounting Firm – John W. Beaghan
- Tab 24. Renovation of Hannah Hall of Science – Virinder K. Moudgil
- Tab 25. Renovation of O'Dowd Hall – Virinder K. Moudgil / Robert Folberg

F. **Other Items for Consideration/Action that May Come Before the Board**

G. **Adjournment**

**Action.** The Board of Trustees reserves the right to add or delete agenda items during any formal session and to discuss, act on, or postpone, any agenda item during any formal session.

**Rules for Addressing the Board.** Any person wishing to address the Board of Trustees at a formal session must submit a written request, to the Office of the Board of Trustees prior to the formal session or to a representative of the Office of the Board of Trustees at the formal session, that includes the person's name and the subject matter the person wishes to address. The Board of Trustees generally limits the length of time that a person may address the Board of Trustees to two (2) minutes, and will designate the time for public participation during a certain part of the agenda.

**Disabilities and Special Assistance.** Any person with a disability requesting special assistance should contact the Office of the Board of Trustees no less than three (3) business days before the scheduled formal session for which the special assistance is being requested.

**Contact Information.** Contact the Board of Trustees in writing at 203 Wilson Hall, Oakland University, Rochester, Michigan 48309-4401, by telephone at (248) 370-3112, or by email at [zambardi@oakland.edu](mailto:zambardi@oakland.edu)

3/27/12

## TREASURER'S REPORT

1. **Division and Department:** Finance and Administration, Budget and Financial Planning, Treasury Management, and Facilities Management
2. **General Fund Budget Performance:** FY2012 enrollment through Winter semester shows a slight increase over budget. Undergraduate enrollment is favorable compared to budget, while graduate enrollment is down slightly. Overall FY2012 General Fund revenues and expenditures are tracking consistent with budget, with no major spending variances in any division or unit.

Final participation in the early retirement program numbered 36; 18 faculty, eight clerical, four administrative professional, four service and maintenance, one academic administrator, and one police sergeant. Thus far, three positions have been eliminated and 17 vacancies have been posted and filled with lower or equal salaries, with documented annual salary and benefit savings of \$342,087, and one-time savings of \$140,173. The remaining positions have not yet been vacated or are being evaluated for strategic personnel decisions. A final report of the early retirement program will be presented to the Board of Trustees (Board) once all personnel decisions have been finalized.

A monthly budget monitoring process managed by the Budget and Financial Planning Office helps ensure budget management accountability.

3. **Investment Performance:** A summary of the results of the University's pooled cash and endowment investment activities is presented in the *Cash and Investments Report, February 29, 2012 and February 28, 2011* (Attachment A). Investment advisors from JPMorgan Asset Management, Commonfund Securities, and UBS Financial Services will address the Board regarding the funds under their management.

Liquidity of both pooled cash and endowment investments remains strong. The University's investments are being managed according to the Board's policies and approvals.

4. **Debt Management:** The *Capital Debt Report, February 29, 2012* (Attachment B) shows the University's outstanding principal, rate of interest, weighted average cost of capital, type of debt, annual debt service, maturity, and purpose of each debt issuance, and a section with information about the University's two swap arrangements. The University's debt is being managed according to the Board's policies and approvals.

5. **Construction Projects Progress Report:** The *Construction Projects Progress Report, February 29, 2012* (Attachment C) includes budget information, source of funding, forecasted final costs and comments for all ongoing capital projects above \$500,000, as required by Board policy. All projects have been properly approved and are within budget.


6. **University Reviews/Approvals:** The Treasurer's Report and attachments were prepared by the Budget and Financial Planning, Treasury Management, and Facilities Management Departments, and reviewed by the Vice President for Finance and Administration and Treasurer to the Board of Trustees, and President.

Treasurer's Report  
Oakland University  
Board of Trustees  
March 28, 2012  
Page 2

7. Attachments:

- A. Cash and Investments Report, February 29, 2012 and 2011
- B. Capital Debt Report, February 29, 2012
- C. Construction Projects Progress Report, February 29, 2012

Submitted to the President  
on 3/21, 2012 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/21, 2012  
to the Board of Trustees for Approval

  
\_\_\_\_\_  
Gary D. Russi  
President

Oakland University  
Cash and Investments Report  
February 29, 2012 and February 28, 2011

ATTACHMENT A

	Fair Market Value February 28, 2011	Fair Market Value February 29, 2012	Strategic Allocation February 29, 2012	Total Return Qtr. Ending December 31, 2011	Benchmark Qtr. Ending December 31, 2011	Total Return Calendar Yr. Ending December 31, 2011	Benchmark Calendar Yr. Ending December 31, 2011
<b><u>Pooled Cash</u></b>							
JP Morgan Equity Funds	\$ 45,366,365	\$ 34,637,299	19.65%	10.65%	11.23%	-3.23%	-1.22%
Commonfund High Quality Bonds	49,949,911	53,825,244	30.54%	1.24%	1.12%	6.83%	7.84%
JP Morgan S-T Bond Fund	55,418,796	26,233,555	14.88%	0.46%	0.25%	2.04%	1.59%
Overnight Sweep - Money Market	22,092,262	61,576,528	34.93%	0.00%	0.01%	0.01%	0.02%
<b>Pooled Cash Summary</b>	<b>\$ 172,827,334</b>	<b>\$ 176,272,626</b>	<b>100.00%</b>				

<b><u>Endowment</u></b>							
<b>UBS:</b>							
Equity Funds	\$ 34,192,448	\$ 34,049,177	59.48%	7.73%	9.97%	-5.56%	-3.28%
Fixed Income Funds	17,808,646	18,703,198	32.67%	1.88%	1.53%	4.40%	7.18%
Hedge Funds	2,075,927	2,512,861	4.39%	-1.60%	-0.40%	-1.57%	-5.64%
Commodity Funds	2,071,991	1,799,780	3.14%	9.65%	11.99%	-19.99%	-12.99%
Private Equity	150,000	183,178	0.32%				
Cash	643,406	1	0.00%	0.01%	0.01%	0.01%	0.01%
<b>Endowment Pool Summary</b>	<b>\$ 56,942,418</b>	<b>\$ 57,248,195</b>	<b>100.00%</b>	<b>5.32%</b>	<b>6.65%</b>	<b>-2.60%</b>	<b>-0.04%</b>

**Comments:**

The pooled cash is greater than the previous year due to investment returns, and as cash was generated from operations it was conservatively managed (e.g. vacant position management), held in reserves and slowly spent on projects due to uncertainty with State economic conditions and appropriation funding levels.

The endowment pool balances are higher than the prior year due primarily to increases in market values.

**Benchmarks for Investments are:**

For Equities: Russell 1000 Value Index, Russell 1000 Growth, MSCI - EAFE International (Relative Weighted)

For Bonds: Barclays Capital Aggregate Bond Index, Barclays Capital 1-3 year US Gov/Credit Bond Index

For Overnight Sweep - Money Market Fund: Lipper Institutional Money Market Fund Index

For Endowment Equities: Russell 2000, Russell Mid Cap Growth & Value, Russell 1000 Growth & Value, MSCI EAFE International (Relative Weighted)

For Endowment Fixed Income: Barclays Government Corporate Index, Barclays Capital U.S. Aggregate Bond Index, Merrill Lynch High Yield, Citigroup World Government Bond (Relative Weighted)

For Endowment Hedge Funds: HFRI Fund of funds Diversified Index

For Endowment Commodity: MSCI World Metals & Mining and S&P North American Natural Resources

For Endowment Cash: City Group T-Bill (90 Day)

**Benchmark Performance Comments:**

Pooled cash and endowment investment funds are all managed funds (not index funds) and are expected to exceed their benchmarks over time.

They will not necessarily meet or exceed the benchmarks each month or each quarter.

Oakland University  
 Capital Debt Report  
 February 29, 2012

	<u>Principal Remaining</u>	<u>Rate of Interest</u>	<u>Interest Type</u>	<u>FY 12 Debt Service</u>	<u>Expires</u>	<u>Bond Rating</u>	<u>Purpose</u>
<b>Bonded Indebtedness:</b>							
Variable Rate Demand Bonds, Series 1998	\$ 4,600,000	0.220%	Variable	\$ 6,440	2023	-	Sharf Golf Course
General Revenue Refunding Bonds, Series 2004	25,785,000	5.189%	Fixed	2,491,488	2026	Aaa	Sports, Recreation and Athletics Center
General Revenue Refunding Bonds, Series 2008	53,280,000	3.373%	Variable/Hedged	1,501,022	2031	Aa1	USA, Pawley Hall, OC Expan, Elec Upgrade
General Revenue Bonds, Series 2009 - BABs	32,960,000	4.427%	Fixed	2,810,400	2039	A2	HHB, Infrastructure Projects
<b>Other Capital Debt:</b>							
2005 ESA II Loan	15,792,954	3.785%	Fixed	1,302,687	2027		Energy Services Agreement II
	<u>\$ 132,417,954</u>	<u>3.929% *</u>		<u>\$ 8,112,037</u>			

\* Weighted Avg

**Debt covenant compliance:**

The University has a general revenue covenant in many of its borrowing agreements including bonded debt and other capital debt. This covenant is consistent in all University debt agreements and commits the University to maintain "General Revenues" to exceed the sum of twice annual debt service on senior debt and one times annual debt service on subordinate debt each fiscal year. At June 30, 2011, the University recorded \$208,816,000 in qualified General Revenues while the calculated debt service covenant requirement amounted to \$17,832,000. The University exceeds its debt covenant requirement by a multiple of 11.7.

	<u>Counterparty</u>	<u>Notional Amount</u>	<u>Termination Present Value</u>	<u>Counterparty Rating</u>	<u>Purpose/Comment</u>
<b>Debt-Based Derivatives:</b>					
Constant Maturity Swap (CMS)	JPMorgan Chase Bank	\$ 34,370,000	\$ 3,092,849	Aa1	Yield curve swap paying about \$45,000 per month.
Interest Rate Swap - Synthetically Fix 2008 Bonds	Dexia Credit Local	53,280,000	(10,658,780)	Baa1	* Current low variable rates = High termination costs.

The CMS is performing as expected because the yield curve is relatively normal at this time. Current extremely low variable interest rates (0.17% annualized) drive up present values to terminate. The Termination Present Value is dynamic, changing daily depending on interest rates and eventually becoming zero at the end of the swap agreement. This swap however does fix the interest rate paid on the bond issue at 3.373% for the life of the bond issue (and the swap agreement). Oakland University's underlying credit rating, according to Moody's Investors Service's Global Rating Scale is A1 - Stable.

\* Dexia Credit Local, our Counterparty on this swap was downgraded by Moody's Investor's Service from A3 to Baa1 since the last report. No action on our part is required.

**Oakland University**  
**CONSTRUCTION PROJECTS PROGRESS REPORT**  
February 29, 2012

ATTACHMENT C

Item	Projects in Progress - over \$500,000	JCOS Approval/ Reporting Required		Original Budget	Revised Project Budget	Actual Expenditures to Date	Forecast of Final Cost	Source of Funding
1	<b>Engineering Center</b> Fund Number 70494 Status: Design Development Phase Board of Trustees Approved: October 31, 2011 Project Completion Date: December 2014	Yes	Pending	\$74,551,739	\$74,551,739	\$368,741	\$74,551,739	\$44,551,739 - General Revenue Bonds \$30,000,000 - State Appropriations
2	<b>Human Health Building</b> Fund Number 70786, 70868, 32102 & 39576 Status: Construction 60% Board of Trustees Approved: February 4, 2009 Project Completion Date: December 2012	Yes	11/12/2009	\$2,989,150	\$64,561,200	\$36,753,917	\$64,561,200	\$21,748,100 - 2009 General Revenue Bonds \$40,000,000 Capital Outlay \$ 2,738,100 DOE Grant \$ 75,000 Kresge Grant Green Building Initiative
3	<b>2010 Infrastructure North Loop HTHW</b> Fund Number: 70849 Status: Construction 100% of North Loop; Construction 100% of UTS Addition; & Construction 0% for ODH Windows Board of Trustees Approved: July 2, 2009 Projected Completion Date: April 2013	Yes	2/4/2010	\$11,000,000	\$11,000,000	\$5,532,895	\$11,000,000	\$11,000,000 - 2009 General Revenue Bonds
4	<b>The Stephan Sharf Clubhouse</b> Fund Number: 70954 Status: Construction 25% Board of Trustees Approved: October 7, 2011 Projected Completion Date: June 2012	Yes	11/4/2011	\$3,500,000	\$3,500,000	\$931,618	\$3,500,000	\$3,500,000 - 30515 The Stephan Sharf Clubhouse Gift
5	<b>Mt. Clemens Renovation</b> Fund Number: 70901 & 32891 Status: Completed, punch list being worked on Board of Trustees Approved: September 2010 Projected Completion Date: October 2011	Yes	9/16/2010	\$2,087,750	\$2,087,750	\$2,074,662	\$2,087,750	\$ 504,000 - #14292 Strategic Fund \$1,583,750 - HUD Grant
6	<b>CERC Energy Upgrades</b> Fund Number: 70909, 32104 & 39239 Status: Construction 80% Projected Completion Date: June 2012 Comment: Vendor that received \$452,333 grant from State has decided not to continue with Oakland University as a partner, the budget now reflects this reduction that occurred Feb 2012	Yes	6/8/2011	\$500,000	\$1,065,000	\$747,792	\$1,065,000	\$500,000 - #24350 Capital Projects Supplement \$500,000 - #32104 DOE Grant Alternative Energy Education \$ 65,000 - #39239 Southwest Michigan Resource Dev. Counsel Grant

**Oakland University**  
**CONSTRUCTION PROJECTS PROGRESS REPORT**  
 February 29, 2012

ATTACHMENT C

Item	JCOS Approval/ Reporting Required	Original Budget	Revised Project Budget	Actual Expenditures to Date	Forecast of Final Cost	Source of Funding	
<b>Projects in Progress - over \$500,000</b>							
7	<b>Campus Surveillance Cameras</b> Fund Number: 70870 Status: Construction 92% Projected Completion Date: May 2012	No	\$980,000	\$980,000	\$799,582	\$980,000	\$980,000 - #24350 Capital Project Supplement
8	<b>OUPD Renovation Phase 2</b> Fund Number: 70940 Status: Bidding Phase Projected Completion Date: December 2012	No	\$795,000	\$795,000	\$48,264	\$795,000	\$795,000 - #24350 Capital Project Supplement
9	<b>HH Window Replacement</b> Fund Number: 70903 Status: Completed, punch list being worked on Projected Completion Date: December 2011 Comment: Due to receiving low bids; we reduced funding in February	No	\$1,020,000	\$700,000	\$594,150	\$700,000	\$700,000 - #45489 Residence Hall
<b>TOTAL PROJECTS IN PROGRESS</b>			\$97,423,639	\$159,240,689	\$47,851,621	\$159,240,689	

**Notes:**

1. Revised Project Budget equals the Original Budget plus all approved changes to the budget.
2. Projects are added to the report when a funding source has been identified and a plant fund is authorized for the project.
3. The project status will be reported as "Completed" when the "actual expenditures to date" equals the "forecast", TMA work order system ties to Banner, and no additional expenditures or work is anticipated on the project.
4. A project whose status has been reported as complete to the Board, will be removed from the report for the next Board meeting.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**CONSENT AGENDA  
A Recommendation**

1. **Division and Department:** Office of the President
2. **Introduction:** The following recommendation is presented for Board of Trustees consideration on a Consent Agenda. If any member of the Board wishes to remove any item from the Consent Agenda for discussion, the request should be made to the Chair. The remaining items will then be considered on the Consent Agenda, with a separate discussion on the item removed.
3. **Previous Board Action:** The Board of Trustees considers Consent Agendas for approval on a regular basis at its Formal Sessions.
4. **Budget Implications:** Budget implications are described in each respective item in the Consent Agenda.
5. **Educational Implications:** Educational implications are described in each respective item in the Consent Agenda.
6. **Personnel Implications:** Personnel implications are described in each respective item in the Consent Agenda.
7. **University Reviews/Approvals:** The Consent Agenda items were reviewed as indicated in each respective agenda item
8. **Recommendation:**  
RESOLVED, that the Board of Trustees approve the items listed below as set forth in the respective agenda resolutions:
  - a. Revised Minutes of the Board of Trustees Formal Session of October 31, 2011
  - b. Minutes of the Board of Trustees Formal Session of December 9, 2011
  - c. University Personnel Actions
  - d. Acceptance of Gifts and Pledges to Oakland University for the Period of December 1, 2011 through March 15, 2012
  - e. Acceptance of Grants and Contracts to Oakland University for the Period of December 1, 2011 through January 31, 2012
  - f. Final Undergraduate School and Graduate School Reports – Fall 2011– December 10, 2011
  - g. Revision to University Mission
  - h. Amended and Restated Meadow Brook Theatre Agreement and Lease Between Meadow Brook Theatre Ensemble and Oakland University
  - i. Amendment to Lease of Meadow Brook Music Festival Premises and Approval of Liquor License for SMAKEM Rochester Hills, LLC
  - j. Approval of Authorization to Amend the Aramark Custodial Services Contract
9. **Attachments:** None.

Recommended on 3/19, 2012  
to the Board for Approval

  
\_\_\_\_\_  
Gary D. Russi, President



**Revised  
Minutes of the Formal Session  
of the  
Oakland University Board of Trustees  
October 31, 2011**

**Present:** Chair Henry Baskin; Vice Chair Michael R. Kramer; and Trustees Monica E. Emerson, Richard A. Flynn, Jacqueline S. Long, Ronald E. Robinson, Mark E. Schlüssel and Jay B. Shah

**Also Present:** President Gary D. Russi; Senior Vice President Virinder K. Moudgil; Vice Presidents Eric D. Barritt, John W. Beaghan, Rochelle A. Black, and Mary Beth Snyder; Vice President and Secretary to the Board of Trustees Victor A. Zambardi; and Student Liaisons Emily R. Tissot and Maxwell M. VanRaaphorst

**A. Call to Order**

Chair Henry Baskin called the meeting to order at 2:00 p.m. in the Auditorium of Elliott Hall of Business and Information Technology.

**B. Roll Call**

Mr. Victor A. Zambardi, Vice President for Legal Affairs, General Counsel and Secretary to the Board of Trustees, conducted a roll call and all of the Board members were present.

**C. Reports**

**Treasurer's Report**

Mr. John W. Beaghan, Vice President for Finance and Administration, presented the Treasurer's Report as set forth in the agenda item.

**D. Consent Agenda for Consideration/Action**

**Consent Agenda**

**Minutes of the Board of Trustees Formal Session of August 2, 2011 and Special Formal Session of October 7, 2011**

**University Personnel Actions**

RESOLVED, that the Board of Trustees approve the personnel actions below.

**I. New Appointments**

**Effective August 1, 2011**

Lucia, Victoria C., Assistant Professor of Biomedical Sciences without tenure (tenure-track) (\$85,000), Oakland University William Beaumont School of Medicine.

**Effective August 15, 2011**

Beres, Janith M., Special Instructor in Nursing (\$61,783) (New appointment filling a vacant authorized position).

Brown, Miles C., Instructor of Music (\$49,200) (New appointment filling a vacant authorized position).

Cantir, Cristian A., Instructor of Political Science (\$52,000) (New appointment filling a vacant authorized position).

Chen, Tianxu, Assistant Professor of Management (\$95,000) (New appointment filling a vacant authorized position).

Condron, Dennis J., Assistant Professor of Sociology (\$59,000) (New appointment filling a newly authorized position).

Craig, Mary E., Special Instructor in Biological Sciences (\$65,000) (New appointment filling a vacant authorized position).

Crocket, Stephanie A., Assistant Professor of Education (\$55,000) (New appointment filling a vacant authorized position).

Deubel, Tara F., Assistant Professor of Anthropology (\$57,000) (New appointment filling a vacant authorized position).

Dorko, Lori A., Special Instructor in Accounting (\$75,000) (New appointment filling a vacant authorized position).

Greer, Katie S., Assistant Professor of Library (\$50,000) (New appointment filling a vacant authorized position).

Guest, Anthony R., Assistant Professor of Theatre (\$52,000) (New appointment filling a vacant authorized position).

Hastmann, Tanis J., Assistant Professor of Health Sciences (\$56,000) (New appointment filling a newly authorized position).

Jain, Sachin, Assistant Professor of Education (\$60,000) (New appointment filling a vacant authorized position).

Kaiser, Angela A., Assistant Professor of Social Work (\$55,000) (New appointment filling a newly authorized position).

Kashiwagi-Wood, Akiko, Assistant Professor of Japanese (\$54,000) (New appointment filling a newly authorized position).

Lorca, Daniel S., Assistant Professor of Spanish (\$53,000) (New appointment filling a vacant authorized position).

Melnick, Ross D., Assistant Professor of English (\$52,000) (New appointment filling a vacant authorized position).

Meyers, Erin A., Assistant Professor of Communication (\$52,000) (New appointment filling a vacant authorized position).

Naser, Md. Abu, Assistant Professor of Journalism (\$52,000) (New appointment filling a vacant authorized position).

Rutledge, Amy M., Special Instructor in Management Information Systems (\$62,000) (New appointment filling a vacant authorized position).

Shu, Tao, Assistant Professor of Engineering (\$77,000) (New appointment filling a vacant authorized position).

Steffy, Daniel E., Assistant Professor of Mathematics (\$62,500) (New appointment filling a vacant authorized position).

Sule, Venice T., Assistant Professor of Education (\$61,000) (New appointment filling a newly authorized position).

Tang, Jing, Assistant Professor of Engineering Biology (\$77,000) (New appointment filling a newly authorized position).

Tivis, Tierra B., Assistant Professor of Education (\$55,000) (New appointment filling a newly authorized position).

Vaughan, Michael Hunter, Assistant Professor of English (\$54,000) (New appointment filling a vacant authorized position).

Vonk, Jennifer M., Assistant Professor of Psychology (\$60,000) (New appointment filling a newly authorized position).

Walwema, Josephine N., Assistant Professor of Writing (\$52,000) (New appointment filling a vacant authorized position).

Wang, Yuejian, Assistant Professor of Physics (\$65,000) (New appointment filling a vacant authorized position).

Wigent, Catherine A., Assistant Professor of Education (\$55,000) (New appointment filling a vacant authorized position).

Wloch, Marta, Assistant Professor of Chemistry (\$60,000) (New appointment filling a vacant authorized position).

Zeigler-Hill, Virgil L., Assistant Professor of Psychology (\$60,000) (New appointment filling a vacant authorized position).

Zuo, Li, Assistant Professor of Biological Sciences (\$62,000) (New appointment filling a vacant authorized position).

## II. Administrative Appointments

Schott-Baer, F. Darlene, Interim Vice Provost for Graduate Education and Professor of Nursing, with tenure. Effective October 1, 2011, pursuant to the Employment Agreement between F. Darlene Schott-Baer and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Smith, Lorenzo M., Associate Dean, School of Engineering and Computer Sciences, and Associate Professor of Engineering, with tenure. Effective August 15, 2011, pursuant to the Employment Agreement between Lorenzo M. Smith and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

### Department Chairs

<u>Chair</u>	<u>Department</u>	<u>Term</u>
Aloi, Daniel N.	Electrical & Computer Engineering	August 15, 2011 – August 14, 2014 (1 <sup>st</sup> term)
Brown, Nancy M.	Teacher Development & Educational Studies	August 15, 2011 – August 14, 2014 (1 <sup>st</sup> term)
Hawley, Lisa D.	Counseling	August 15, 2011 – August 14, 2014 (2 <sup>nd</sup> term)
Mourelatos, Zissimos P.	Mechanical Engineering	August 15, 2011 – August 14, 2014 (1 <sup>st</sup> term)
Pavonetti, Linda M.	Reading & Language Arts	August 15, 2011 – August 14, 2014 (1 <sup>st</sup> term)
Swift, Carol A.	Human Development & Child Study	August 15, 2011 – August 14, 2014 (5 <sup>th</sup> term)



Young, Esther, Assistant Professor, Internal Medicine

Ysunza, Antonio, Visiting Associate Professor, Otolaryngology (Surgery)

#### **IV. Emeritus Appointments**

Farragher, Edward J., Professor Emeritus of Finance, effective October 31, 2011.

Mabee, Barbara U., Professor Emerita of German, effective October 31, 2011.

Willoughby, Floyd G., Professor Emeritus of Management, effective October 31, 2011.

#### **V. Change of Status**

Connery, Brian A., from Professor of English and Interim Director International Education to Director, International Education-Study Abroad and Professor of English, Department of English, effective June 24, 2011.

Dinda, Sumit, from Assistant Professor of Medical Laboratory Sciences to Assistant Professor of Biomedical Diagnostic and Therapeutic Sciences, effective September 1, 2011.

Giberson, Tomas R., from Associate Professor of Education to Acting Department Chair of Human Resource Development and Associate Professor of Education, effective August 15, 2011 through August 14, 2012.

Landis-Piwowar, Kristin, from Assistant Professor of Medical Laboratory Sciences to Assistant Professor of Biomedical Diagnostic and Therapeutic Sciences, effective September 1, 2011.

Lepkowski, Frank J., from Interim Dean University Library to Associate Dean of University Library and Associate Professor of Library, with tenure, effective August 15, 2011.

Long, Michael P., from Department Chair of Human Resource Development and Associate Professor of Education to Associate Professor of Education, effective August 15, 2011.

Polis, Michael P., from Department Chair of Industrial and Systems Engineering and Professor of Engineering to Professor of Engineering, Department of Industrial and Systems Engineering, effective August 15, 2011.

Schwartz, Robert M., from Interim Department Chair of Reading & Language Arts and Professor of Education to Professor of Education, effective August 15, 2011.

Tracy, Dyanne M., from Department Chair of Teacher Development & Educational Studies\Professor of Education to Professor of Education, effective August 15, 2011.

Williams, Joanne L., from Professor of Medical Laboratory Sciences to Professor of Biomedical Diagnostic and Therapeutic Sciences, effective September 1, 2011.

**Acceptance of Gifts and Pledges to Oakland University for the Period of July 1 through September 30, 2011**

RESOLVED, that the Board of Trustees accept the gifts and pledges to Oakland University identified in the Gifts and Pledges Report, Attachment A, for the period of July 1 through September 30, 2011.

(A copy of Attachment A is on file in the Board of Trustees Office.)

**Acceptance of Grants and Contracts to Oakland University for the Period of July 1, 2011 through September 30, 2011**

RESOLVED, that the Board of Trustees accept the grants and contracts to Oakland University identified in the Grants and Contracts Report, Attachment A, for the period of July 1, 2011 through September 30, 2011.

(A copy of Attachment A is on file in the Board of Trustees Office.)

**Final Undergraduate School and Graduate School Reports – Summer I 2011 – June 22, 2011**

RESOLVED, that the Board of Trustees approves granting the degrees more fully described in the Final Undergraduate School Report and the Final Graduate School Report, each dated June 22, 2011.

(A copy of the Final Undergraduate School and Graduate School Reports – Summer I 2011 – June 22, 2011 is on file in the Board of Trustees Office.)

**Fiscal Year 2013 Five-Year Capital Outlay Plan and Fiscal Year 2013 Capital Outlay Project Request**

RESOLVED, that the Board of Trustees approves the submission of the attached Fiscal Year 2013 Five-Year Capital Outlay Plan and Fiscal Year 2013 Capital Outlay Project Request to the State of Michigan, State Budget Office, as representative of Oakland University's capital budget needs.

(A copy of the Fiscal Year 2013 Five-Year Capital Outlay Plan and Fiscal Year 2013 Capital Outlay Project Request to the State of Michigan, State Budget Office is on file in the Board of Trustees Office.)

**Approval of Honorary Degree for R. Hugh Elliott**

RESOLVED, that the Board of Trustees awards the honorary degree of Doctor of Science, *Honoris Causa*, to R. Hugh Elliott.

Trustee Richard A. Flynn, seconded by Trustee Michael R. Kramer, moved approval of the Consent Agenda, and the motion was unanimously approved by those present.

**E. New Items for Consideration/Action**

**Authorizing Resolution – General Revenue Bonds, Series 2012**

Mr. Beaghan presented the Authorizing Resolution – General Revenue Bonds, Series 2010 recommendation as set forth in the agenda item.

RESOLUTION OF THE BOARD OF TRUSTEES OF  
OAKLAND UNIVERSITY  
AUTHORIZING THE ISSUANCE AND DELIVERY OF  
GENERAL REVENUE BONDS AND PROVIDING FOR  
OTHER MATTERS RELATING THERETO

WHEREAS, the Board of Trustees of Oakland University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Oakland University (the "University") and the control and direction of all expenditures from the University's funds; and

WHEREAS, in the exercise of its constitutional duties and in order to properly serve the needs of students attending the University, the Board proposes to undertake the acquisition, construction, installation and equipping of the capital improvements described in Exhibit A hereto (collectively, the "Projects"); and

WHEREAS, the Board has previously issued and has outstanding certain series of General Revenue Bonds (the "Outstanding Bonds"), and has incurred certain other debt obligations payable from and secured by a lien on General Revenues (as hereinafter defined) (such other debt obligations, together with the Outstanding Bonds, are collectively referred to herein as the "Outstanding Obligations"); and

WHEREAS, it may be appropriate and economical to refund all or part of the Outstanding Obligations (the portion of the Outstanding Obligations, if any, to be refunded to be determined by an Authorized Officer (hereinafter defined) and being herein called the "Bonds to be Refunded"); and

WHEREAS, the financing of all or a portion of the Projects and the refunding of the Bonds to be Refunded, if any, through the issuance of General Revenue Bonds will serve proper and appropriate public purposes; and



WHEREAS, in the exercise of its constitutional duties, and in order to prudently control and direct expenditures from the University's funds, the Board determines it is necessary and desirable to authorize the issuance of General Revenue Bonds (the "Bonds") in order to provide funds that, together with other available funds, will be used to pay all or part of the costs of the Projects and the refunding of the Bonds to be Refunded, if any, and to pay costs incidental to the issuance of the Bonds and the refunding; and

WHEREAS, it may be desirable and in the best interests of the University to secure all or part of the principal and interest on the bonds by bond insurance, a letter of credit or other form or credit enhancement from an insurance company, bank or other credit enhancement provider; and

WHEREAS, a trust indenture (the "Trust Indenture") or loan agreement (the "Loan Agreement") must be entered into by and between the Board and a trustee (the "Trustee") or a direct placement lender, in either case to be designated by an Authorized Officer, pursuant to which the Bonds will be issued and secured; and

WHEREAS, the indentures authorizing the Outstanding Bonds create certain conditions for the issuance of General Revenue Bonds secured by a pledge of General Revenues on a parity basis with the Outstanding Obligations; and

WHEREAS, the Vice President for Finance and Administration of the University shall, on or prior to the delivery of the Bonds, certify that the conditions for issuing the Bonds, secured on a parity basis by General Revenues with the Outstanding Obligations, have been met; and

WHEREAS, it is necessary to authorize the President and the Vice President for Finance and Administration of the University (each an "Authorized Officer") or either of them individually, to negotiate the sale of the Bonds with an underwriter or group of underwriters to be selected by an Authorized Officer (collectively, the "Underwriter") or with a direct placement lender to be selected by an Authorized Officer (the "Purchaser"), and to enter into one or more bond purchase agreements with the Underwriter or Purchaser (collectively, the "Bond Purchase Agreement") setting forth the terms and conditions upon which the Underwriter or Purchaser will agree to purchase the Bonds and the interest rates thereof and the purchase price therefor, or, in the alternative, to select the Underwriter for all or any portion of the Bonds and to establish the terms for such Bonds through a competitive bidding process pursuant to a notice of sale; and

WHEREAS, in order to be able to market the Bonds at the most opportune time, it is necessary for the Board to authorize the Authorized Officers, or either of them individually, to negotiate, execute and deliver on behalf of the Board, the Trust Indenture or Loan Agreement, the Bond Purchase Agreement, one or more remarketing agreements with the Underwriter or other parties (collectively, the "Remarketing Agreement"), and other related documents, to publish any notice of sale required for the sale of any portion of the Bonds, to establish the specific terms of the Bonds and to accept the offer of the Underwriter or Purchaser to purchase the Bonds, all within the limitations set forth herein; and

WHEREAS, the Board has full power under its constitutional authority for supervision of the University, and control and direction of expenditures from the University funds, to acquire, construct, furnish and equip the Projects, to refund the Bonds to be Refunded, to pay all or a portion of the costs of the Projects and of the refunding by issuance of the Bonds, and to pledge General Revenues for payment of the Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF OAKLAND UNIVERSITY, AS FOLLOWS:

1. **Approval of the Projects and the Refundings.** The Board hereby approves each of the "Projects" as set forth on Exhibit A attached hereto, and authorizes the Authorized Officers, or either of them, to select the portions of the Projects to be financed, in whole or in part, from the proceeds of the Bonds, and to fund, as appropriate, the remaining portion of the costs of the Projects from available funds of the University or from other available funds, and to proceed with the acquisition, equipping and construction of the Projects. The Board further approves the refunding of the Bonds to be Refunded and authorizes the Authorized Officers, or either of them, to select the portion, if any, of the Outstanding Obligations to constitute the Bonds to be Refunded, in order to produce interest costs savings, more favorable debt service schedules, or more flexible documentation, as shall be determined by an Authorized Officer, and to cause to be called for redemption the Bonds to be Refunded as are appropriate and consistent with the foregoing objectives.

2. **Authorization of the Bonds and Related Agreements; Terms of the Bonds; Related Matters.** The Board hereby authorizes the issuance, execution and delivery of the Bonds in one or more series, to be designated GENERAL REVENUE BONDS, SERIES 2012 (with appropriate alternative or additional series designations) in the aggregate principal amount to be established by an Authorized Officer, but not to exceed the amount necessary to produce proceeds of \$50,000,000, plus an amount necessary to fund capitalized interest on the Bonds as an Authorized Officer deems appropriate and an amount necessary to accomplish the refunding of the Bonds to be Refunded. The Bonds shall be dated as of the date or dates established by an Authorized Officer.

The proceeds of the Bonds shall be used to pay all or a portion of the costs of the Projects, as shall be determined by an Authorized Officer, all or a portion of the costs of refunding the Bonds to be Refunded, if any, as shall be determined by an Authorized Officer, and costs incidental to the issuance of the Bonds and the refunding, including the cost of bond insurance, if any, and funding capitalized interest on the Bonds for such period, if any, in each instance as an Authorized Officer deems appropriate. The Bonds shall be serial bonds or term bonds, which may be subject to redemption requirements, or both, as shall be established by an Authorized Officer, but the first maturity or mandatory redemption date shall be not earlier than April 1, 2012 and the final maturity shall be not later than December 31, 2042. The Bonds may bear no interest or may bear interest at stated fixed rates for the respective maturities thereof as shall be established by an Authorized Officer, but the weighted average yield (computed using the stated

coupon and the stated original offering price) for the Bonds shall not exceed 7.5% per annum for tax-exempt Bonds and not in excess of 10.0% per annum for taxable Bonds. The Bonds may be issued in whole or in part as capital appreciation bonds, which for their term or any part thereof bear no interest but appreciate in principal amount over time at compounded rates (not in excess of 7.5% per annum for tax-exempt Bonds or 10.0% per annum for taxable Bonds) to be determined by an Authorized Officer. Alternatively, all or part of the Bonds may bear interest at a variable rate of interest for all or a portion of their term, and the variable rate of interest shall not exceed the lesser of the maximum rate permitted by law or the maximum rate, if any, to be specified in the Trust Indenture or Loan Agreement. The Bonds may be subject to redemption or call for purchase prior to maturity at the times and prices and in the manner as shall be established by an Authorized Officer, provided that the redemption premium shall not exceed 3.0% of the principal amount being redeemed, unless the redemption price is based on a "make-whole" formula, in which case the premium shall not exceed 40% of the principal amount being redeemed. Interest on the Bonds shall be payable at such times as shall be specified by an Authorized Officer. The Bonds shall be issued in fully registered form in denominations, shall be payable as to principal and interest in the manner, shall be subject to transfer and exchange, and shall be executed and authenticated, and may be issued in book-entry-only form, all as shall be provided in the Trust Indenture or Loan Agreement. The Bonds shall be sold to the Underwriter or Purchaser pursuant to the Bond Purchase Agreement or through a competitive bidding process pursuant to a notice of sale for a price to be established by an Authorized Officer (but the Underwriter's or Purchaser's discount, exclusive of net original issue discount, shall not exceed 1.5% of the principal amount thereof) plus accrued interest, if any, from the dated date of the Bonds to the date of delivery thereof.

In relation to the debt service on the Bonds, or in relation to all or any portion of the debt service on the Outstanding Bonds, either of the Authorized Officers may, at any time, on behalf of and as a corporate act and deed of the Board, enter into an interest rate swap, cap, forward starting swap, rate lock, option, swaption or similar agreement or agreements (collectively, the "Swap Agreement") with a counter-party or counter-parties to be selected by the Authorized Officer. Such Swap Agreement shall provide for payments between the Board and the counter-party related to interest on all or a portion of the Bonds or the Outstanding Bonds, or to indexed or market established rates. If the Swap Agreement is entered into in connection with the issuance of the Bonds, the expected effective interest rates on the Bonds, taking into account the effect of the Swap Agreement, shall be within the limitations set forth herein. Any Swap Agreement in the form of an option, rate lock, swaption or forward starting swap, may, if the Bonds to which such agreement relates are not ultimately issued, be required to be terminated, with a possibility of a resulting termination payment due by the University. In addition, either Authorized Officer is authorized to modify or terminate any existing interest rate swap or similar agreement entered into in connection with any of the Outstanding Bonds, if the Authorized Officer determines such action is economic and in the best interests of the Board, based on the advice of the Board's financial advisor.

Any or all of the Bonds may be made subject to tender for purchase at the option of the holder thereof. The obligation of the Board to purchase any Bonds subject to tender options may be made payable from General Revenues, from available cash reserves of the University, subject to such limitations as may be specified in the Trust Indenture or Loan Agreement, or from a letter of credit, line of credit or other liquidity device (the "Liquidity Device"), or any combination thereof, all as shall be determined by an Authorized Officer and provided for in the Trust Indenture or Loan Agreement. Any reimbursement obligation for draws under the Liquidity Device shall be a limited and not a general obligation of the Board, payable from and secured by a pledge of General Revenues. Either Authorized Officer is authorized to execute and deliver at any time, for and on behalf of the Board, any agreements or instruments necessary to obtain, maintain, renew or replace, and provide for repayments under any Liquidity Device deemed by such officer to be required for the purposes of this Resolution. Purchase obligations shall not be considered principal of or interest on the Bonds.

3. **Limited Obligation of the Board; Security.** The Bonds, and the obligations of the Board under the Swap Agreement or Liquidity Device, if any, shall be limited and not general obligations of the Board payable from and secured by a lien on the General Revenues and moneys, securities or other investments from time to time on deposit in certain funds created pursuant to the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device. Except as otherwise determined by an Authorized Officer, as provided below, the lien on General Revenues shall be on a parity basis with the liens on General Revenues securing the Outstanding Obligations.

As used herein and in the Trust Indenture and related documents, "General Revenues" shall be defined generally to include all fees, deposits, charges, receipts and income from all or any part of the students of the University, whether activity fees, tuition, instructional fees, tuition surcharges, general fees, health fees or other special purpose fees; all gross income, revenues and receipts from the ownership, operation and control of the Board's housing, dining and auxiliary facilities; all unrestricted receipts from departmental or educational activities; all unrestricted grants, gifts, donations and pledges and receipts therefrom; all unrestricted recoveries of indirect costs; and all unrestricted investment income, *but excluding* all of the following: (a) student activity fees approved by student referendum and not reported in the University's current funds; (b) any deposits required by law or contract to be held in escrow; (c) any gifts, grants, donations or pledges and receipts therefrom restricted as to use in a manner inconsistent with payment of amounts due on the Bonds and any obligations secured on a parity with the Bonds; (d) appropriations to the University from the State Legislature; (e) any income, revenues or receipts of whatever kind or nature attributed by the University to the University's constituent school of medicine, which at this time is privately funded, and not reported in the University's current funds; and (f) up to an amount equal to an aggregate of 5% of General Revenues each fiscal year collected annually from the levy of a special fee hereafter established by the Board and designated by the Board to be excluded from General Revenues.

No recourse shall be had for the payment of the principal amount of or interest or premium on the Bonds, or for the payment of any amounts owing under the Swap Agreement or the Liquidity Device, if any, or any claim based thereon, against the State of Michigan, the Board (except as provided herein) or any member or agent of the Board (including, without limitation, any officer or employee of the University), as individuals, either directly or indirectly, nor shall the Bonds and interest with respect thereto, or any obligations of the Board in connection with the Swap Agreement or Liquidity Device, if any, become a lien on or be secured by any property, real, personal or mixed, of the State of Michigan or the Board, other than General Revenues and the moneys, securities or other investments from time to time on deposit in certain funds established as pledged pursuant to the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device, if any.

Any pledge of General Revenues, and funds specified in the Trust Indenture or Loan Agreement, or agreements entered into in connection with the Swap Agreement or Liquidity Device, if any, shall be valid and binding from the date of issuance and delivery of the Bonds or such agreements, and all moneys or properties subject thereto that are thereafter received shall immediately be subject to the lien of the pledge without physical delivery or further act. The lien of said pledge shall be valid and binding against all parties (other than the holders of any other bonds, notes or debt obligations secured by a parity first lien on General Revenues) having a claim in tort, contract or otherwise against the Board, irrespective of whether such parties have notice of the lien.

Notwithstanding anything herein to the contrary, any obligations of the Board under the Swap Agreement or any agreement with respect to the Liquidity Device may, if determined appropriate by an Authorized Officer, be payable and secured on a subordinated basis to the Bonds and other General Revenue obligations of the Board, or may be payable from General Revenues but be unsecured.

4. **Additional Bonds.** The right is reserved to issue additional bonds, notes or other obligations payable from and secured on a parity basis with the Bonds and the Outstanding Obligations from the General Revenues, upon compliance with the terms and conditions as shall be set forth in the Trust Indenture or Loan Agreement.

5. **Selection of Trustee; Terms of Documents; Bond Insurance.** Either Authorized Officer is hereby authorized and directed, in the name and on behalf of the Board and as its corporate act and deed, to select the Trustee, if any, and to negotiate the terms of and execute and deliver the Trust Indenture or Loan Agreement. The Trust Indenture or Loan Agreement may contain such covenants of the Board and terms as such Authorized Officers deem appropriate, including, but not limited to, covenants with respect to the establishment of General Revenues at levels expressed as a percentage of debt service on the Bonds or all General Revenue Bonds, and with respect to the issuance of additional bonds, notes or other obligations payable from and secured by General Revenues. In addition, either Authorized Officer is hereby authorized, empowered and directed to negotiate, if necessary and expedient for the issuance of the Bonds, for the acquisition of bond insurance and to execute and deliver an insurance

commitment or other documents or instruments required in connection with such insurance.

6. **Sale of the Bonds; Selection of Underwriter or Purchaser; Terms of Purchase.** Either Authorized Officer is hereby authorized and directed, in the name of and on behalf of the Board and as its corporate act and deed, to select the Underwriter or Purchaser and to negotiate execute and deliver the Remarketing Agreement, if any, and the Bond Purchase Agreement with the Underwriter or Purchaser setting forth the terms of the Bonds and the sale thereof, in such form as an Authorized Officer may approve, all within the limitations set forth herein. In the alternative, if determined by an Authorized Officer, selection of the Underwriter and the setting of the terms for all or any portion of the Bonds may be made through a competitive sale or bidding process, and any Authorized Officer is authorized to accept the winning bid or offer of the Underwriter for the purchase of such Bonds.

7. **Execution and Delivery of Bonds.** Either Authorized Officer is hereby authorized, empowered and directed, in the name and on behalf of the Board, and as its corporate act and deed, to execute the Bonds by placing his or her facsimile or manual signature thereon, and to deliver the Bonds to the Underwriter or Purchaser in exchange for the purchase price therefor, as provided in the Bond Purchase Agreement.

8. **Notice of Sale; Official Statement.** Either Authorized Officer is hereby authorized to cause the preparation and publication of a notice of sale, if necessary, and the preparation of a Preliminary Official Statement and an Official Statement with respect to the Bonds, and to execute and deliver the Official Statement. The Underwriter is authorized to circulate and use, in accordance with applicable law, the Preliminary Official Statement, if any, and the Official Statement in connection with the offering, marketing and sale of the Bonds.

9. **Additional Acts Required.** The Authorized Officers, the Vice President for Legal Affairs, General Counsel and Secretary of the Board, and any other appropriate officers and authorized personnel of the Board or the University, as determined by the Vice President for Legal Affairs and General Counsel, are hereby authorized to perform all acts and deeds, and to execute and deliver, for and on behalf of the Board, all instruments and documents required by this Resolution, the Trust Indenture or Loan Agreement, or the Bond Purchase Agreement, necessary, expedient and proper in connection with the issuance, sale and delivery of the Bonds, as contemplated hereby, including, if deemed appropriate, an escrow deposit agreement with an escrow agent to be selected by an Authorized Officer, and to designate and empower the escrow agent or Underwriter to subscribe for United States Treasury Obligations (State and Local Government Series) as may be necessary in connection with any refunding authorized hereby. Any reference to an officer of the Board or the University herein shall include any interim or acting officer appointed by the Board. Any action required under the Trust Indenture or Loan Agreement, the Bond Purchase Agreement, any Swap Agreement, the Remarketing Agreement, any agreement or instrument entered into in connection with the Liquidity Device or any other agreement or instrument related to the Bonds, either in connection with the issuance of the Bonds or in connection with the ongoing

administration of the financing program related to the Bonds, may be taken by and on behalf of the Board by an Authorized Officer.

In the event that future legislation allows the economic and efficient use of financing structures for the Bonds authorized hereby which are different from or alternative to traditional tax-exempt bond structures, through related tax credits available to the Board or the holders of such Bonds, or assignees thereof, all or any portion of the Bonds may, subject to the applicable parameters set forth herein, be issued as Bonds for which federal tax credits are payable to the Board or Bonds for which the federal income tax credits are allowed to the holder of the Bonds, if an Authorized Officer determines that such issuance is economic and in the best interests of the Board, and in connection therewith, either of the Authorized Officers is authorized to make, for and on behalf of and as the act of the Board, any and all designations or elections (revocable or irrevocable), to make any tax covenants in connection with the issuance of such Bonds, to execute and deliver any agreements, certificates or other instruments to or with the federal government or any agency thereof, and to take any other actions necessary for such Bonds and the Board to receive any benefits, funds or federal subsidies available.

10. **Continuing Disclosure Undertaking.** In accordance with the requirements of Rule 15c2-12 of the United States Securities and Exchange Commission, the Board is required in connection with the issuance of the Bonds to enter into a Disclosure Undertaking for the benefit of the holders and beneficial owners of the Bonds. Either Authorized Officer is authorized to cause to be prepared and to execute and deliver, on behalf of the Board, a Disclosure Undertaking.

11. **Approval by Vice President for Legal Affairs and General Counsel.** The Board authorizes and directs that, prior to the execution by either Authorized Officer or other officer or representative of the Board or the University, of documents, certificates or instruments authorized by this Resolution, the Vice President for Legal Affairs and General Counsel of the University shall have reviewed and approved any and all such documents, certificates and instruments, upon, as appropriate, the advice of or consultation with the University's bond counsel.

12. **Conflicting Resolutions.** All resolutions or parts of resolutions or other proceedings of the Board in conflict herewith are hereby repealed insofar as such conflict exists.

Dr. Gary D. Russi, President, asked Ms. Rochelle A. Black, Vice President for Governmental Relations, to comment on Chair Baskin's question regarding how certain the State will fulfill its financial commitment. Ms. Black stated it has never happened in the history that the State would not fund its share of the project and urged the University to move quickly.

Mr. Jerry Rupley, Miller Canfield, commented there is nothing in writing committing the State, there is no contractual obligation, and once construction is approved at the State level, universities are authorized to spend their own money and the State will not issue

its bonds through the State Building Authority until universities have expended their own money. Mr. Rupley commented further that it would be unprecedented for the State not to fund its share of the project.

Chair Baskin asked Mr. Beaghan if the University can afford \$30M without impacting a huge tuition increase. Mr. Beaghan commented there has been a tuition increase every year since he has been at the University and anticipates there will be a tuition increase proposed for next year.

Trustee Kramer asked about naming rights for the building to get endowed funds. Mr. Eric D. Barritt, Vice President for Community Engagement, commented he is anticipating making the School of Engineering and Computer Science building part of the next campaign for the University and he has already started working with individuals, corporations and foundations to secure funding.

Mr. Beaghan introduced the Engineering Center Committee: Trustees Ronald E. Robinson and Jay B. Shah; Vice President for Academic Affairs and Provost Virinder K. Moudgil; Dean of the School of Engineering and Computer Sciences Louay Chamra; Associate Dean of the School of Engineering and Computer Science Lorenzo Smith; Associate Vice President for Facilities Management Terry Stollsteimer; Director of Capital Planning and Design Steve Zmich; and himself. The Committee was charged with advising on the schematic design process.

Dr. Moudgil called on Dean Chamra to discuss the Engineering Center proposed schematic design, how the building will meet their needs and naming opportunities for the building and individual labs.

Chair Baskin acknowledged the work done and great deal of time spent by Trustees Robinson and Shah.

Dean Chamra addressed Chair Baskin's comment on Trustee Mark E. Schlusser's mention at the last meeting of an engineering and medical school collaboration. He is doing a lot of collaboration with Beaumont Hospital and physicians. He just received a NIH grant for \$800,000 for medical equipment for the engineering school.

Trustee Robinson commented he is satisfied with the contributions of the school and other committee members. He asked Dean Chamra to speak to the future growth of the engineering school and how quickly we will be at capacity and the research side of the use of the building. Dean Chamra commented the school can accommodate the increase in faculty and students and has already seen growth in research up to \$7.9M.

Trustee Robinson asked about recruitment of high school students. Dean Chamra stated both he and faculty members are already conducting outreach to high schools and middle schools.

Dean Chamra thanked Trustees Robinson and Shah for their time, commitment and expertise.



Trustee Monica E. Emerson commended Dean Chamra on his commitment in involving middle schools and outreach to the underrepresented community.

Mr. Beaghan introduced Kari Blanchett, Public Financial Management, who is acting as the University's debt advisor, and Jerry Rupley acting as bond counsel.

Ms. Blanchett and Mr. Rupley addressed the Board regarding their role in the project and advised on the research on their recommendations.

Ms. Blanchett indicated her role is to serve as extension of OU staff, and go through the whole financing process, assist in putting a professional team together including the underwriter, prepare the debt capacity analysis, debt structure, manage the financing timeline, assist with preparing and reviewing the documentation, managing the rating process, and assist with the pricing of the bonds. Ms. Blanchett indicated the University has an A-1 rating and commended the University on having a strong rating and this is contributed to the stability in leadership and the strong financial management of the University.

Trustee Schlüssel asked Mr. Beaghan to comment on the University's debt capacity in relation to the University's present cash flow and total financial capacity. Trustee Schlüssel commented further that if the credit rating were low enough the University would have an expandable debt capacity but not necessarily the cash flow to carry the debt, so the question really becomes what is the University's debt capacity if one assumes the same credit rating, or, what would the debt capacity be without destroying the University's credit rating? He stated further that he was interested in the University's debt capacity after financing of the engineering building, assuming the bond issuance for the engineering building was \$46 million, should the University want to fund other important projects in the future, such as for the school of medicine.

Mr. Beaghan asked Ms. Blanchett to first explain how debt capacity is determined, and she explained that debt capacity is determined by using the University's total financial numbers and calculating various ratios. She indicated that she believed the University would still have about \$80 million to \$90 million of debt capacity left to issue additional debt, after the bond issuance for the engineering building. Mr. Rupley added that debt capacity is not a hard and fast scientifically produced number. If the University is willing to go down in rating, the University would have a much greater debt capacity and it is a tradeoff. Mr. Beaghan added that the effect on the University's debt capacity is also affected by the type of project, for example, a housing project that is self-liquidating, and recollected that PFM's analysis concluded the University's debt capacity would be in about the same range, about \$70 million to \$75 million.

In response to Trustee Robinson's question regarding the State's commitment, Mr. Rupley commented the State is never committed until they have issued their debt and that would be after the University has expended its funds. The bonds are payable as general revenue bonds. The bond holders evaluate the capacity of the University to pay this from its overall general revenues and the bond holders expect, as well as the University, that the State will meet its commitments to its universities with respect to the funding of the capital requirements once they have reached the stage of the process that they will approve it.

In response to Trustee Shah's question regarding revenue bonds, Mr. Rupley stated yes constitutionally, it has to be a revenue bond. Over the years the concept of securing bonds with general revenues for the public universities in Michigan was created and that includes all the revenue the universities receive with the exception of restricted gifts and state appropriations.

After a thorough discussion, Trustee Kramer, seconded by Trustee Flynn, moved approval of the recommendation, and the motion was unanimously approved by those present.

### **Schematic Design for the Engineering Center**

Dr. Moudgil and Mr. Beaghan presented the Schematic Design for the Engineering Center recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the Engineering Center Schematic Design (Attachment B, as may be immaterially amended during continuing design and construction phases of the project); and, be it further

RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to proceed with the completion of design for the Engineering Center, and perform all acts and deeds required by this resolution, consistent with the project scope, Schematic Design, and budget (budget is inclusive of all design, construction, furnishings, equipment, and project management), not to exceed \$74,551,739; and, be it further

RESOLVED, that the Board of Trustees approves the submission of the Engineering Center Schematic Design to the State Budget Office for approval.

Trustee Schlüssel commented regarding land use planning perspective and asked if SmithGroup has taken a look at the long range aspects of what the campus will look like and whether it is being coordinated to maximize the beauty of the University.

Mr. Beaghan stated in the siting of the building between Dodge, Elliott and Kresge, SmithGroup has already presented us with ideas for what we will do when there might be future buildings in that area and what we might do for interaction between the buildings, pathways and landscaping.

Mr. Beaghan called on Dean Chamra and Mr. Paul Urbanak from SmithGroup to comment on Trustee Schlüssel's question regarding the plan and how the buildings relate to each other making the environment attractive to students, faculty and the surrounding environment. Dean Chamra stated that the goal is to position the Engineering Center in the center of campus to create a student activity environment.

Mr. Urbanak added that the campus was looked at as a whole to develop the best option.

Trustee Schlüssel asked how this building impacts on the reality of OU years from now and look within a global perspective and to keep in mind what we can do to achieve a greater good for the University.

Mr. Urbanak stated they are following a master plan with the Center strategically placed adjacent to Dodge Hall of Engineering, along with its association with the School of Business and the immediate adjacency to the Library.

Mr. Urbanak responded to a question from Mr. Max VanRaaphorst, Student Liaison, noting that the Center will offer room for student study and food service areas.

After a thorough discussion, Trustee Schlüssel, seconded by Trustee Jacqueline S. Long, moved approval of the recommendation, and the motion was unanimously approved by those present.

(A copy of Attachment B is on file in the Board of Trustees Office.)

### **Appointment of the Dean of the Oakland University School of Nursing**

Dr. Moudgil on presented the Appointment of the Dean of the Oakland University School of Nursing recommendation as set forth in the agendum item.

RESOLVED, that the Board of Trustees appoints Dr. Kerri D. Schuiling to the position of Dean of the School of Nursing, in accordance with and subject to the terms and conditions of the Employment Agreement between Dr. Kerri D. Schuiling and Oakland University.

After discussion, Trustee Shah, seconded by Trustee Long, moved approval of the recommendation, and the motion was unanimously approved by those present.

### **Bachelor of Science in Biomedical Sciences**

Dr. Moudgil called on Dr. Ronald Sudol, Dean, College of Arts and Sciences and Dean to present the Bachelor of Science in Biomedical Sciences recommendation as set forth in the agendum item.

Dean Sudol called on Dr. Arik Dvir, Chair, Biological Sciences, to further discuss the Bachelor of Science in Biomedical Sciences.

RESOLVED, that the Board of Trustees authorizes the College of Arts and Sciences to offer a Bachelor of Science in Biomedical Sciences; and, be it further

RESOLVED, that the Bachelor of Science in Biomedical Sciences be reviewed annually by the Provost to determine academic quality and fiscal viability and whether the program should be continued.

After discussion, Trustee Flynn, seconded by Trustee Long, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Real Estate Lease Agreement -- Oakland Schools**

Dr. Moudgil called on Dr. Louis B. Gallien, Dean, School of Education and Human Services, to present the Real Estate Lease Agreement – Oakland Schools recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees authorizes the Senior Vice President for Academic Affairs and Provost to execute the lease agreement; and, be it further

RESOLVED, that the lease agreement be reviewed and approved by the Office of the Vice President of Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel

After discussion, Trustee Kramer, seconded by Trustee Schlüssel, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Financial Statements, June 30, 2011 and 2010**

Mr. Beaghan called on Mr. Randy Morse, Partner, Andrew Hooper & Pavlik, P.L.C., to present the Financial Statements, June 30, 2011 and 2010 recommendation as set forth in the agenda item.

Mr. Morse introduced Mr. Roger Hitchcock, Partner, Andrew Hooper & Pavlik, P.L.C., and noted that Mr. Hitchcock's role is to complete an independent review of the financial statements.

RESOLVED, that the Board of Trustees accept the Financial Statements, June 30, 2011, and 2010, which were audited by the public accounting firm of Andrews Hooper & Pavlik P.L.C.

After discussion, Trustee Robinson, seconded by Trustee Shah, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Schedule of Expenditures of Federal Award Programs in Accordance with OMB Circular A-133 Year Ended June 30, 2011**

Mr. Beaghan called on Mr. Morse to present the Schedule of Expenditures of Federal Award Programs in Accordance with OMB Circular A-133 Year Ended June 30, 2011 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees accept the Schedule of Expenditures of Federal Award Programs in Accordance with OMB Circular A-133 Year Ended June 30, 2011, which was audited by the public accounting firm of Andrews Hooper & Pavlik P.L.C.

After discussion, Trustee Robinson, seconded by Trustee Shah, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Agreement between Oakland University and Police Officers Labor Council (POLC)  
July 1, 2011 – June 30, 2014**

Mr. Beaghan called on Mr. Ronald P. Watson, Assistant Vice President for University Human Resources, to present the Agreement between Oakland University and Police Officers Labor Council (POLC) July 1, 2011 – June 30, 2014 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the Agreement Between Oakland University and the Police Officers Labor Council (POLC), July 1, 2011 – June 30, 2014.

After discussion, Trustee Flynn, seconded by Trustee Kramer, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Agreement between Oakland University and Police Officers Association of Michigan (POAM) October 1, 2011 – September 30, 2014**

Mr. Beaghan called on Mr. Watson to present the Agreement between Oakland University and Police Officers Labor Council (POLC) July 1, 2011 – June 30, 2014 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the agreement between Oakland University and the Police Officers Association of Michigan (POAM), October 1, 2011 through September 30, 2014.

After discussion, Trustee Flynn, seconded by Trustee Kramer, moved approval of the recommendation, and the motion was unanimously approved by those present.

**F. Other Items for Consideration/Action that May Come Before the Board**

Dr. Carl Byerly, Founder, Michigan Schools for the Arts, addressed the Board regarding the Michigan Schools for the Arts Charter School. A copy of Dr. Byerly's comments is on file in the Board of Trustees Office. Chair Baskin requested additional information to the Board.

Benjamin Eveslage, Student Board President, addressed the Board regarding the Imam Feisal Abdul Rauf Speaking Engagement. A copy of Mr. Eveslage's comments is on file in the Board of Trustees Office.

Alexa Van Vliet, President, Gay Straight Alliance, addressed the Board regarding the progress on full-time coordinator for Gender & Sexuality Center. A copy of Ms. Van Vliet's comments is on file in the Board of Trustees Office.

Nancy Strachan, Vice President, Michigan Education Association, addressed the Board regarding the OUCMT. A copy of Ms. Strachan's comments is on file in the Board of Trustees Office.

G. Adjournment

Chair Baskin adjourned the meeting at 4:10 p.m.

Submitted,

Approved,



\_\_\_\_\_  
Victor A. Zambardi  
Secretary to the Board of Trustees

\_\_\_\_\_  
Henry Baskin  
Chair, Board of Trustees

**Minutes of the Formal Session  
of the  
Oakland University Board of Trustees  
December 9, 2011**

**Present:** Chair Henry Baskin; Vice Chair Michael R. Kramer; and Trustees Monica E. Emerson, Richard A. Flynn, Jacqueline S. Long, Ronald E. Robinson, Mark E. Schlüssel and Jay B. Shah

**Also Present:** President Gary D. Russi; Senior Vice President Virinder K. Moudgil; Vice Presidents Eric D. Barritt, John W. Beaghan, and Mary Beth Snyder; Vice President and Secretary to the Board of Trustees Victor A. Zambardi; and Student Liaisons Emily R. Tissot and Maxwell M. VanRaaphorst

**A. Call to Order**

Chair Henry Baskin called the meeting to order at 10:00 am. in the Auditorium of Elliott Hall of Business and Information Technology.

**B. Roll Call**

Mr. Victor A. Zambardi, Vice President for Legal Affairs, General Counsel and Secretary to the Board of Trustees, conducted a roll call and all of the Board members were present.

**C. Faculty Recognition**

Chair Baskin called on Dr. Virinder K. Moudgil, Senior Vice President for Academic Affairs and Provost, to recognize the following faculty members whose research was showcased in the Fall 2011 issue of the OU Research: Ferman Chavez, Associate Professor of Chemistry; Andrew Goldberg, Associate Professor Biomedical Sciences; Mary Lose, Associate Professor of Education; Barbara Penprase, Associate Professor of Nursing; Lakshmi Raman, Assistant Professor of Psychology; and Susmit Suvas, Assistant Professor of Biological Sciences.

Chair Baskin, on behalf of the Board, congratulated each of the faculty members.

**D. Consent Agenda for Consideration/Action**

**Consent Agenda**

**Minutes of the Board of Trustees Formal Session of October 31, 2011**

Trustee Mark E. Schlüssel stated that he would like more detail about the debt capacity and bonding capacity discussion that the Board had at its October 31, 2011 Board Formal Session reflected in the minutes of that meeting.

After discussion, Trustee Michael R. Kramer, seconded by Trustee Jay B. Shah, moved approval to amend the minutes after Trustee Schlüssel's review, and the motion was unanimously approved.

### University Personnel Actions

RESOLVED, that the Board of Trustees approve the personnel actions below.

#### **I. Administrative Appointments**

Harper, Graeme, Director of the Honors College and Professor of English, with tenure. Effective August 29, 2011, pursuant to the Employment Agreement between Graeme Harper and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Nelson, Dorothy A., Vice Provost for Research and Professor of Anthropology, with tenure. Effective September 6, 2011, pursuant to the Employment Agreement between Dorothy A. Nelson and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

#### **II. Academic Appointments**

Pearson, Phillip P., Assistant Professor of Biomedical Sciences without tenure (tenure track) (\$87,550.00), Oakland University William Beaumont School of Medicine, effective January 2, 2012.

#### **Oakland University William Beaumont School of Medicine New Appointments, effective December 9, 2011**

The following standard appointments in the Oakland University William Beaumont School of Medicine are for three years, commencing on December 9, 2011, and are renewable. These standard appointments are without salary support from Oakland University and are not tenured positions. Appointees must maintain active status on the staff of Beaumont Hospital; meet all applicable School of Medicine participation requirements, and maintain the continued support of their Department Chairs, who are responsible for assessing their performance. Appointees' standard appointments may also be terminated at any time, upon the recommendation of their Department Chair or, for reasons that are at the exclusive discretion of the Dean of the School of Medicine:

Abu-Khaled, Jamal, Assistant Professor, Internal Medicine  
Ahmad, Naseer, Assistant Professor, Internal Medicine  
Al-Shami, Mahmoud, Assistant Professor, Internal Medicine  
Austin, Molly M., Assistant Professor, Internal Medicine  
Blau, Robert P., Assistant Professor, Ophthalmology  
Ernstoff, Raina M., Associate Professor, Internal Medicine  
Folbe, Adam, Assistant Professor, Otolaryngology  
Garcia, Michael, Associate Professor, Internal Medicine  
Garlapaty, Vamshi, Assistant Professor, Internal Medicine



Goldberg, Darryl T., Assistant Professor, Ophthalmology  
Grady, Kevin J., Assistant Professor, Internal Medicine  
Gupta, Surya N., Associate Professor, Pediatrics  
Kahler, Shelly L., Assistant Professor, Anesthesiology  
Kaul, Sanjeevkumar, Associate Professor, Urology  
Lerner, Martin A., Professor, Internal Medicine  
Marinescu, Victor, Assistant Professor, Internal Medicine  
Mishra, Poonam, Assistant Professor, Internal Medicine  
Prabhakar, Avani, Assistant Professor, Internal Medicine  
Prasad, Navin, Assistant Professor, Internal Medicine  
Puri, Pravin P., Assistant Professor, Surgery  
Schimpke, John, Assistant Professor, Orthopedic Surgery  
Scrogin, Andrew, Assistant Professor, Internal Medicine  
Shah, Alka, Assistant Professor, Internal Medicine  
Sulanc, Ebru, Assistant Professor, Internal Medicine  
Taylor, Charles, Assistant Professor, Internal Medicine  
Trivax, Justin, Assistant Professor, Internal Medicine  
Valceanu, Adina, Assistant Professor, Internal Medicine  
Youn, Anthony, Assistant Professor, Surgery

## **II. Emeritus Appointments**

Bertocci, Peter J., Professor Emeritus of Anthropology, effective December 9, 2011.

Brown, Judith K., Professor Emerita of Anthropology, effective December 9, 2011.

Ramey, Luellen, Professor Emerita of Education, effective December 9, 2011.

Schimmelman, Janice G., Professor Emerita of Art History, effective December 9, 2011.

Taylor, Robert C., Professor Emeritus of Chemistry, effective December 9, 2011.

## **III. Change of Status**

Bull, Arthur W., from Department Chair of Chemistry and Professor of Chemistry to Professor of Chemistry, effective October 1, 2011.

Dembinski, Roman, from Associate Professor of Chemistry to Acting Department Chair of Chemistry and Associate Professor of Chemistry, effective October 1, 2011.

Roth, Bradley J., from Interim Vice Provost for Research and Professor of Physics to Professor of Physics, effective August 30, 2011.

**Acceptance of Gifts and Pledges to Oakland University for the Period of October 1 through November 30, 2011**

RESOLVED, that the Board of Trustees accept the gifts and pledges to Oakland University identified in the Gifts and Pledges Report, Attachment A, for the period of October 1 through November 30, 2011.

(A copy of Attachment A is on file in the Board of Trustees Office.)

**Acceptance of Grants and Contracts to Oakland University for the Period of October 1, 2011 through November 30, 2011**

RESOLVED, that the Board of Trustees accept the grants and contracts to Oakland University identified in the Grants and Contracts Report, Attachment A, for the period of October 1, 2011 through November 30, 2011.

(A copy of Attachment A is on file in the Board of Trustees Office.)

**Final Undergraduate School and Graduate School Reports – Summer II, 2011 – August 20, 2011**

RESOLVED, that the Board of Trustees approves granting the degrees more fully described in the Final Undergraduate School Report and the Final Graduate School Report, each dated August 20, 2011.

(A copy of the Final Undergraduate School and Graduate School Reports – Summer II, 2011 – August 20, 2011 is on file in the Board of Trustees Office.)

**Amendment to Collective Bargaining Agreement between Oakland University and Oakland University Chapter, American Association of University Professors (AAUP)**

RESOLVED, that the Board of Trustees approve the amendment to the AAUP collective bargaining agreement evidenced by the Letter of Agreement between the University and AAUP as attached hereto as Attachment A.

(A copy of the Attachment A is on file in the Board of Trustees Office.)

Trustee Jacqueline S. Long, seconded by Trustee Monica E. Emerson, moved approval of the Consent Agenda, as amended, and the motion was unanimously approved by those present.

**E. New Items for Consideration/Action**

**Agreement between Oakland University and the Oakland University Professional Support Association (OUPSA) July 1, 2011 – June 30, 2014**

Mr. John W. Beaghan, Vice President for Finance and Administration, called on

Mr. Ronald P. Watson, Assistant Vice President for University Human Resources, to present the Agreement between Oakland University and the Oakland University Professional Support Association (OUPSA) July 1, 2011 – June 30, 2014 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the Agreement Between Oakland University and the Oakland University Professional Support Association (OUPSA), July 1, 2011 – June 30, 2014.

Trustee Richard A. Flynn abstained from the vote due to his affiliation with the Michigan Education Association.

After discussion, Trustee Shah, seconded by Trustee Kramer, moved approval of the recommendation, and the motion was approved with seven positive votes and one abstention by Trustee Flynn.

**Agreement between Oakland University and the Oakland University Campus Maintenance and Trades (OUCMT) November 1, 2011 – October 31, 2014**

Mr. Watson presented the Agreement between Oakland University and the Oakland University Campus Maintenance and Trades (OUCMT) November 1, 2011 – October 31, 2014.

RESOLVED, that the Board of Trustees approves the Agreement between Oakland University and the Oakland University Campus Maintenance and Trades (OUCMT), November 1, 2011 – October 31, 2014.

Chair Baskin acknowledged receipt of a letter from members of the OUCMT. He also acknowledged ratification of the proposed agreement.

Trustee Robinson stated that, although he plans to vote for approval of the contract, he believes the OUCMT group sacrifices the most among all of the University groups, particularly the custodians, and that there should have been more sharing across employee groups.

Trustee Flynn abstained from the vote due to his affiliation with the Michigan Education Association.

After discussion, Trustee Shlussel, seconded by Trustee Shah, moved approval of the recommendation, and the motion was approved with seven positive votes and one abstention by Trustee Flynn.

**Golf and Learning Center Operating Budget for Fiscal Year Ending December 31, 2012**

Mr. Beaghan called on Mr. William M. Rogers, Director, Golf and Learning Center, to present the Golf and Learning Center Operating Budget for Fiscal Year Ending December 31, 2012 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approves the Oakland University Golf & Learning Center Budget for the fiscal year ending December 31, 2012, with budgeted operating expenditures of \$3,465,775 and capital improvement expenditures of \$65,000; and, be it further

RESOLVED, that any expenditure level in excess of the approved amount that is not funded by a direct revenue increase must have the prior approval of the President or his designee and those amounts shall be reported on a periodic basis to the Board of Trustees.

After discussion, Trustee Kramer, seconded by Trustee Shah, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Meadow Brook Hall Operating Budget for Calendar Year Ending December 31, 2012**

Mr. Geoffrey C. Upward, Director, Meadow Brook Hall, presented the Meadow Brook Hall Operating Budget for Calendar Year Ending December 31, 2012 recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees approve the Calendar 2012 Budget for Meadow Brook Hall with budgeted operating expenditures of \$2,443,850 and capital improvement expenditures of \$110,000; and, be it further

RESOLVED, that any expenditure level in excess of the approved amount that is not funded by a direct revenue increase must have the prior approval of the President or his designee and those amounts shall be reported on a periodic basis to the Board of Trustees.

After discussion, Trustee Shah, seconded by Trustee Long, moved approval of the recommendation, and the motion was unanimously approved by those present.

**Constituent Relationship Management Software**

Dr. Mary Beth Snyder, Vice President for Student Affairs and Enrollment Management, presented the Constituent Relationship Management Software recommendation as set forth in the agenda item.

RESOLVED, that the Board of Trustees authorizes the Vice President of Student Affairs and Enrollment Management to negotiate and execute a five-year contract with SunGard Higher Education, Inc. for a Constituent Relationship Management System; and, be it further

RESOLVED, that the five-year total cost of the Constituent Relationship Management System will not exceed \$1,420,955; and, be it further

RESOLVED, that the contract for the Constituent Relationship Management System be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

After discussion, Trustee Shah, seconded by Trustee Flynn, moved approval of the recommendation, and the motion was unanimously approved by those present.

#### **F. Other Items for Consideration/Action that May Come Before the Board**

Trustee Schlüssel requested that Dr. Russi speak on how the University addresses the issue of campus violence both from a security level and a mental health level. Dr. Russi stated that the University has been very proactive in responding to those two components. He asked Chief Samuel Lucido to address security measures taken by the University, and Dr. Mary Beth Snyder to address the psychological evaluation process.

Chief Lucido reported that the University's number one priority is the safety and security of the campus community. As a result, a Crisis Management Team (Team) was created led by Dr. Russi and consisting of a group of high-ranking University officials who have developed a plan to manage any possible emergency event that may occur based on an "all hazards approach." The Team works closely with the Oakland County Homeland Division, fire departments, hospitals, EMS, and law enforcement agencies. Training exercises are routinely planned for the Team. One such major full-scale functional exercise was conducted a year or so ago at Meadow Brook Theatre during the daytime, which received substantial media attention. The Team has also reviewed best practices across the country in terms of immediate communications to the campus community through a number of channels. In addition, Oakland University Police Department members have been highly trained and equipped to respond to and stabilize campus emergency situations.

Dr. Snyder reported that her Division reaches out to the students throughout the year to make them aware of what the Counseling Center offers and that it is staffed with psychologists and psychiatrists. She noted that ongoing depression screening days are offered to encourage students to self-identify and use the Counseling Center when they feel they are in any kind of a crisis. A "Psych Emergency Policy" was also developed to handle situations where students are in distress whereby University personnel and the Police Department report those students to the Dean of Students Office. In these cases, the students are immediately removed from campus and procedures are in place that they must follow in order to return to their classes. Another avenue put in place is called the "Report and Support System", an online system where individuals in the community anonymously report or self-identify people or incidents that

appear strange, and such situations are addressed immediately. In addition, a "Behavioral Assessment Team" was created, consisting of a member of the Oakland University Police Department, two counseling psychologists, Dr. Snyder, and the Dean of Students, Mr. Glen McIntosh, to immediately assess the level of risk that the particular faculty, staff or student represents.

Chair Baskin thanked Chief Lucido and Dr. Snyder for their extensive efforts in creating a safe and secure campus environment.

Trustee Monica E. Emerson expressed her support, and commended Dr. Russi, Dr. Snyder, Chief Lucido and their teams, for the preventive measures that have been developed for campus security.

**G. Adjournment**

Chair Baskin adjourned the meeting at 11:20 a.m.

Submitted,

Approved,

  
\_\_\_\_\_  
Victor A. Zambardi  
Secretary to the Board of Trustees

\_\_\_\_\_  
Henry Baskin  
Chair, Board of Trustees

Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012

**UNIVERSITY PERSONNEL ACTIONS**  
**A Recommendation**

1. **Division and Department:** Academic Affairs, Office of the Senior Vice President for Academic Affairs and Provost.
2. **Introduction:** The following sets of personnel actions require Board of Trustees (Board) approval. In addition, twice a year, the administration reports to the Board other personnel actions as information items.
3. **Previous Board Action:** The Board routinely approves personnel actions at its Formal Sessions.
4. **Budget Implications:** Changes in salary due to the promotion/change in faculty rank have been supported by the Board through the approval of Agreements between Oakland University and the Oakland University Chapter of the American Association of University Professors.
5. **Educational Implications:** Seasoned and knowledgeable faculty enhance the training and education of students. Recognition of a faculty member's long-standing dedication to the mission of the institution reinforces a culture that is devoted to excellence in teaching, research, creative endeavor and service.
6. **Personnel Implications:** The personnel implications are as outlined in the recommendation below.
7. **University Reviews/Approvals:** Academic personnel actions are reviewed by faculty committees and academic deans, and are subject to the approval of the Senior Vice President for Academic Affairs and Provost. Administrative personnel actions are reviewed by University Human Resources and when appropriate, by the Office of the Vice President for Legal Affairs.
8. **Recommendation:**

RESOLVED, that the Board of Trustees approve the personnel actions below.

**University Personnel Actions  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

**I. New Appointments, effective January 1, 2012**

Klein, C. Suzanne, Assistant Professor of Education (\$55,000) (New appointment filling a vacant authorized position).

Steffy, Daniel E., Assistant Professor of Mathematics (\$62,500) (New appointment filling a vacant authorized position).

**II. Administrative Appointments**

Ableser, Judith C., Director of the Center for Excellence in Teaching and Learning and Associate Professor of Education, with tenure. Effective December 1, 2011, pursuant to the Employment Agreement between Judith C. Ableser and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Crabill, Scott L., Director of Integrative Studies, Special Initiatives and Community Partnerships and Associate Professor of Communication, with tenure. Effective July 1, 2011, pursuant to the Employment Agreement between Scott L. Crabill and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Moore, Gary, Interim Associate Dean and Associate Professor, School of Nursing, with tenure. Effective November 1, 2011, pursuant to the Employment Agreement between Gary Moore and Oakland University that was reviewed and approved by the Office of the Vice President for Legal Affairs and is in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

**III. Emeritus Appointments**

Gillespie, Michael E., Professor Emeritus of Theatre, effective March 28, 2012.

Walters, Toni S., Professor Emerita of Education, effective March 28, 2012.



**IV. Oakland University William Beaumont School of Medicine New  
Appointments, effective March 28, 2012**

The following standard appointments in the Oakland University William Beaumont School of Medicine are for three years, commencing on March 28, 2012, and are renewable. These standard appointments are without salary support from Oakland University and are not tenured positions. Appointees must maintain active status on the staff of Beaumont Hospital; meet all applicable School of Medicine participation requirements, and maintain the continued support of their Department Chairs, who are responsible for assessing their performance. Appointees' standard appointments may also be terminated at any time, upon the recommendation of their Department Chair or, for reasons that are at the exclusive discretion of the Dean of the School of Medicine:

Alrais, Mark, Assistant Professor, Family Medicine  
Bark, Kenneth S., Assistant Professor, Surgery  
Dangovian, Michael, Assistant Professor, Internal Medicine  
Dillon, Linda M., Assistant Professor, Internal Medicine  
Faia, Lisa, Assistant Professor, Ophthalmology  
Friedman, Erin L., Assistant Professor, Internal Medicine  
Fogla, Sumit, Assistant Professor, Family Medicine  
Fortin, Paul T., Associate Professor, Orthopaedic Surgery  
Fortin, William A., Assistant Professor, Internal Medicine  
Goncalves, Louis F., Professor, Radiology  
Gonte, Sheldon, Assistant Professor, Ophthalmology  
Gorog, Gabriela M., Assistant Professor, Internal Medicine  
Hasbany, Robert T., Assistant Professor, Family Medicine  
Issa, Nadheer, Assistant Professor, Internal Medicine  
Juliao, Tracy R., Assistant Professor, Internal Medicine  
Karimipour, Darius, Associate Professor, Internal Medicine  
Kumar, Ujjala, Assistant, Professor, Internal Medicine  
Liu, James J., Associate Professor, Pathology  
Lonappan, Linet P., Assistant Professor, Internal Medicine  
Putrus, Ramiz, Assistant Professor, Family Medicine  
Santhakumar, Sunitha, Associate Professor, Internal Medicine  
Raofi, Vandad, Associate Professor, Surgery  
Tech, Kurt, Associate Professor, Radiology  
Vettraino, Ivana, Assistant Professor, Family Medicine  
Wilson, Sarah E., Assistant Professor, Family Medicine  
Wood, David P., Professor, Urology

**University Personnel Actions  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4**

**V. Change of Status**

Brown, Miles C., from Instructor in Music to Assistant Professor of Music, effective December 2, 2011.

Cantir, Cristian, from Instructor in Political Science to Assistant Professor of Political Science, effective August 15, 2011.

Hahn, Stacey L., from Associate Professor of French to Acting Department Chair of Modern Languages & Literatures and Associate Professor of French, effective January 1, 2012 through April 30, 2012.

Rapin, Ronald F., from Department Chair of Modern Languages & Literatures and Associate Professor of Spanish to Associate Professor of Spanish, effective January 1, 2012.

Venuti, Judith, from Associate Professor of Biomedical Sciences to Associate Professor and Vice Chair, Department of Biomedical Sciences, effective November 1, 2011 through November 1, 2013.

**VI. Faculty Promotions**

The faculty agreement requires that certain reviews for possible promotion be completed by April 15. The following recommendations are made by the President and Senior Vice President for Academic Affairs and Provost:

**Optional Promotions – Effective August 15, 2012**

**Associate Professors with tenure considered for promotion to full Professor:**

Aloi, Daniel N.	Electrical and Computer Engineering	Promote
Condic, Kristine S.	Library	Promote
Dembinski, Roman	Chemistry	Do Not Promote
Dulio, David A.	Political Science	Promote
Nakao, Siego	Modern Languages and Literatures	Do Not Promote
Oakley, Barbara A.	Industrial and Systems Engineering	Do Not Promote
Pavonetti, Linda M.	Reading and Language Arts	Promote
Pfeiffer, Kathleen A.	English	Promote
Pisharodi, Rammohan	Management and Marketing	Do Not Promote
Rapin, Ronald F.	Modern Languages and Literatures	Do Not Promote

**University Personnel Actions  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 5**

**VI. Faculty Promotions (cont'd)**

Sengupta, Sankar	Industrial and Systems Engineering	Do Not Promote
Spagnuolo, Anna M.	Mathematics and Statistics	Promote

**VII. Faculty Reappointments**

The faculty agreement requires that certain reviews for possible reemployment and promotion be completed by August 15, 2012. The following recommendations are made by the President. Standard review processes were followed.

**A. Reappointments (with Tenure)**

1. Assistant Professors eligible for promotion to the rank of associate professor, effective August 15, 2012.

Finke, John M.	Chemistry	Do Not Reemploy
----------------	-----------	-----------------

**VIII. Corrections**

**Academic Appointments**

Pearson, Phillip P., declined offer for Assistant Professor of Biomedical Sciences.

**(Previously Reported As):**

Pearson, Phillip P., Assistant Professor of Biomedical Sciences without tenure (tenure track) (\$87,550.00), Oakland University William Beaumont School of Medicine, effective January 2, 2012.

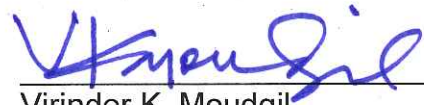
**New Appointments, effective January 1, 2012**

Steffy, Daniel E., Assistant Professor of Mathematics (\$62,500) (New appointment filling a vacant authorized position). (Previously reported as start date, effective August 15, 2011).

University Personnel Actions  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 6

9. Attachments: Attachment A: Faculty Personnel Information Items  
Attachment B: Academic Appointments

Submitted to the President  
on 3/20, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/21, 2012  
to the Board for Approval by

BCF



Gary D. Russi  
President

**FACULTY PERSONNEL INFORMATION ITEMS  
REPORT TO OAKLAND UNIVERSITY BOARD OF TRUSTEES**

**March 28, 2012**

A number of faculty personnel actions do not require approval by the Board of Trustees, but in the interest of keeping members informed on the level of personnel activity, the University presents this information on a regular basis. The reports are prepared in October and April.

**Leave with No Pay**

Martin, Craig E., Associate Professor of History, effective January 1, 2012 through April 30, 2012.

**Personal**

Schwartz, Robert M., Professor of Education, effective January 1, 2012 through December 31, 2012.

**Resignations**

Cardiff, Gladys, Associate Professor of English, effective August 14, 2012.

Dessert, Patrick E., Associate Professor of Engineering, effective December 31, 2011.

Osborne, Annette M., Special Instructor of Education, effective August 14, 2012.

**Retirements**

Hawkins, Susan E., Associate Professor of English, effective August 14, 2012.

Jackson, Frances C., Associate Professor of Nursing, effective August 14, 2012.

**Sick Leaves**

Chavez, Ferman A., Associate Professor of Chemistry, effective January 5, 2012 through January 23, 2012.

Chen, Yu, Assistant Professor of Marketing, effective January 4, 2012.

Deubel, Tara, Assistant Professor of Anthropology, effective February 3, 2012.

**Sick Leaves (cont'd)**

Frick, Pieter A., Professor of Engineering, effective September 13, 2011 through January 3, 2012.

Hay, Kellie D., Associate Professor of Communication, effective December 16, 2011 through March 7, 2012.

Rodriguez, Julia E., Assistant Professor of University Library, effective February 27, 2012.

Switzer, Anne T., Assistant Professor of University Library, effective November 7, 2011 through January 4, 2012.

Yang, Lianxiang, Professor of Engineering, effective January 4, 2012.

**Return from Sick Leave**

Alston, Lettie B., Associate Professor of Music, effective February 27, 2012.

Bull, Arthur W., Professor of Chemistry, effective January 1, 2012.

Downing, David J., Associate Professor of Mathematics, effective November 18, 2011.

Tardella, Sally S., Special Instructor of Art, effective January 3, 2012.

**NEW APPOINTMENTS**  
(January 1, 2012)

**Klein, C. Suzanne**

Assistant Professor of Education  
Department of Educational Leadership  
School of Education and Human Services

Dr. Suzanne Klein is a graduate of the University of Michigan, having received a B.S. in 1968, a M.S. in 1970 and a Ph.D. from the Combined Program in Psychology and Education in 1983. She has served as an adjunct faculty member at Oakland University as well as at Wayne State University. Dr. Klein has made numerous professional presentations on school improvement and educational leadership. She recently co-authored an article on strategic budgeting in public schools which appeared in a management accounting book.

**Steffy, Daniel E.**

Assistant Professor of Mathematics  
Department of Mathematics & Statistics  
College of Arts and Sciences

Daniel Steffy area of research is discrete mathematics and optimization with a special interest in algorithms and computation. Dr. Steffy is a Detroit-area native and alumnus of Oakland University, where he completed a Bachelor of Science in 2004 and Masters of Arts in Mathematics in 2005. He then earned a Ph.D. in Algorithms, Combinatorics and Optimization from the Georgia Institute of Technology.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**ACCEPTANCE OF GIFTS AND PLEDGES TO  
OAKLAND UNIVERSITY FOR THE PERIOD OF  
DECEMBER 1, 2011 THROUGH MARCH 15, 2012**

**A Recommendation**

1. **Division and Department:** University Relations.
2. **Introduction:** Every gift makes a difference at Oakland University. Gifts strengthen the University's ability to deliver excellence to our students and our community, both now and in the future, and make strong programs extraordinary by supporting education and technological advancements, as well as current programs. Gifts also make a lasting impact on lives young and old, when they help fund the cost of a college education.  
  
The Board of Trustees (Board) has authorized the President, or his or her designee, to receive and acknowledge gifts to the University, but such gifts must be reported to the Board not less often than quarterly for acceptance on behalf of the University.  
  
At this time, we request that the Board accept the gifts and pledges reported on the attached Gifts and Pledges Report, Attachment A, on behalf of the University.
3. **Previous Board Action:** The Board accepts gifts to Oakland University on a regular basis at its Formal Sessions.
4. **Budget Implications:** Gifts to the University supplement budgets, whether the gift is restricted to a specific area, or unrestricted.
5. **Educational Implications:** Some gifts are designated to fund specific academic programs.
6. **Personnel Implications:** Some gifts may be used for salary or support.
7. **University Reviews/Approvals:** All gifts are processed by the Office of Advancement Information Services and are reviewed by the Vice President for Community Engagement, division of University Relations, prior to submission to the Board to ensure compliance with federal and state laws and regulations and University policies and procedures when applicable, with assistance from the Office of the Vice President for Legal Affairs when requested.



Acceptance of Gifts and Pledges to Oakland University  
for the Period of December 1, 2011 through March 15, 2012  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2

8. **Recommendation:**

RESOLVED, that the Board of Trustees accept the gifts and pledges to Oakland University identified in the attached Gifts and Pledges Report, Attachment A, for the period of December 1, 2011 through March 15, 2012.

9. **Attachments:** A. Gifts and Pledges Report.

Submitted to the President  
on MARCH 23, 2012 by



Eric Barritt  
Vice President, Community Engagement

Recommended on 3/26, 2012  
to the Board for approval by



Gary D. Russi  
President

**ADDITIONAL AGENDA MATERIALS LIST**  
**FOR THE MARCH 28, 2012**  
**BOARD OF TRUSTEES FORMAL SESSION**

Tab 6. Acceptance of Gifts and Pledges to Oakland University for the Period of December 1, 2011 through March 15, 2012

- To view the attachment to this item, please contact Rhonda Saunders at (248) 370-3112 or [saunders@oakland.edu](mailto:saunders@oakland.edu)

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**ACCEPTANCE OF GRANTS AND CONTRACTS TO OAKLAND UNIVERSITY  
FOR THE PERIOD OF DECEMBER 1, 2011 THROUGH JANUARY 31, 2012**

**A Recommendation**

1. **Division and Department:** Academic Affairs/Office of Grants, Contracts and Sponsored Research.
2. **Introduction:** Oakland University contributes to our national agenda as a contributor to the nation's scientific and technological progress, both through the generation of new knowledge and ideas and the education and training of its students. Grants and contracts awarded to Oakland University play a critical role in the advancement of new research findings, and current research trends gives emphasis to inter-disciplinary, technology-driven, and product-oriented team efforts.  
  
The Board of Trustees (Board) has authorized the President, or his or her designee, to receive and acknowledge grants and contracts to the University, but such grants and contracts must be reported to the Board not less often than quarterly for acceptance on behalf of the University.  
  
At this time, we request that the Board accept the grants and contracts reported on the attached Grants and Contracts Report, Attachment A, for the period December 1, 2011 through January 31, 2012.
3. **Previous Board Action:** The Board accepts grants and contracts to Oakland University on a regular basis at its Formal Sessions.
4. **Budget Implications:** Grants and contracts contribute to the University through the recovery of direct and indirect expense incurred in support of research projects.
5. **Educational Implications:** Grants and contracts enhance the training and education of students.
6. **Personnel Implications:** Grants and contracts awards may provide salary support for faculty, post-doctoral fellows, undergraduate and graduate students, technicians, lab managers, and other personnel, as required by the funded research project or program.

Acceptance of Grants and Contracts to  
Oakland University for the Period of  
December 1, 2011 through January 31, 2012  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2

7. **University Reviews/Approvals:** All grants and contracts are reviewed by the Office of Grants, Contracts and Sponsored Research prior to submission to the Board to ensure compliance with federal and state laws and regulations and University policies and procedures, when applicable, and with assistance from the Office of Legal Affairs when requested.

8. **Recommendation:**

RESOLVED, that the Board of Trustees accept grants and contracts to Oakland University identified in the attached Grants and Contracts Report, Attachment A, for the period of December 1, 2011 through January 31, 2012.

9. **Attachments:** A. Grants and Contracts Report.

Submitted to the President  
on 2/20/12, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 2/21, 2012  
to the Board for approval by



Gary D. Russi  
President

Principal Investigator	Awarding Agency	Title and Project Abstract	Award Amount	Total Award All Years
Carrie Abele School of Nursing	Sigma Theta Tau International (Note 1)	<b>The Caring Studio Experience: An Emerging Education Methodology to Engage Nursing Students in Learning about Caring Practice.</b> <i>The purpose of the pilot study is to determine if a proposed caring practice teaching innovation, known as the Caring Studio Experience, will improve undergraduate nursing students' caring abilities, professional values, and self-rated quality and safety competencies.</i>	\$ 4,500	\$ 4,500
J. David Schall Department of Mechanical Engineering	Faurecia Interior Systems	<b>Evaluation of TPO Glass-reinforced Polymer Recyclability.</b> <i>The objective of this effort is to evaluate the rheological and mechanical properties of a polypropylene copolymer + glass reinforcement material as a function of recycled material content.</i>	\$ 10,015	\$ 10,015
Jennifer Vonk Department of Psychology	National Science Foundation	<b>Early Fraction Learning.</b> <i>This project will explore the relationship between IQ, theory of mind, pro-social behavior and understanding of fractional quantities in young children.</i>	\$ 31,958	\$ 31,958
Libon Rong Department of Mathematics and Statistics	Beth Israel Deaconess Medical Center (Prime awardee of National Institutes of Health)	<b>Mechanisms of SIV Persistence.</b> <i>The goal of this project is to study the mechanisms underlying SIV persistence.</i>	\$ 31,422	\$ 31,422
Jia Li Department of Electrical and Systems Engineering	Chrysler Group LLC	<b>Wireless HMI Location Awareness of Portable Pendant.</b> <i>The objective of this project is to enable the location awareness of a portable pendant and zone the working area to eliminate unintentional interactions between portable pendant and robots.</i>	\$ 70,000	\$ 70,000
Linda Schweitzer Department of Chemistry	International Joint Commission	<b>Effectiveness of Wastewater Treatment Plants for the Removal of Chemicals of Emerging Concern.</b> <i>This project will identify and quantify chemicals of emerging concern in wastewater influent and effluent; conduct direct toxicity studies using fish on wastewater effluent.</i>	\$ 34,500	\$ 34,500

Note 1: The award reported herein is categorized as a restricted grant based on the award terms or other compliance requirements. Awards issued through philanthropic organizations may also be appropriately reflected on fundraising reports.

<b>Principal Investigator</b>	<b>Awarding Agency</b>	<b>Title and Project Abstract</b>	<b>Award Amount</b>	<b>Total Award All Years</b>
Lorenzo Smith Department of Mechanical Engineering	Ford Motor Company	<i>Design Tool for Electrohydraulic Forming Technology Material Model. The goal of this project is to develop a design tool for EHF technology based upon numerical modeling.</i>	\$ 194,000	\$ 856,089
<b>Total</b>			<b>\$ 376,395</b>	<b>\$ 1,038,484</b>

Note 1: The award reported herein is categorized as a restricted grant based on the award terms or other compliance requirements. Awards issued through philanthropic organizations may also be appropriately reflected on fundraising reports.

Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012

**FINAL UNDERGRADUATE SCHOOL AND  
GRADUATE SCHOOL REPORTS  
Fall 2011 – December 10, 2011**

**A Recommendation**

1. **Division and Department:** Academic Affairs; Offices of the Registrar and Graduate Study.
2. **Introduction:** The Board of Trustees (Board) has constitutional authority to grant degrees and diplomas. The Final Undergraduate School and Graduate School Reports for Fall 2011 – December 10, 2011 are hereby submitted to the Board for approval.
3. **Previous Board Action:** The Board approves undergraduate and graduate school reports on a regular basis at its Formal Sessions.
4. **Budget Implications:** None.
5. **Educational Implications:** Obtaining a degree represents that a student has successfully completed their chosen course of study and satisfied all Oakland University degree requirements.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** Academic departments certify that students on the Final Undergraduate School Report and Final Graduate School Report meet University and departmental degree requirements. Satisfaction of degree requirements is also reviewed by the Office of the Registrar.
8. **Recommendation:**

RESOLVED, that the Board of Trustees approves granting the degrees more fully described in the Final Undergraduate School Report and the Final Graduate School Report, each dated December 10, 2011.

**Final Undergraduate School  
and Graduate School Reports  
Fall 2011 - December 10, 2011  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page Two**

**9. Attachments:**

- A. Final Undergraduate School and Graduate School Reports,  
December 10, 2011.

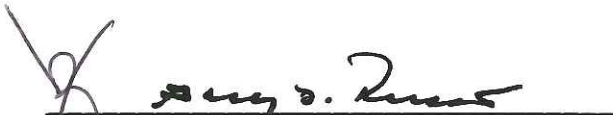
Submitted to the President  
on 3/13, 2012 by



---

Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/13, 2012  
to the Board for approval by



---

Gary D. Russi  
President



**Oakland University  
Office of the Registrar  
Final Undergraduate School Report  
Fall 2011 - December 10, 2011**

**College of Arts and Sciences**

**Bachelor of Arts**

Trevor Michael Aaron	Sociology
Laura H. Abdallah	English
Diana Luana Abraham	Sociology
Nicole Ann Abraham	Political Science
	Psychology
	Sociology
Elizabeth Briane Aebel-Haag	Music
Alexis Lillian Alanis	Psychology
Melad I. Aldanal	Anthropology
Kari Elisabeth Amarasinghe	English
Nadine Arsanos	English
Sara Lynn Astley	Communication
Lance Atallah	Psychology
Sabrina Jo Atto	Communication
Beau M. Austin	Psychology
Olivia Marie Bahooora	Psychology
Caitlin Elizabeth Banas	Psychology
Joseph Barkley	Journalism
	Minor in Communication
Gregory J. Bastien	Cinema Studies
	Minor in Psychology
Michael C. Bennett	Sociology
James Alan Bialk	Cinema Studies
Joshua Thomas Billings	Communication
Ryan Blanzzy	Psychology
Krystal Elizabeth Bowers	Communication
Jessica Elizabeth Bowker	Psychology
	Minor in Japanese Language
David Richard Bowman	English
Lisa Michelle Bradley	Psychology
	Minor in French Language
Sabrina J. Bucchare	Journalism
Scott Louis Burny	Writing and Rhetoric
Michelle Cacovic	International Relations
Caitlyn Noelle Carollo	Psychology
Kyle Patrick Casey	History
	Minor in Political Science
Brandon William Castillo	Political Science
Jennifer Erin Cepnick	Philosophy
Zaid Bedros Chabaan	History
	Minor in Political Science
Brian Michael Ciarkowski	Spanish Language and Literature
	Minor in English
Maria Ann Ciavattone	Anthropology
Nicole Marie Cisch	Studio Art-Spec in Photography
	Minor in Graphic Design
Andrew Thomas Clark	Biology
Crystal Marie Claypool	English

Andrew William Cody

Matthew Thomas Cooper  
Alyxandra Brianne Cornfield  
Gina Ann Coschino

Courteney Marie Covington  
Heather Allyn Crowley

Brett Michael D'Angelo

Scott Thomas Darga  
Rebecca Lauren Dewey

Melissa Elizabeth DiMeglio  
Jacquelyn Marie Dinicu  
Jason Lawrence D'John  
Linda Djokaj

Michelle Ashley Dorrance  
Kirthmon Francisco Dozier Jr.

Melissa Lynn Dressig  
Kristal Diane Drink

Lindsey Ellen Duda

Daniel Jerome Duffy  
Teresa Marie Dwyer  
Amy Marie Eckardt

Douglas Scott Edwards

Daniel Richard Fearnley

Christopher Thomas Field  
Agia Filipi

Megan Renee Fisher  
Sean Fitzpatrick

Jillian Shay Fletcher

Christopher Tyler Follick

Ronald Ford Jr.  
Jake Vincent Forhan  
Bradley Scott Fortier  
Ashley Franso

William Carl Fuss  
Abigail Elisabeth Galey  
Gregory N. Galey  
Curtis Laprinse Glasper

Michael William Gleeson

Biology

Minor in Spanish Language

Psychology

Biology

English

Minor in Journalism

Psychology

Spanish Language and Literature

Minor in History

Political Science

Minor in History

History

Studio Art - Spec in Drawing

Minor in Psychology

English

Psychology

Biology

Psychology

Minor in Sociology

Psychology

Communication

Minor in Public Relations

Communication

English

Minor in Dance

Psychology

Minor in Sociology

History

Journalism

Journalism

Minor in Spanish Language

Minor in Studio Art

Sociology

Conc. in Criminal Justice

Political Science

Conc. in Criminal Justice

English

Spanish Language and Literature

Minor in History

Journalism

Political Science

Minor in Business

Political Science

Minor in International Relations

History

Minor in English

Psychology

Political Science

Communication

Communication

Minor in Spanish Language

Psychology

Political Science

Political Science

Psychology

Minor in Business

International Relations

Minor in French Language

Colleen Ann Godlewski

Alicia Christine Gorzen  
Heather Ashley Grewette  
Andrea Rosina Grimaldi  
Erika L. Grzybowski

Grant Hagman

Dana Michelle Hambleton

Tessa Renae Hartley

Timothy Robert Hartman  
Andrew David Hartner  
Benjamin Sean Hayes  
Brandon Quinn Hayes  
Allen Van Heffner

Tanya Yvonne Hensley  
Mitchell A. Hildebrandt

Danielle M. Hill

Gregory David Hofelich  
Marissa Lynne Holloman

Kristeena Maria Hopper  
Lindsey Michele Houser

Charles Lynch Hretz Jr

Kevin Ming-dar Hsieh  
Ryan Charles Hundt

Anita Elizabeth Issac  
Nora Ivezaj

Dana R. Jalkanen

Danielle Nicole James  
Krystal L. Johnson  
Ashley Jones  
Meghan Marie Joseph  
Irena Jovanoska

Dahlia A. Kamel

Christina Jean Karhoff  
Jennifer Anne Kennedy  
Demitri Kerasiotis  
Sarah Khan  
Karam Khemmoro

Alexander Michael Klein  
Michael Alexander Kline  
Jaclyn Louise Knapp

Communication

Minor in English

Music

Anthropology

English

Psychology

Minor in Spanish Language

Writing and Rhetoric

Minor in English

Minor in History

Sociology

Conc. in Criminal Justice

Political Science

Minor in Philosophy

Biology

Studio Art-Spec in New Media

Political Science

Psychology

Political Science

Minor in Sociology

Dance

Sociology

Conc. in Criminal Justice

Writing and Rhetoric

Minor in Cinema Studies

Communication

Psychology

Women and Gender Studies

Psychology

Journalism

Minor in Studio Art

Communication

Minor in History

Sociology

Political Science

Minor in History

Biology

Sociology

Minor in Psychology

Anthropology

Minor in Middle Eastern Studies

Sociology

Psychology

Sociology

Communication

English

Minor in Sociology

Communication

Minor in Public Relations

Psychology

Communication

Communication

Psychology

Political Science

Minor in History

French Language and Literature

Cinema Studies

Psychology

Kelsey Anne Krumrey  
Sarah Elizabeth Kulman

Matthew C. Kurpinski  
Heather Marie Larson  
Alaina LeBlanc  
Stacy Marie Leick  
Nicole Ariel Levy

Christina Lim  
Andrew David Lodge  
Kelly Morici Long

Mary Renee Loria

Amanda Bea Lowe  
Michael Thomas Lucas

Jeffrey Aaron Lundgren

Steve Lyman

Jordan Alexander MacIntosh

Lindsey Anne Mandell

Nicholas Michael Manderachia  
Christine Holly Marin  
Adrain Matti  
Victoria Lynn May  
Nathaniel Alexander Maynard  
Kaitlyn Maureen McCaulley  
Andrew Robert McClain  
Kathleen Helen McCormick  
Allison Tracey McGeagh

Shannon Ashley McHugh  
Patricia Anne McQuade  
Stacy Lynn Memering

Kyle Patrick Milia  
Jeffrey Ryan Miller  
Robert Richard Mills

Clayton Joseph Moss

Thomas Ryan Muhs

Elizabeth Monica Mullane  
Sefka Mustedanagic

Eric Michael Muzzarelli  
Nathaniel Robert Myers  
Natalie Rose Nagl

Angela Kristine Nenciarini

Journalism  
Psychology  
**Honors College**  
Minor in Advertising  
Political Science  
Sociology  
Theatre  
History  
Psychology  
Minor in Linguistics  
Communication  
Sociology  
Communication  
Minor in Applied Leadership Skills  
Psychology  
Minor in Sociology  
Communication  
Mathematics  
Minor in Finance  
Anthropology  
Conc. in Archeology  
Biology  
Conc. in Premed: Med, Dent, Opt, Vet  
Political Science  
Minor in History  
Sociology  
Minor in Communication  
English  
Studio Art-Spec in New Media  
Sociology  
English  
Sociology  
Art History  
Journalism  
Psychology  
History  
Minor in Sociology  
Conc. in Religious Studies  
Psychology  
Psychology  
Psychology  
Minor in Studio Art  
Communication  
Communication  
Writing and Rhetoric  
Minor in Biology  
Communication  
Minor in Advertising  
Psychology  
Minor in Sociology  
Communication  
Psychology  
Minor in English  
Spanish Language and Literature  
Psychology  
Spanish Language and Literature  
Minor in English  
Spanish Language and Literature  
Minor in Sociology

Michelle Lee Niemeyer

Benissa B. Nobles  
Stephanie Grace Nordberg

Rachel Elizabeth Odett

Amanda Jean Ogden  
Amy Elizabeth O'Hara  
Mary Orczykowski

Charles Joseph Osberger  
Kasia Ostrowski  
John Ryan Ott  
Katherine Helen Ouzounian  
Daniel E. Pace

Gina Rose Parisi

Maria Pascu

Jennifer Lynne Pepler

John Chaslav Perich  
Alessa Jean Nicole Perkins

Emily Rachel Peterson

Maria Petkovski

Andrew M. Pettibone  
Valarie Janae Pierson  
Rachel Alean Pingle  
Michael Kenneth Pisoni  
Kimberly Ann Portser  
Isaac Powrie  
Julia Frances Pridemore  
Amy Lynn Prottenger

Robert Marian Puskarz  
Allison Quinn Radell

Kristina Jennifer Rayos  
Gillian Christine Reilly  
Michael Rhadigan  
Rhiannon Elizabeth Rhoades  
Rebecca Elizabeth Ridenour  
Jasmine Arnese Riley  
Jaclyn April Rink

Sarah Janet Rocker  
Kristen Lynn Exmeyer  
Mackenzie Cathleen Roger

John Douglas Rohlman  
Windy Karina Rood

Psychology

Minor in Sociology

Biology

Psychology

Minor in Sociology

Psychology

Minor in English

Political Science

Psychology

German Language and Literature

Biology

**Honors College**

**Double Degree**

Communication

English

Journalism

Communication

Political Science

Minor in Philosophy

Communication

Minor in Business

Psychology

Minor in Biology

Communication

Minor in Public Relations

Communication

Psychology

Women and Gender Studies

International Relations

Minor in International Management

Psychology

Minor in Sociology

Sociology

Psychology

English

Communication

Sociology

Communication

Communication

Sociology

Conc. in Criminal Justice

Biology

French Language and Literature

Minor in Music

Studio Art K-12 Spec: Photog

Communication

Cinema Studies

Sociology

Art History

Communication

Journalism

Sociology

English

History

Journalism

Minor in Political Science

Communication

Studio Art K-12 Spec: Photog

Christopher M. Rudolph

Kelsey Renee Ruppert  
Sarah N. Sabi  
Erica Schlau

Kylee A. Schnitzer

Jordan Danielle Scholz  
SarahAnn Michelle Schultz

Trisha Winn Schultz  
Andrew Thomas Schwartzenberger  
James Brent Scribner

Rachel Seiderman  
Lynn Marie Sexton  
Andrew Joseph-Bauer Shanley  
Amy Michelle Shaw  
Ameena Razia Sheikh

Sarah Marie Sheroski  
Ashley P. Slack  
Michael Stephen Sleem  
Ethan Paul Smith  
Shannon L. Sofer  
Dayna Marie Spencer  
Kristin Marie Stenquist  
Jerin Renee` Stoudemire  
Samantha Joy Stover

Amber Stringham

Robert Hugh Sullivan

Stephanie Anne Szmiot

Tahsin Tamim  
Anthony Bryant Taormina  
Peter James Thoel  
Brian Michael Thomas

Kristen Adriane Thompson

Jason E'Lon Threlkeld  
Sarhadon Toma

Scott Joseph Tousignant  
Eric Samuel Trefney

Amanda Lauren Trotto  
Charity Lynn Troutt

Katie Renee Tufts

Independent Major

Minor in Art History  
Psychology  
English

Psychology

**Honors College**

Minor in Sociology  
Minor in Spanish Language  
Spanish Language and Literature  
Minor in International Relations

Communication

Communication

Minor in Dance

English

Communication

Sociology

Conc. in Criminal Justice

Writing and Rhetoric

English

Communication

Communication

Communication

**Honors College**

Minor in English

Psychology

Psychology

Communication

Japanese Lang and Literature

English

Psychology

History

Communication

Communication

Minor in Theatre

Psychology

Minor in Women and Gender Studies

English

History

Studio Art - Spec in Painting

Minor in Art History

Biology

History

English

Communication

Minor in Public Relations

Biology

Psychology

Communication

History

Minor in English

Communication

History

Minor in English

Studio Art - Spec in Drawing

English

Minor in Sociology

Biology

Kerri Lynn Turkovich

Kyle Turner

Jon Phillip Ullmann

Jacquelin L. Van Dox

Rebecca Elyse VanBuskirk

Alexander Nicholas Vendittelli

Kimberly Ann Wachowski

Kalese Marie Webber

Robert Lawrence Wheeler

Timothy O. Williams

Erica Elyse Wilson

Krystal Marie Wolf

Angela J. Worrel

Michael Brandon Yaklin

Brenton R Yanos

Aimee Elise Young

Cherise Ann Zannetti

Ryan M. Zdonkiewicz

Alexander R. Zeleny

Elizabeth Marie Spiridon

Valerie Jayde Ziegler

### Bachelor of Music

Taylor Hillary Boykins

Brittney Nichole Brewster

Elizabeth M. Cedroni

Nadia Diamond Harris

Jeremy M. Otto

Quincy Normandy Stewart III

Amanda Marie Timbre

Megan Trehwella

### Bachelor of Science

Amorette Barkho

James Robert Brockway

Kayla Jean Duane

Danielle Marie Erb

Dervina Gjysma

Alison Claire Glinski

James V. Gobble

Alicia N. Heizer

Brittney Diane Holtz

Jamie Christine Humes

Elizabeth Therese Jacobs

Lauren Nicole James

John Nathan Kociara

Alex Joseph Kozlowski

Jaclyn Kate Kurpinski

Jessica P. Listerman

Studio Art-Spec in New Media

Minor in Graphic Design

Writing and Rhetoric

Political Science

Journalism

English

Biology

Sociology

Spanish Language and Literature

Minor in Anthropology

Music

Communication

Psychology

Psychology

Cinema Studies

Psychology

Communication

Psychology

**Honors College**

Studio Art-Spec in New Media

Psychology

Communication

Writing and Rhetoric

International Relations

Minor in Spanish Language

Psychology

Music - Voice Performance

Instrumental/General Music Ed

Music - Voice Performance

Choral/Gen Mus Ed

Instrumental/General Music Ed

Instrumental/General Music Ed

Minor in Psychology

Choral/Gen Mus Ed

Instrumental/General Music Ed

Biology

Biology

Biology

Biochemistry

Biology

Conc. in Premed: Med, Dent, Opt, Vet

Biology

Conc. in Premed: Med, Dent, Opt, Vet

Biology

Chemistry

Biology

Minor in Spanish Language

Conc. in Premed: Med, Dent, Opt, Vet

Biology

Biochemistry

Biology

Env Sci Spec Env/Sustn Res Mgt

Env Sci Spec Env Sustn Res Mgt

Biology

Biology

Jovan Lubardic  
Robert Ellsworth Maniere  
Carolynn Frances Maurer  
Gregory James Megahan  
Spencer Ross Nicol  
Donovan Michael Ogboh  
Mary Orczykowski

Bryan Matthew Osborne  
Nicholas Patrick  
Abigail Murphy Phillips  
Elizabeth Jennifer Pikula

Donald James Ponder  
Elena G. Popova

Jennifer Lynn Pruess

Mary K. Rosso  
Katherine Suzanne Sleison

Jeffrey Allen Thrush  
David Gregory Tobey  
Jacklin K. Weyersberg  
Richard M. Whitlock

Adam Lee Yokom  
Jeremy Michael Zaluski

### Bachelor of Social Work

Marlon L. Wilson

Biology  
Biology  
Biology  
Biology  
Env Sci Spec Env/Resource Mgt  
Biology  
Biology  
German Language and Literature

### **Honors College**

#### **Double Degree**

Biology  
Biology  
Biology  
Biology

Conc. in Premed: Med, Dent, Opt, Vet  
Public Admin and Public Policy

Mathematics

Economics

Finance

#### **Double Degree**

Biology

Conc. in Premed: Med, Dent, Opt, Vet  
Env Sci Spec Env Sustn Res Mgt

Public Admin and Public Policy

Minor in French Language and Literature

Minor in International Relations

Biology

Biochemistry

Applied Statistics

Env Sci Spec Env/Resource Mgt

Public Admin and Public Policy

Biochemistry

Biology

Conc. in Premed: Med, Dent, Opt, Vet

Social Work

## **Jointly Awarded by the College of Arts and Sciences and the School of Engineering and Computer Science**

### Bachelor of Science

Rawaa Kashat  
Jesse A. Ling  
Christopher Calvin Powers

Engineering Biology  
Engineering Chemistry  
Engineering Chemistry  
**Honors College**

## **School of Business Administration**

### Bachelor of Science

Ammar Ali Al-Mufti  
Aleksandar Atanasovski

Daniel Alan Augustine  
Elizabeth Ann Ayers  
Ranni Romel Bahoura  
Kathleen Claire Becker  
Robert P. Becker  
Rachel Lauren Bell

Accounting  
Finance  
Operations Management  
General Management  
Marketing  
Accounting  
Finance  
Management Information Systems  
Marketing



Jennifer Lynn Bickley  
Jerold Kenneth Blakey  
Stephen Carl Bondar  
Constantine Simon Boulos

Michael Thomas Brinker Jr.  
Eric W. Burt  
Bradley J. Bury  
Kayla Buscemi  
Jason Charles Byrd  
Mark Camaj  
James Charles Carr  
Amanda Rachele Chrzan  
Christina Marie Cole  
Andrew James Coleman  
Lynn Marie Couto

Elizabeth Joye Critchfield  
Douglas Neil DeCraene  
Kenneth Deneweth  
Paul William Downing  
Christopher S. Drake

Cara Duffy

Mark Dushaj  
Andrew Keith Etienne

Stephanie Marie Fabiilli

Molliann Frances Ferrando

Stephen James Filipek  
Taylor Katharine Fisher

David J. Fogel  
Zachary William Forster

James Robert Fortman  
Sara Janine Framalin  
Eric Brandon Franchy  
David Carl Furman II  
Sarah Marie Gleich  
Ornella P. Gorgis

Tiffany Nicole Gray

Heidi Diane Grunwald  
Rinata L. Gumma  
Andrew M. Gustafsson  
Sarah Jean Guzman  
Patrick Kent Hammond  
Jennifer Lynn Haneghan  
Christopher Michael Harvey  
Marc Austin Hobart  
Derek Huang  
Dale Jonathon Jarrad

Marketing  
Marketing  
Accounting  
Management Information Systems  
Minor in Applied Technology in Business  
Management Information Systems  
Finance  
Finance  
Human Resources Management  
Marketing  
General Management  
Finance  
Finance  
General Management  
Finance  
Human Resources Management  
Minor in Applied Technology in Business  
Marketing  
Operations Management  
General Management  
Management Information Systems  
Management Information Systems  
Minor in Accounting  
Marketing  
Minor in Spanish Language  
Marketing  
Management Information Systems  
Minor in Information Technology  
General Management  
Minor in Human Resources Management  
Marketing  
Minor in Human Resources Management  
Accounting  
General Management  
**Honors College**  
Minor in Economics  
Minor in International Management  
Accounting  
General Management  
Minor in Marketing  
Finance  
Accounting  
Marketing  
Accounting  
Finance  
Marketing  
Minor in Art History  
General Management  
Minor in Finance  
Accounting  
Finance  
Finance  
Management Information Systems  
Finance  
Accounting  
Business Economics  
Operations Management  
Marketing  
Marketing

Gregory Perry Kartsonas

Accounting

Justin Scott Klein

Accounting

Minor in Applied Technology in Business

Lauren Elizabeth Klopp

General Management

Kyle Joseph Klotzer

Accounting

Daniel Joseph Korte

Marketing

Minor in Economics

Kevin Allen Kostka

Marketing

Laurel Suzanne Kriebel

Accounting

Paige C. Kunkel

General Management

Trang Thi Le

Human Resources Management

Natalie Catherine Leahey

Marketing

Dominic Jason Ledford

Marketing

Megan Rose Long

Human Resources Management

Lawrence Maksuta

Finance

Bernard Andrew McConnell Jr

Finance

Rizwan Mirza

Human Resources Management

Minor in Finance

Jorden Kathleen Mullin-Wozniak

Human Resources Management

Sean Alan Nawrock

Marketing

Adam Craig Nick

Marketing

Chamere L. Payton

General Management

Danny Emmanuel Pestenariu

Management Information Systems

Jill Nicole Peterson

Marketing

Nicholas Anthony Polite

Accounting

Brittany Nicole Polley

Marketing

Minor in Political Science

Elena G. Popova

Economics

Finance

Mathematics

**Double Degree**

Michael Lawrence Rea

General Management

Minor in Finance

Kurt Andrew Reichert

Marketing

Victoria Jean Richmond

Finance

Andrew James Robertson

Management Information Systems

Christina Rogers

Management Information Systems

Amy Nicole Rosenfeld

General Management

Minor in Human Resources Management

Roger Rosiek

Finance

Steven John Ruskowski

Finance

Kuantele Deshaun Sangster

General Management

Jessica L. Santavicca

Accounting

Adam Ross Sarkisian

Finance

Minor in International Management

Nisrein H. Saudi

General Management

Scott Kevin Schildgen

Management Information Systems

Veer Shah

Accounting

Minor in Mathematics

Ian Shapiro

Finance

Scott David Shekoski

General Management

Daniel Vincent Shelby

Economics

Amanda M. Sitler

General Management

Minor in Human Resources Management

Natalie J. Smallwood

Finance

Gertrude M. Smith

General Management

Minor in Human Resources Management

John Andrew Smith  
Sarah Allison Smith  
Holly Jordan Spainhower  
Cassidy D. Spearman  
John Robert Stempowski  
Alina Stobaugh  
Jacob Charles Stolicker  
Kelly Sue Stumpmier  
Coreene Alexandra Szadyr  
Christina Danielle Szymczak  
Sidita Tarja

Matthew Robert Teague  
Troy J. Terry

Alayna Elyse Thison  
Sarah Elizabeth Thompson  
Benjamin Edward Tollafeld

Benjamin Mark Trueman  
Brent Alan Turner

John-Paul Valle  
Ryan Nathan VanDorp

Juan Francisco Vela  
Jason Thomas Versical  
Gregory James Welke

James Robert Whitford Jr.

Jennifer Ann Wood  
Brian Randall Zonca

Finance  
Accounting  
Finance  
Accounting  
Marketing  
Accounting  
Finance  
Marketing  
Accounting  
Marketing  
General Management  
Minor in Human Resources Management  
Accounting  
General Management  
Minor in Marketing  
Human Resources Management  
Accounting  
Accounting  
Minor in Applied Technology in Business  
Management Information Systems  
General Management  
Minor in Accounting  
Minor in Finance  
General Management  
Finance  
Marketing  
Minor in Chinese Lang and Civ  
Finance  
Operations Management  
General Management  
Minor in Marketing  
Minor in Operations Management  
General Management  
Minor in Finance  
Accounting  
Accounting

## **School of Education and Human Services**

### **Bachelor of Science**

Katelyn Renee Andre

Danielle Marie Barachkov  
Nawal B. Beidoun  
Jessica Marie Beski  
Sandra Elizabeth Bielewski  
Bliss Noel Bridgewater

Nicole Danielle Brown  
Autumn L. Bugg

Peter M. Bullard  
Danielle Marie Butz  
Claire Rose Conley  
Kierlyn Marie Console  
Colby Christopher Cunningham  
Shayna Marie Currier

Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Human Resource Development  
Minor in Applied Leadership Skills  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education

Jaclyn Cusson	Human Resource Development Minor in Labor and Employment Studies
Danielle Lynn Dewey	Human Resource Development Minor in Labor and Employment Studies
Tania Dimoski Ristovski	Human Resource Development Minor in Training and Development
Melanie Beth Dolot	Elementary Education
Brittney Jean Doyle	Elementary Education
Caitlin E. Duncanson	Elementary Education
Jonathan David-Tae Ehlen	Human Resource Development Minor in Training and Development
Kelsey Marie Ellsasser	Elementary Education
Erika Janay English	Human Resource Development Minor in Labor and Employment Studies
Erica Nicole Espere	Human Resource Development Minor in Training and Development
Chelsea Ethier Feldman	Elementary Education
Antonina Luisa Fontana	Human Resource Development Minor in Labor and Employment Studies
Ashley Elizabeth Forton	Human Resource Development Minor in Training and Development
Megan Elizabeth Fraser	Elementary Education
Allison Eileen Frontczak	Elementary Education
Daniel William Fuerstenberg	Elementary Education
Taylor G. Gielow	Human Resource Development Minor in Labor and Employment Studies
Maeve Katelynn Gleason	Elementary Education
Andrew Richard Good	Elementary Education
Eleanor Rita-Wiegand Goolsby	Elementary Education
Michelle Marie Graessle	Human Resource Development
Violet Lynn Green	Human Resource Development
Brent Hable	Human Resource Development Minor in Labor and Employment Studies
Victoria Rosanne Haerens	Elementary Education
Nicole Marie Hanel	Elementary Education
Laura Marie Hickey	Elementary Education
Jessica Leigh Hinman	Human Resource Development Minor in Labor and Employment Studies
Elizabeth Ann Hoydic	Elementary Education
Kayla Michelle Johnson	Elementary Education
Erica Ann Kazmierczak	Elementary Education
Sarah Renee Keith	Elementary Education
Amanda Kellstrom	Human Resource Development Minor in Labor and Employment Studies
Angela Nicole Kerner	Elementary Education
Michelle Lee Kirk	Elementary Education
Amy Marie Kirker	Human Resource Development Minor in Training and Development
Amanda Kochanski	Elementary Education
Cynthia Anne Kokotovich	Elementary Education
Melanie Ann Konen	Elementary Education
MaryJane Marie Koslakiewicz	Human Resource Development Minor in Labor and Employment Studies
Julie Lynn Kreski	Elementary Education
Shavonne Tanay Lampkin	Human Resource Development Minor in Training and Development
Jeffery Lamont Lee	Human Resource Development Minor in Labor and Employment Studies
Suzi Ivezaj Lajcaj	Elementary Education

Rebecca Anne Lorenzetti

Sarah Louise Lupo  
Marissa Marie MacKenzie  
Kirstie Marie Malone  
Lauren T. Manns  
Scott A. Marino

Roseann Marie Martinez  
Teresa Anne Mayne

Heather Sue McPherson  
Kelly A. Meador  
Holly Rebecca Mick  
Jennifer Catherine Mishark  
Yolonda O. Monroe

Jordan Marie Monterosso  
Alisa M. Moore

April Moroschan  
Matthew James Mroz

Heather Lyn Mulawa  
Amanda Myers  
Amanda Marie Navarro  
Bethany Marie Neumann

Nicholas James Pasque  
Rachel Jane Pavelek

Stephanie Irene Phillips  
Robert Vincent Purgatori  
Kristin Marie Reese  
Stephanie Lynne Render  
Anna Elizabeth Rodriguez  
Elaine Marie Rowe  
Christa Marie Rummell  
Katie Jo Sampson  
Jessica Diane Sanford  
Jennifer Lynn Schaefer  
Brittnay Amanda Schires

Richard William Schlanderer  
Stephanie Lynn Schmidt  
Cynthia Raymond Secondino  
Jessica M. Shermetaro  
Sarah Ann Shinska  
Sarah A. Shoukfeh  
Daniel Gary Skewes  
Kierra Patrice Smith

Brittany Nichole Sweeney  
Alenush Telbelian  
Kristy Nicole Tessoff  
Bryan Edward Tomlin  
Valerie Ruth Tossey  
Andrea Toutant

Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Labor and Employment Studies  
Human Resource Development  
Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Human Resource Development  
Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Human Resource Development  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Human Resource Development  
Minor in Labor and Employment Studies  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education

Brittney C. Urban  
Colin James VanBibber

Julia Lynn Vandervest  
Kenya Lyn Vincent  
Nicole Marie Vitali  
David John Walker  
Kelly Ann Webster  
Brenda Kay Weir  
Courtney Christine Wenson  
Chavonia Martise Wise

Cari Lin Wisniewski  
Lauren Whitney Withers  
Nicole Marie Wright  
Andriana Zarovska  
Christine Anne Zorlak

Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Human Resource Development  
Minor in Training and Development  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education  
Elementary Education

## **School of Engineering and Computer Science**

### **Bachelor of Science in Engineering**

Paul Abdo  
Justin James Battle  
  
Suraj Singh Bhamra  
Christopher Allen Bolt  
Emanuele David Caraccia  
  
Carl Edsel Cayabyab  
Daniel Michael Chambers  
Anthony James Dixon  
Michelle Kristine Dunscombe  
Jacob Daniel Gannon  
Paul Gojcaj  
Brian Hoenle  
Mike Isaac  
Mark Trevor Jarvis  
Aaron Kenneth Krul  
Sandeep Singh Mand  
Kiet Tuan Nguyen  
Gaurav Mukundchandra Pandya  
Casey Phipps  
Carl Nunzio Schaub  
Adam Joseph Seme  
Jeffery Thomas Shantz  
Jason James Shovan  
Ashley Renee Steffes  
Dennis Rudolph Tucker  
Matthew J. Van Vleet  
Anmar Yousif  
Eldi Zhiva

Electrical Engineering  
Computer Engineering  
Electrical Engineering  
Electrical Engineering  
Computer Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Electrical Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Computer Engineering  
Computer Engineering  
Computer Engineering  
Mechanical Engineering  
Electrical Engineering  
Mechanical Engineering  
Mechanical Engineering  
Electrical Engineering  
Mechanical Engineering  
Computer Engineering  
Electrical Engineering  
Electrical Engineering

### **Bachelor of Science**

Nitesh D. Divecha  
Adrienne LaMilza  
Allyson Marie Locey  
Manshi Nitin Nawab  
Raj N. Shah

Computer Science  
Information Technology  
Computer Science  
Information Technology  
Computer Science

Jason Thomas Smith  
Lloyd Earl Smith Jr.  
Nicholas Stephens  
Jason Alan Ventimiglia  
Thai Yang  
Michael David Zaitchik

Information Technology  
Computer Science  
Information Technology  
Information Technology  
Information Technology  
Computer Science

## **Jointly Awarded by the School of Engineering and Computer Science and the College of Arts and Sciences**

### Bachelor of Science

Rawaa Kashat  
Jesse A. Ling  
Christopher Calvin Powers

Engineering Biology  
Engineering Chemistry  
Engineering Chemistry  
**Honors College**

## **School of Health Sciences**

### Bachelor of Science

Joseph Anthony Aragona  
Julie Marie Barbaro  
Beth Alyssia Bence

Kristen Marie Bentley

Danielle Renee Bianchi

Kaitlyn Brianne Biegas

Joseph Binna

Marissa Lauren Carr

Christopher Raymond Chauvin  
Sylvia May Chetcuti

Annalisa Eleanora Colombo

Bogdan M. Costan

Stephen Michael Cupp  
Lauren Ashley Day

Renis Deda  
Paul Michael DePetris

Michael Douglas Dinkleman

Layla Mustafa Elhassan  
Katrina Joanne Tumbokon Gallardo

Heather Nicole Glander

Anthony Godell  
Heather Lynne Grant

BDTS Spec in Med Lab Sciences  
Occupational Safety and Health  
Health Sciences  
    Conc. in Pre-Physical Therapy  
Health Sciences  
    Minor in Exercise Science  
    Conc. in Pre-Physical Therapy  
Health Sciences  
    Conc. in Pre-Health Prof Studies  
Wellness Hlth Promo Inj Prevent  
    Minor in Nutrition and Health  
Health Sciences  
    Conc. in Pre-Health Prof Studies  
Health Sciences  
    Minor in Spanish Language  
    Conc. in Pre-Health Prof Studies  
BDTS Spec in Nuclear Med Tech  
Health Sciences  
    Minor in Exercise Science  
    Conc. in Pre-Physical Therapy  
Health Sciences  
    Conc. in Exercise Science  
Health Sciences  
    Conc. in Pre-Physical Therapy  
BDTS Spec in Nuclear Med Tech  
Health Sciences  
    Conc. in Pre-Health Prof Studies  
BDTS Spec in Med Lab Sciences  
Health Sciences  
    Conc. in Pre-Physical Therapy  
Health Sciences  
    Conc. in Pre-Physical Therapy  
BDTS Spec in Med Lab Sciences  
Health Sciences  
    Conc. in Integrative Holistic Medicine  
Health Sciences  
    Minor in Exercise Science  
    Conc. in Pre-Physical Therapy  
MLS: Spec in Radiation Therapy  
BDTS Spec in Radiologic Tech

Danielle Marie Green	MLS: Spec in Radiologic Tech
Jeffrey Thomas Hogan	Health Sciences
	Conc. in Exercise Science
Orie Bryan Hopp	Health Sciences
	Conc. in Pre-Physical Therapy
Nicole Emke Hutchcraft	Wellness Hlth Promo Inj Prevent
Debra Jo Kapraun	Health Sciences
	Conc. in Exercise Science
Stefanie Marie Kassab	Health Sciences
	Conc. in Exercise Science
D'Andra Kawaelde	Health Sciences
	Conc. in Exercise Science
Michael Joseph Kay	Occupational Safety and Health
Jacqueline Danielle Kierschke	MLS: Spec in Radiologic Tech
Johnna Marie Lozenkovski	Wellness Hlth Promo Inj Prevent
	Minor in Nutrition and Health
Stephanie Ann Markho	Health Sciences
	Conc. in Exercise Science
Angela Margaret Mikus	Health Sciences
	Minor in Exercise Science
	Conc. in Pre-Physical Therapy
Lauren Jo Miruzzi	Wellness Hlth Promo Inj Prevent
	Minor in Nutrition and Health
	Minor in Political Science
Bridget N. Mitchell	Health Sciences
	Minor in Exercise Science
	Conc. in Pre-Physical Therapy
Alicia Marie Mocerri	Health Sciences
	Conc. in Exercise Science
Randall' Eric Moore	Health Sciences
	Conc. in Exercise Science
Jaslin Parhar	Health Sciences
	Minor in Exercise Science
	Conc. in Pre-Physical Therapy
Chelsea Marie Phelps	Health Sciences
	Minor in Exercise Science
	Conc. in Pre-Physical Therapy
Alyssa Marie Randolph	MLS: Spec in Radiologic Tech
Amanda Jane Reichenbach	Health Sciences
	Conc. in Exercise Science
Kristynn Liesel Ronald	Health Sciences
	Minor in Exercise Science
	Conc. in Pre-Physical Therapy
Charlotte Eleanor Rose	Occupational Safety and Health
	Minor in Labor and Employment Studies
Jennifer Lynn Ruman	Health Sciences
	Minor in Psychology
	Conc. in Pre-Health Prof Studies
Andrea Lynn Rutkowski	Health Sciences
	Conc. in Exercise Science
Zachary Scherr	MLS: Spec in Nuclear Med Tech
Nicole Marie Seignourie	Health Sciences
	Conc. in Exercise Science
Kathleen Christie Skowron	Health Sciences
	Conc. in Pre-Physical Therapy
Christina Ann Sniecikowski	Health Sciences
	Conc. in Exercise Science
Allison May Stapels	Occupational Safety and Health



Matthew Lawrence-Edward Sykes

Marsida Tane

Amanda Theut

Steven Robert Town

Amber Lynn Tymn

Matthew John Ugorowski

Melody Noel Van Sledright

Amanda K. Villeme

Joshua Michael Wiitanen

Doumouh Rakan Yaakoub

Lauren Elizabeth Zaleski

Brittany Nicole Zedde

### **School of Nursing**

#### **Bachelor of Science In Nursing**

Teddy Brent Abesamis

Elizabeth Nicole Albulov

Jitty Elizabeth Chandy

Diana Louise Alexopoulos

Julie Marie Antonopulos

Kristen Ann Austin

Karen Becker

Shelly Marie Bellmer

Rubina Shaheen Bhatti

Danielle Lee Bosscher

Kayla Anne Butzin

Joel Patrick Carolan

Vincent M. Casadei

Kaelyn J. Chambless

Mary Natsai Chisenwa

Laurina Marisa Ciaravino

Eric James Clauw

Lucinda Clos

Angela Laneice Coney-Wallace

Amy Catherine Couchie

Christopher J. Cuellar

Margaret Brozda Del Pizzo

Paul Thomas Demrose

Sara Jane Doelle

Kristine Marie Donahue

Jane Louise Durkin

Christy Finn

Coryn Nicole Froschheiser

Heidi Lyn Galbraith

Lourine Garcia

Carrie Elizabeth Geary

Steven Allen Gibson

Susan Marie Gibson

Health Sciences

Conc. in Exercise Science

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Health Sciences

Minor in Exercise Science

Conc. in Pre-Physical Therapy

Occupational Safety and Health

Wellnss Hlth Promo Inj Prevent

Minor in Exercise Science

BDTS Spec in Nuclear Med Tech

Health Sciences

Conc. in Exercise Science

Health Sciences

Conc. in Exercise Science

Health Sciences

Conc. in Pre-Pharmacy

BDTS Spec in Med Lab Sciences

Wellnss Hlth Promo Inj Prevent

Wellnss Hlth Promo Inj Prevent

Minor in Nutrition and Health

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing

Nursing

Nursing (Completion Sequence)

Accelerated Second Degree BSN

Nursing (Completion Sequence)

Nursing

Nursing

Nursing

Accelerated Second Degree BSN

Nursing

Accelerated Second Degree BSN

Nursing (Completion Sequence)

Nursing

Nursing

Nursing (Completion Sequence)

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Accelerated Second Degree BSN

Nursing

Nursing (Completion Sequence)

Nursing

Nursing

Nursing

Nursing

Nursing

Accelerated Second Degree BSN

Nursing

Nursing

Angela Giguere	Accelerated Second Degree BSN
Berta R. Goryoka	Accelerated Second Degree BSN
Carly Anne Gratopp	Accelerated Second Degree BSN
Krystal Nichole Hadley	Nursing
Nicole Marie Hall	Accelerated Second Degree BSN
Hsiao-Nan Hao	Accelerated Second Degree BSN
Alicia Marie Hebel	Nursing
Denyce Ann Henderson	Nursing (Completion Sequence)
Carrie L. Henry	Accelerated Second Degree BSN
Paulette Rossmann Hoerauf	Accelerated Second Degree BSN
Lauren Mary Houlihan	Nursing
Dana Marie Houser	Nursing
Danielle Renae Hurst	Accelerated Second Degree BSN
Brandon Michael Iatonna	Nursing
Allison C. Janos	Accelerated Second Degree BSN
Jaclyn Ann Jarmusevich	Nursing
Kathryn Anne Johnston	Accelerated Second Degree BSN
Sarah Elizabeth Kirkland	Accelerated Second Degree BSN
Katie Jeane Kochan	Accelerated Second Degree BSN
Sean Michael Koerber	Nursing
Jennifer Ann Krajcirovic	Nursing
Edward Kraska	Accelerated Second Degree BSN
Joelle Tiffany Krempa	Nursing
Kara Lynn Krenn	Nursing
Lindsay Barbara Kruszewski	Nursing
Melissa Laine Lakin	Nursing
Vanessa Locklear-Lyons	Accelerated Second Degree BSN
Danielle Elizabeth Louden	Nursing
Stephanie Marie MacKillop	Accelerated Second Degree BSN
Cherise Nichole Maddox	Accelerated Second Degree BSN
Sandra Lynn Marrin	Accelerated Second Degree BSN
Andrew Dean McGee	Nursing
R. Ian McQuade	Accelerated Second Degree BSN
Elizabeth Ann Merrelli	Nursing
Manuela Miron	Nursing (Completion Sequence)
Tasha Lynn Motl	Accelerated Second Degree BSN
Quintessence Viziera	Accelerated Second Degree BSN
Trinia Ann Nappo	Nursing (Completion Sequence)
Danielle Alyse Nasiadka	Nursing
Samantha Tran Nguyen	Nursing
Bethany Lynn Nobliski	Accelerated Second Degree BSN
Jessica Ojala	Nursing
Stephanie Lynn Otte	Nursing
Stephen Donald Patlewicz	Nursing
William Pawlus	Accelerated Second Degree BSN
Nancy Sue Pierson	Nursing
Kimberly Ann Pike-Moesta	Accelerated Second Degree BSN
Andrea Marie Polaczek	Nursing
Christina Marie Popovic	Accelerated Second Degree BSN
Wendy Jean Price	Accelerated Second Degree BSN
Katherine Danielle Reed	Nursing
Jennifer Rubino	Nursing
Ashlee Noel Ruggeri	Accelerated Second Degree BSN
Stacey Lennae Rybinski	Nursing
	Minor in Nutrition and Health
Stacey Gail Sanders	Nursing
Shelley Anne Schertzer	Nursing (Completion Sequence)
Katie Lynn Schmid	Nursing

Michelle Lynn Shaffer  
Sumir Sharma  
Karen Shayota  
Shannon Renee Shefferly  
Monique Sinnott  
Melissa Marie Soto  
Michael Sova  
Starr Nicole Sparks  
Samantha Marie Stanley  
Amy Stark  
Mary Theresa Stenzel  
Dana Lynn Stephenson  
Bruce William Stevens  
Christina Stroich  
Dionne Lanette Strong  
Bernard Jacek Sudul  
Courtney Marie Sutter  
Cora Elizabeth Taylor  
Cassandra Lyn TenBrink  
Katelyn Elizabeth Terbrack  
Michael Joseph Terenzi  
Jeni Thomas  
Kalin Marie Thomas  
Lucille Marie Topor  
Kristin Leigh Ullicny  
Emily C. Valler  
Resra Vanasupa  
Janae Rose VanTiem  
Stacy Renee Vojtkofsky  
Sherry Rena Wade  
Roslyn D. Williams  
Melissa Ann Wilson  
Michael Allen Wilson  
Dennis Alan Wise  
Peter Sylvester Wrubel

Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing (Completion Sequence)  
Nursing  
Accelerated Second Degree BSN  
Nursing  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Nursing  
Nursing  
Nursing  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing (Completion Sequence)  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Accelerated Second Degree BSN  
Nursing

## **University Programs**

### **Bachelor of Integrative Studies**

Nicole Joy Badalamenti  
Tracie Marie Barnes  
Neil John Brodzik  
  
Amy Elizabeth Burnham  
  
Paul D. Carlisle  
Stephen Robert Cianciolo  
  
Kristen M. Coltman  
  
Justin Charles Crawford  
Patricia Nicole Deering  
Jonathan William Evans  
  
Stefano Ferri

Integrative Studies  
Integrative Studies  
Integrative Studies  
Minor in General Business  
Integrative Studies  
Minor in Biology  
Integrative Studies  
Integrative Studies  
Minor in Human Resource Development  
Integrative Studies  
Minor in Communication  
Integrative Studies  
Integrative Studies  
Integrative Studies  
Minor in Exercise Science  
Integrative Studies  
Minor in Entrepreneurship  
Minor in Journalism

Duane Raymond Gibson

Daniel A. Gomez

Lindita Hasanagic

Christina Marie Herfi

Steven Theodore Krolczyk

Renee Bernadette Langlois

LaVaL Alonzo Lucas-Perry

Melissa Danielle Lutz

Veronica D. McArdle

Daniel Penn

Deborah J. Probert

Antonio Lawrence Sharpley

Erin Jeanne Stevenson

Scott Edward Wakefield

Melissa Ann Warden

Integrative Studies

Minor in Writing and Rhetoric

Integrative Studies

Integrative Studies

Integrative Studies

Minor in Political Science

Conc. in Criminal Justice

Integrative Studies

Integrative Studies

Minor in Biology

Integrative Studies

Minor in Political Science

Integrative Studies

Minor in Sociology

Integrative Studies

Integrative Studies

Integrative Studies

Integrative Studies

Minor in Communication

Integrative Studies

Integrative Studies

Minor in Human Resource Development

Integrative Studies

Minor in Human Resource Development

**Oakland University**  
**Graduate Study and Lifelong Learning**  
**Final Graduate School Report**  
**December 10, 2011**

**College of Arts and Sciences**

Doctor of Philosophy

Yan Li

Biomedical Sciences: Health and Environmental Chemistry

Master of Arts

Saeed Mahrez Alqarni  
Kristen L Avey  
Loretta A Cuddihy  
Katherine A Ellerbrock  
Kelly K Ferrari

Linguistics  
History  
English  
History  
Linguistics

Master of Arts in Liberal Studies

Garth E Glazier

Liberal Studies

Master of Music

Erin E Janetsky  
Julie L Malloy  
Leslie Ann Naeve  
Chelsea D Otten

Music Education  
Conducting  
Vocal Performance  
Music Education

Master of Public Administration

Laurie K Boccia

Public Administration  
Conc. in Local Government Management

Nan C Gelman

Public Administration  
Conc. in Criminal Justice Leadership

Allison Gentry

Public Administration  
Conc. in Nonprofit Organization and Management

Ashley K Luke

Public Administration  
Conc. in Local Government Management

Kathleen Maddocks

Public Administration

Michael A Sternberg

Public Administration

Charmonique M Walters

Public Administration

Conc. in Criminal Justice Leadership

Meagan Kathleen Wilson

Public Administration

Master of Science

Ayesha Agha

Applied Statistics

Timothy Bryan Campbell

Biology

Maya Y Halabi

Chemistry

Han-Jen Ho

Chemistry

Christopher J Kuhn

Biology

Pamela Elizabeth Larson

Applied Statistics

Gary L Miller

Biology

Joseph Thomas Suchoski

Chemistry

## School of Business Administration

### Master of Accounting

Steven Allan Ainsworth	Accounting
Javon George Ayar	Accounting
Ryan Gordon Fletcher	Accounting
James Douglas Ford	Accounting
Sheri Lynn Marciniak	Accounting
Nevin N Nannoshi	Accounting
Jacqueline Olesko	Accounting
Stephanie Ann Olszewski	Accounting
James Alan Richardson	Accounting
Justine Renee Schumacher	Accounting
Michael Charles Tomes	Accounting
Julie Kruper Urbano	Accounting
Helen Holli Victory	Accounting

### Master of Business Administration

Nicole Deanna Abidor	Business Administration Conc. in Human Resources Management
Luka Bacal	Business Administration
Jennifer Lynn Balbes	Business Administration Conc. in Finance
Mark Blakeslee	Business Administration Conc. in Finance
Christopher K Booth	Business Administration
Kristy Marie Brentnall	Business Administration
Michael D Bury	Business Administration Conc. in Finance Conc. in Supply Chain Management
Hebert F Cabral	Business Administration Conc. in Marketing
Stephen J Dixon	Business Administration Conc. in Finance
Benjamin N Duane	Business Administration Conc. in International Business
William Scott Dunford	Business Administration Conc. in Human Resources Management
Matthew Walker Evans	Business Administration Conc. in Marketing
Jennifer S Foran	Business Administration
Soleil M Gialdi	Business Administration Conc. in Production and Operations Management Conc. in Supply Chain Management
Matthew D Guinn	Business Administration Conc. in Finance Conc. in Production and Operations Management
Deborah L Hannan	Business Administration Conc. in International Business
Ryan P Janczewski	Business Administration Conc. in Marketing
Bethany Kleyn	Business Administration Conc. in International Business

Avinash Sankar Kommireddy	Business Administration Conc. in Production and Operations Management
Jaclyn M Kosakowski	Business Administration Conc. in Finance Conc. in International Business
Ashley N. Koshak	Business Administration Conc. in Supply Chain Management
Aaron Kuess	Business Administration Conc. in Finance Conc. in International Business
Michael D LaFerle	Business Administration Conc. in International Business
Megan Elyse Lamont	Business Administration
Gang Lou	Business Administration Conc. in Finance
Conrad N Lundberg	Business Administration Conc. in International Business
Marcus Timothy McNamara	Business Administration Conc. in International Business
Lauren Ashley Michalsky	Business Administration Conc. in Human Resources Management
Emily Victoria Miller	Business Administration Conc. in Marketing
Shashi Kumar Mohan	Business Administration Conc. in Finance Conc. in Management Information Systems
Nicholas A Morrow	Business Administration Conc. in Human Resources Management
Ronald Andrew Mueller	Business Administration
Onkar D Nakade	Business Administration Conc. in International Business
Adam Polito	Business Administration Conc. in Finance
Brandon J Powell	Business Administration Conc. in Production and Operations Management
Jeffrey W Rogers	Business Administration Conc. in Finance
Jason R Schmidt	Business Administration Conc. in Finance
Stacey M Schmidt	Business Administration Conc. in Marketing
Kyle D Scott	Business Administration Conc. in Entrepreneurship Conc. in Finance
Michael Kent Servial	Business Administration Conc. in Finance
Maha L Skaff	Business Administration Conc. in Human Resources Management
Ryan T Slobodian	Business Administration Conc. in Production and Operations Management
Shanmuga Sundaram	Business Administration Conc. in Finance
Scott Alan Sutorka	Business Administration Conc. in Marketing
David L Thomas	Business Administration Conc. in Marketing

Audrey D Wegehaupt

Angela Wright

Business Administration

Conc. in Marketing

Business Administration

Conc. in Marketing

### Master of Science

Saad R Chaudhry

Andrew A Crull

Timothy Kotula

Information Technology Management

Information Technology Management

Information Technology Management

## **School of Education and Human Services**

### Doctor of Philosophy

Beverly Brown

Patrick K Faircloth

Elizabeth A M Hackett

Pamela Nelson Jones

Sandra Y Manoogian

Lisa Ann Sturges

Wendy M Van Gent

Education: Educational Leadership

Education: Counseling

Education: Educational Leadership

Education: Educational Leadership

Education: Counseling

Education: Early Childhood Education

Education: Educational Leadership

### Master of Arts

Katrina M Arnold

Anne M Bicego

Valerie A Brenneman

Nicole Carey

Diane Claire Dymczyk

Nicole Renae Festian

Debra A Garden

Dix W Geiger

Jillian R Geyman

Daniel Grant Halvorsen

Stephanie A Harper

Tina Janina Horansky

Anndrea K Hubbard

Victoria Hunt

Renee Jamil

Denise Rochelle Jones

Jessica L Kapral

Adam Keonin

Katie Lynn Kilmartin

Amber D Kish

Thomas R Koopman

Christine M Kosuth

Christina E Krogh

Michelle C Mack

Ashleigh Carmen Maynor

Adam D McChesney

Lindsay Jean McClearen

Timothy C McMahan

Allison Lea Molnar

Elizabeth Renee Nixon

Patrick Robert O'Brien

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling

Counseling



Andrea Perteet  
Jennifer Monique Prestenbach  
Amy Marie Romano  
Phillip J Rosenbaum  
Taryn McQuail Ross-Solomon  
Matthew J Schneider  
Tamara M Shirey  
Paul Wesley Short II  
Anna R Skardoutos  
Jennifer A Tabar  
Tiffanye N Teagarden  
Deborah Elizabeth Toering  
Colleen J Vineyard  
Heather Ann Waddell

Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling  
Counseling

### Master of Arts in Teaching

Diane E Alton  
Jessica Stacey Anderson  
Amy N Batzlaff  
Anne E Gorman  
Heather E Hancasky  
Shannon M Joseph  
Tina A Kaltz  
Padmavathi Lathers  
Samantha A Mesyn  
Lorraine J Miller  
Tina M Morris  
Natalie M Napier  
Shoba Pampati  
Nicole M Perrell  
Crystal Ann Shounia  
Kendra Michelle Smith  
Alana M Vitale  
Lisa M Webster  
Natalia Denise Wenger

Elementary Education  
Elementary Education  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Reading and Language Arts  
Elementary Education  
Reading and Language Arts  
Reading and Language Arts

### Master of Education

Andrea M Camero  
Patricia L Clark  
Stephen Andrew Digsby  
Rachel F Doherty  
Kimberly A Donnelly  
Katherine E Essian  
Diana L Farley  
Connie Michelle Gilbert  
David Bryan Gilbert  
Robert Louis Green  
Robert Matthew Hamilton  
Jennifer Marie Hammonds  
Eric Scott Hincka  
Emily Ann Hudson  
Jason Lee Hurst  
Michelle M Julian  
Erika Kornow  
Michelle A Kresmery

Special Education  
Special Education  
Educational Leadership  
Special Education  
Educational Studies  
Teacher Leadership  
Special Education  
Educational Leadership  
Educational Leadership  
Educational Leadership  
Educational Leadership  
Special Education  
Educational Leadership  
Special Education  
Educational Leadership  
Special Education  
Special Education  
Special Education  
Special Education

Melissa A Lockhart  
Christy A Martin  
Briona Ross McKinney  
Courtney Ann Mead  
Andrea Michelle Mitchell  
Haifaa Mourad-Chamma  
Brett James Myers  
Linda M Petrak  
Sarah M Przybylski  
Kristi Anne Richmond  
Hanna R Rodenbaugh  
Kathryn E Salyers  
Amelia R Schohl  
Jill K Scott  
Jaimi E Scrivener  
Angela C Shemit  
Felicea Ann Shumate  
Marissa C Teslak  
Jacqueline R Turner  
Amanda K Yingst

Special Education  
Educational Studies  
Special Education  
Special Education  
Educational Leadership  
Teacher Leadership  
Educational Leadership  
Educational Leadership  
Special Education  
Special Education  
Special Education  
Educational Leadership  
Early Childhood Education  
Special Education  
Special Education  
Special Education  
Special Education  
Special Education  
Special Education  
Special Education

### Master of Training and Development

RaShonna Semone Crosby  
Tyana Mon Shari Green  
Elizabeth Gregorek  
Jonathan W Kelch  
William J Peterson  
Edna M Smith  
Michael P Stromayer

Training and Development  
Training and Development  
Training and Development  
Training and Development  
Training and Development  
Training and Development  
Training and Development

## **School of Engineering and Computer Science**

### Doctor of Philosophy

Eric J D'herde  
Gheorghe D Galben  
Ashok Kumar Prajapati

Mechanical Engineering  
Electrical and Computer Engineering  
Electrical and Computer Engineering

### Master of Science

Ali Ahmed Alqudaihi  
Abdullah M Al-Refai  
Venkata Krishna Arumalla  
Jonathan A Bence  
James D Carlson  
Walid Mohamed Nabil Elsady  
Aparna Bhanudas Gaikwad  
Christopher E Gillies  
Krishna B Gummadi  
Gregory K Harrison  
Justin Taylor Hester  
Alexander Rey Jimenez  
Jesse A Knapp  
Marcin Kuczynski  
Srikar Mohan

Electrical and Computer Engineering  
Electrical and Computer Engineering  
Electrical and Computer Engineering  
Electrical and Computer Engineering  
Mechanical Engineering  
Mechatronics  
Computer Science  
Computer Science  
Embedded Systems  
Industrial and Systems Engineering  
Industrial and Systems Engineering  
Mechanical Engineering  
Mechanical Engineering  
Engineering Management  
Computer Science

Bijoy Paul  
 Jesse Pierson  
 Thomas Sam Pillars  
 Muaweaa H Rawashdeh  
 Manish Shakya  
 Preeti Jivandhar Shikhare  
 Arodi Silva  
 Thomas Mike Skorupa  
 Divya Rao Somisetty  
 Patrick Francis Traynor  
 Demetrios Alkiviadis Tzelepis  
 Kevin J VanSickle  
 Anusha Veligeti  
 Varun Vummaneni  
 Ryan Robert Warpup  
 Ran Wu

Mechanical Engineering  
 Electrical and Computer Engineering  
 Mechanical Engineering  
 Electrical and Computer Engineering  
 Embedded Systems  
 Computer Science  
 Systems Engineering  
 Engineering Management  
 Mechanical Engineering  
 Engineering Management  
 Mechanical Engineering  
 Electrical and Computer Engineering  
 Electrical and Computer Engineering  
 Electrical and Computer Engineering  
 Mechanical Engineering  
 Mechanical Engineering

## School of Health Sciences

### Doctor of Science in Physical Therapy

Sara K Arena  
 Corey M Sobeck

Physical Therapy  
 Physical Therapy

### Doctor of Physical Therapy

Janine M Barbat  
 Lindsay M Battle  
 Michelle J Bieniek  
 Christie M Booth  
 Patrick R Brennan  
 Kate C Burdick  
 Sreedevi Srinivas Chande  
 Jeffrey S Cook  
 Stephanie L Daggett  
 Katherine L Fraser  
 Tracy Lee Frith  
 Brian S Gilhool  
 Jessica L Halverson  
 Laura A Hill  
 Judith E Johnson  
 Minu Khalili  
 Adam M Kliebert  
 Alyssa R Lubahn  
 Danica Lee Michel  
 Alyssa M Mikulec  
 Robert J Misiewicz  
 Michelle S Neff  
 Jessica L Page  
 Meghan Kathleen Patterson  
 Priya Lakshmi Pockyarath  
 Michael Thomas Prudhomme  
 Trisha N Reckling  
 Tegan Nicole Roobol  
 Amanda M Ryde  
 Ojas M Smart

Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy (tDPT)  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy (tDPT)  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy  
 Physical Therapy

Julianne Smith  
Ryan J Sullivan  
Stacey Marie Townsend  
Brienne Travis

Physical Therapy  
Physical Therapy  
Physical Therapy  
Physical Therapy

### Master of Science

Jennifer Alida Bassett-Payne  
Hilary A Conklin  
Christopher M Czerkis  
Nicholas Anthony Desrochers  
Rebecca J Drzewiecki  
Casaundra Lynn Feltner  
Angellyn Grondin  
Mansi Narendrakumar Gupta  
Vandana Kanakamedala  
Christina T Kaphengst  
Priyanka Parab  
Andrew M Ramsey  
Heather L Rea  
Rebecca K Schwartz  
David M Sims  
Judith N Wheeler

Exercise Science  
Safety Management  
Safety Management  
Safety Management  
Safety Management  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science  
Physical Therapy  
Exercise Science  
Exercise Science  
Exercise Science  
Exercise Science  
Safety Management

### **School of Nursing**

#### Doctor of Nursing Practice

Kathleen C Bosaw  
Kristy Dixon  
Angella D Jones  
Shanetha Livingston  
Vicki Ann McLeod  
Kathryn N Nelson  
Narges Niaroji  
Karen Jean Riemenschneider  
Brenda K Stanton-Deener  
Barbara Ann Voshall

Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice  
Nursing Practice

#### Master of Science in Nursing

Pamela Schmelzer Anzicek  
Jason Paul Beaudoin  
Eric W Bentlage  
Nadia Bounhiza  
Heidi P Brendel  
Nicole G Cito  
Sarah Corney  
Christine Lynne Dex  
Marcus L. Ebright-Zehr  
Joshua A Feldkamp  
Nicole D Franzoni  
Christiana M Gachupin  
Adam W Gunckle  
Amanda M Hubel  
Emily Elizabeth Kather

Nursing Education  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nursing Education  
Nursing Education  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia

Margaret M Lake  
Tabatha P Malvitz  
Kelly M Mathison  
Alicia Moore  
Caryn M Naborczyk  
Lauren E Nemitz  
Jennifer L Palace  
Elizabeth Ann Reitman  
Mark E Rothman  
Brooke R Spigarelli  
Amber Kay Walkington

Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nursing Education  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia  
Nurse Anesthesia

**Oakland University  
Graduate Study and Lifelong Learning  
Final Graduate School Report  
December 10, 2011**

Approved Graduate Certificates

Diane Marie Vivian Johnston  
Kelly A Longo  
Robert Thomas Losey  
Erica McCann  
Kevin A Mill Jr.  
Heather L Rea  
Jaime L Serra

Human Resources Management  
Complementary Medicine and Wellness  
Nurse Anesthesia  
Complementary Medicine and Wellness  
Complementary Medicine and Wellness  
Complementary Medicine and Wellness  
Nurse Anesthesia

**AMMENDMENT TO UNIVERSITY MISSION STATEMENT**  
**A Recommendation**

1. **Division and Department:** Academic Affairs
  
2. **Introduction:** The University has a long standing commitment to diversity and inclusion as set forth in: (1) Oakland University in 2010—“Oakland University will provide a dynamic model of the synergism that is achieved by people with diverse cultural and ethnic backgrounds working together for common goals”; (2) “Vision 2020” identifies diversity as a core value; and (3) the 2011 Strategic Plan – identifies diversity and inclusion as core values.

The University’s Mission Statement should be amended to include diversity and inclusion to further showcase this commitment and to meet the requirements of Oakland University’s regional accrediting body, the Higher Learning Commission of the North Central Association, and the accrediting body of the Oakland University William Beaumont School of Medicine, the Liaison Committee on Medical Education (LCME). The Higher Learning Commission sets forth this requirement in its criteria as noted in Criterion One: Mission – Core Components: “[t]he mission documents address the institution’s role in a multicultural society” and “[t]he institution’s processes and activities reflect attention to diversity as appropriate within the mission and for the constituencies served.”

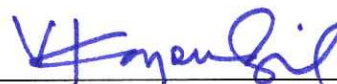
One of the LCME standards calls for “an institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.”

Consistent with these goals and to reinforce the University’s commitment to diversity and inclusion, it is recommended that the University’s Mission Statement be revised. Attachments 1 and 2 are copies of the amended Mission Statement, as proposed.

**Amendment to University Mission Statement  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

3. **Previous Board Action:** The Oakland University mission statement was adopted by the Board of Trustees on July 21, 1982.
4. **Budget Implications:** None
5. **Educational Implications:** The inclusion of "diversity and inclusion" in the mission statement will further showcase the University's commitment to the external and campus communities and encourage the consideration of all elements of diversity in the University's educational mission.
6. **Personnel Implications:** None
7. **University Reviews/Approvals:** This change to the mission has been reviewed by the University Senate and the Director of the Office of Inclusion and Intercultural Initiatives, and reviewed and approved by the Provost and the President.
8. **Recommendation:**  
RESOLVED, that the Board of Trustees approves the amendment to the Mission Statement identified in Attachment 2, to become effective immediately.
9. **Attachments:**
  1. Red-lined Oakland University Mission Statement
  2. Amended Oakland University Mission Statement

Submitted to the President  
on 3/20, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/21, 2012  
to the Board for approval by



Gary D. Russi  
President



## OAKLAND UNIVERSITY MISSION STATEMENT

Approved by the Board of Trustees July 21, 1982

Amended by the Board of Trustees on March 28, 2012

### **Role and Mission**

As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership in a diverse and inclusive environment.

### ***Instruction***

Oakland University provides rigorous educational programs. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.

The university offers master's programs that meet demonstrable needs of Michigan residents and that maintain excellence. Doctoral programs are offered that are innovative and serve needs that are not adequately met elsewhere in the state.

Offerings in continuing education provide Michigan residents with high-quality coursework for professional development and personal enrichment.

Oakland University is selective in its admission standards and seeks both traditional and nontraditional students, ensuring equal opportunity to all who can profit from its offerings. While serving principally Michigan residents, it welcomes qualified applicants from other states and countries. A special effort is made to locate and admit disadvantaged students with strong potential for academic success and to provide the support conducive to the realization of that potential. The faculty and staff cooperate with nearby community colleges to ensure that their students who seek to transfer to Oakland University are well prepared for work at a senior college.

In recruiting and admitting students, enrollments are not permitted to exceed numbers consistent with preserving the high quality of instruction.

The university strives to remain current and relevant through an adequate program of continuing faculty development and the exploration of innovative schedules, methods and curricular design in keeping with the various needs of its diverse students, many of whom commute, work or are older than the traditional college-age student.

Oakland University offers, and will continue to offer, only those programs for which adequate resources and well-prepared faculty are available and for which a demonstrable need is expressed through the attraction of qualified students.

### ***Research and Scholarship***

Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students. The university's research and scholarship mission takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems to contributions to literature and the arts. Within its means, the university provides internal financial support for research and scholarship. Simultaneously, it pursues with vigor external sources of support. Research institutes, financed primarily by outside grants, make an important contribution to this mission.

In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.

In carrying out its research and scholarship mission, the university seeks especially to be responsive to the needs of Michigan, particularly of the populous southeastern sector. Application of research and scholarship to problems and concerns of the state's business and industry and to its scientific, educational, governmental and health and human-service agencies serves also to reinforce the public service role of the university.

### ***Public Service***

Oakland University serves its constituents through a philosophy and program of public service that is consistent with its instructional and research missions. It cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in

an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university. It attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research and other service to rapidly changing needs. It makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university. It provides access to its programs and campus, insofar as is consistent with the role and scope of the institution, for the recreational and physical enrichment of area citizens. Cultural enrichment is provided for the community through the Meadow Brook enterprises, on- and off-campus presentations by faculty and students, and other campus events. The university aims to provide a model of socially responsible decision-making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse external environs.

### ***Student Development***

In direct support of its academic mission, Oakland University provides basic services and experiences that integrate cognitive learning with the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the university seeks to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship. This objective is accomplished through a variety of student enterprises, including campus organizations, athletics and other sponsored activities and events.

Key to its achievement is the provision of a governance system in which students play a meaningful role in the institutional decision-making processes.

The university takes particular cognizance of its considerable enrollment of older and nontraditional students and provides advising, counseling and other services of special value to such students in effecting career changes and developing additional personal competencies. Through the maintenance of complementary academic and extracurricular environments, Oakland University assists students in the realization that life is a continuum of growth, change and adaptation and provides them with the skills essential to the achievement of their fullest potential.

## **OAKLAND UNIVERSITY MISSION STATEMENT**

**Approved by the Board of Trustees July 21, 1982  
Amended by the Board of Trustees on March 28, 2012**

### **Role and Mission**

As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership in a diverse and inclusive environment.

### ***Instruction***

Oakland University provides rigorous educational programs. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement.

The university offers master's programs that meet demonstrable needs of Michigan residents and that maintain excellence. Doctoral programs are offered that are innovative and serve needs that are not adequately met elsewhere in the state.

Offerings in continuing education provide Michigan residents with high-quality coursework for professional development and personal enrichment.

Oakland University is selective in its admission standards and seeks both traditional and nontraditional students, ensuring equal opportunity to all who can profit from its offerings. While serving principally Michigan residents, it welcomes qualified applicants from other states and countries. A special effort is made to locate and admit disadvantaged students with strong potential for academic success and to provide the support conducive to the realization of that potential. The faculty and staff cooperate with nearby community colleges to ensure that their students who seek to transfer to Oakland University are well prepared for work at a senior college.

In recruiting and admitting students, enrollments are not permitted to exceed numbers consistent with preserving the high quality of instruction.

The university strives to remain current and relevant through an adequate program of continuing faculty development and the exploration of innovative schedules, methods and curricular design in keeping with the various needs of its diverse students, many of whom commute, work or are older than the traditional college-age student.

Oakland University offers, and will continue to offer, only those programs for which adequate resources and well-prepared faculty are available and for which a demonstrable need is expressed through the attraction of qualified students.

### ***Research and Scholarship***

Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students. The university's research and scholarship mission takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems to contributions to literature and the arts. Within its means, the university provides internal financial support for research and scholarship. Simultaneously, it pursues with vigor external sources of support. Research institutes, financed primarily by outside grants, make an important contribution to this mission.

In addition to their intrinsic value, research and scholarship reinforce the instructional mission of the university. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.

In carrying out its research and scholarship mission, the university seeks especially to be responsive to the needs of Michigan, particularly of the populous southeastern sector. Application of research and scholarship to problems and concerns of the state's business and industry and to its scientific, educational, governmental and health and human-service agencies serves also to reinforce the public service role of the university.

### ***Public Service***

Oakland University serves its constituents through a philosophy and program of public service that is consistent with its instructional and research missions. It cooperates with businesses, governmental units, community groups and other organizations on research, technical development and problem-solving enterprises in

an attempt to apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university. It attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research and other service to rapidly changing needs. It makes its facilities available for a multitude of activities of agencies and community groups whose purposes are compatible with the mission of the university. It provides access to its programs and campus, insofar as is consistent with the role and scope of the institution, for the recreational and physical enrichment of area citizens. Cultural enrichment is provided for the community through the Meadow Brook enterprises, on- and off-campus presentations by faculty and students, and other campus events. The university aims to provide a model of socially responsible decision-making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse external environs.

### ***Student Development***

In direct support of its academic mission, Oakland University provides basic services and experiences that integrate cognitive learning with the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the university seeks to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship. This objective is accomplished through a variety of student enterprises, including campus organizations, athletics and other sponsored activities and events.

Key to its achievement is the provision of a governance system in which students play a meaningful role in the institutional decision-making processes.

The university takes particular cognizance of its considerable enrollment of older and nontraditional students and provides advising, counseling and other services of special value to such students in effecting career changes and developing additional personal competencies. Through the maintenance of complementary academic and extracurricular environments, Oakland University assists students in the realization that life is a continuum of growth, change and adaptation and provides them with the skills essential to the achievement of their fullest potential.

**AMENDED AND RESTATED MEADOW BROOK THEATRE AGREEMENT  
AND LEASE BETWEEN  
MEADOW BROOK THEATRE ENSEMBLE AND OAKLAND UNIVERSITY**

**A Recommendation**

1. **Division and Department:** Finance and Administration

2. **Introduction:** The Meadow Brook Theatre Ensemble (MBTE) has operated the Meadow Brook Theatre (MBT) since 2003, first under a five-year lease agreement from July 1, 2003 through June 30, 2008, and then through a month-to-month extension from July 1, 2008 to the present.

As the MBTE has demonstrated an increasingly sound financial position and in recognition of an excellent relationship between the University and the MBTE, it is recommended that a restated and amended four year lease be adopted for the period July 1, 2012 through June 30, 2016.

The only material change will be to change the lease from a month-to-month tenancy to a four year term.

3. **Previous Board Action:** At the June 4, 2003, Board of Trustees (Board) Formal Session, the Board approved a five-year lease agreement between the University and MBTE, with an option for renewal based on terms agreeable to both parties.

4. **Budget Implications:** The lease agreement calls for a fixed rent of \$1,800 per production week, with a minimum 37 production week season, plus \$0.50 for each ticket sold at \$5.01 or more. The fixed rent will increase by 5% annually.

5. **Educational Implications:** The MBTGE continues to work closely with the Oakland University Music Theater and Dance department, collaborating on productions, stage design/construction, and other operational opportunities.

6. **Personnel Implications:** None.

7. **University Reviews/Approvals:** The Amended and Restated Meadow Brook Theatre Agreement and Lease Between the Theatre Ensemble and Oakland University was reviewed and approved by the Vice President for Finance and Administration, and the President.

**Amended and Restated  
Meadow Brook Theatre Agreement and Lease Between  
Meadow Brook Theatre Ensemble and Oakland University  
Oakland University  
Board of Trustees  
March 28, 2012  
Page 2**

**8. Recommendation:**

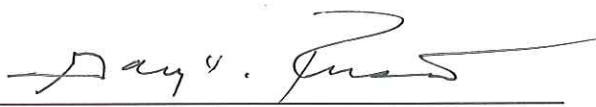
RESOLVED, that the Board of Trustees approves the Amended and Restated Meadow Brook Theatre Agreement and Lease Between the Theatre Ensemble and Oakland University (Agreement); and be it further

RESOLVED, that the Agreement will be reviewed and approved by the Office of Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations and conforms to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Submitted to the President  
on 3/19, 2012 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/15, 2012  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President



**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**AMENDMENT TO LEASE OF MEADOW BROOK MUSIC FESTIVAL PREMISES  
AND APPROVAL OF LIQUOR LICENSE FOR SMAKEM ROCHESTER HILLS, LLC**

**A Recommendation**

1. **Division and Department:** Finance and Administration
2. **Introduction:** Meadow Brook Music Festival ("MBMF") is the outdoor concert and performance venue owned by the University and located on the University's campus.

The University leased MBMF to Olympia Arenas, Inc. and Brass Ring Productions, Inc. ("Olympia") from 1992 through 1994. Oakland University's Board of Trustees ("Board") approved a resolution on June 11, 1992 recommending that the Michigan Liquor Control Commission ("MLCC") approve Olympia's request for a Class C liquor license for use at MBMF, subject to the terms of the lease between the University and Olympia.

On March 3, 1994, the Board approved Olympia's assignment of its MBMF lease to Arena Associates, Inc. ("Arena"), and approved a resolution recommending that the MLCC approve Arena's request for a Class C liquor license for use at MBMF, subject to the terms of the lease between the University and Arena.

Arena changed its corporate name to Palace Sports & Entertainment, Inc. ("PSE") on November 13, 1996 and the Board approved a long-term lease with PSE for MBMF ("Lease") on December 12, 1996. The Lease will expire on September 30, 2013, subject to PSE's option for a 1 year extension.

The Lease authorizes PSE, if licensed, to serve alcoholic beverages at MBMF subject to the terms of the lease between the University and PSE. PSE has been licensed to serve, and has served, alcoholic beverages at MBMF since 1996 based upon the liquor license originally issued to Arena, which has been modified to reflect the corporate name change without the MLCC requiring additional Board approval.

In June, 2011, Platinum Equity purchased PSE's assets, including MBMF and the liquor license held by PSE for use at MBMF, and created a new company named SMAKEM Rochester Hills, LLC ("SMAKEM") to hold the liquor license for MBMF. SMAKEM has applied to the MLCC for a liquor license for use at MBMF. However, the MLCC will not issue a license to SMAKEM unless and until the Board has adopted a resolution recommending approval of the license request.

In addition, the Lease must be amended to permit PSE to use a subcontractor or concessionaire to sell alcoholic beverages at MBMF. The amendment requires Board approval in accordance with the Board's Contracting and Employment Appointment Authority Policy.

**Amendment to Lease of  
Meadow Brook Music Festival Premises  
and Approval of Liquor License for  
SMAKEM Rochester Hills, LLC  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

**3. Previous Board Action:**

- On February 12, 1992, the Board authorized the Vice President for Finance and Administration to enter into a three (3) year lease agreement with Olympia for use of the MBMF.
- On May 13, 1992, the Board approved an amended resolution authorizing the Vice President for Finance and Administration to enter into a three (3) year lease agreement with Olympia for use of the MBMF that would permit Olympia to seek a liquor license to serve alcohol at MBMF subject to the terms and conditions of its lease.
- On May 13, 1992, the Board approved a resolution allowing Olympia, if licensed, to serve alcohol at MBMF subject to the conditions stated in the resolution.
- On May 13, 1992, the Board approved a resolution recommending approval of Olympia's request for a Class C liquor license for use at MBMF, subject to the terms and conditions of its lease with the University.
- On June 11, 1992, the Board approved a resolution approving the lease agreement with Olympia and authorizing the Vice President for Finance and Administration to enter into that lease.
- On June 11, 1992, the Board approved an amended resolution recommending approval of Olympia's request for a Class C liquor license for use at MBMF, subject to the terms and conditions of its lease with the University.
- On August 13, 1992, the Board approved a resolution authorizing the Vice President for Finance and Administration to enter into a lease with Olympia for the MBMF.
- On April 2, 1993, the Board approved a resolution authorizing Olympia to proceed with restroom facility improvements at the MBMF.
- On November 5, 1993, the Board approved an amendment to the MBMF lease extending the date for Olympia to exercise its option to extend the lease.
- On March 3, 1994, the Board approved Olympia's assignment of the MBMF lease to Arena with a one year extension and approved a resolution recommending approval of Arena's request for a Class C liquor license for use at MBMF.
- On April 7, 1994, the Board approved a resolution recommending approval of Arena's request for a Class C liquor license for use at MBMF, subject to the terms and conditions of its lease with the University.
- On April 6, 1995, the Board approved a one year extension of the MBMF lease with Arena.
- On December 12, 2006, the Board approved a new lease agreement with PSE for the MBMF, which lease authorized PSE (if licensed) to serve alcoholic beverages at MBMF subject to the terms and conditions of its lease with the University.

**Amendment to Lease of  
Meadow Brook Music Festival Premises  
and Approval of Liquor License for  
SMAKEM Rochester Hills, LLC  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

4. **Budget Implications:** None.
5. **Educational Implications:** None.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The request has been reviewed and approved by the Oakland University Police Department and the Vice President for Finance and Administration.
8. **Recommendation:**

RESOLVED, that the Board of Trustees adopts the following resolution: "That the request from SMAKEM Rochester Hills, LLC, a Delaware limited liability company, for a Class C license issued under MCL 436.1531(7), non-transferable and Specially Designated Merchant license with Sunday Sales Permit (AM), Sunday Sales Permit (PM), Direct Connection-1, Entertainment Permit, Specific Purpose Permit (Food), Outdoor Service (1 area) and 8 Bars, located at Oakland University's Meadowbrook Music Festival, Rochester Hills, MI 48309, Oakland County, which may be used at regularly scheduled events be Approved"; and, be it further


RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to execute a Lease amendment allowing PSE's subcontractor or concessionaire, if properly licensed, to serve alcoholic beverages at MBMF subject to the terms and conditions of the Lease between the University and PSE; and, be it further

RESOLVED, that the amendment to the Lease be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

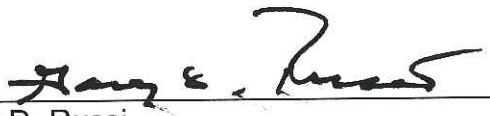
**Amendment to Lease of  
Meadow Brook Music Festival Premises  
and Approval of Liquor License for  
SMAKEM Rochester Hills, LLC  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4**

9. Attachments: None.

Submitted to the President  
on 3/23, 2012 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/23, 2012  
to the Board for approval by

BCF   
\_\_\_\_\_  
Gary D. Russi  
President

Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012

**APPROVAL OF AUTHORIZATION TO AMEND  
THE ARAMARK CUSTODIAL SERVICES CONTRACT**

**A Recommendation**

1. **Division and Department:** Finance and Administration/Facilities Management
  
2. **Introduction:** Since 1997 Oakland University (University) has contracted out custodial services for its newest buildings with an outside vendor. In 2009 the Board of Trustees (Board) approved a five year contract with ARAMARK not to exceed \$4.1M. This agreement, which expires June 30, 2014, provides custodial services based on performance standards that include specific tasks and frequencies at each location. As with routine cleaning, special projects, such as floor refinishing and carpet extraction, are scheduled to be least disruptive to faculty, students and staff. The agreement includes requirements for contracted employees to clear criminal background checks and protective services screening where applicable. The agreement requires supervisor staffing on all shifts, a comprehensive training program for staff, and periodic, quality-assurance reviews.  
  
The new Human Health Building (HHB) will be occupied by the School of Nursing and School of Health Sciences in July 2012. It is requested that the custodial services contract with ARAMARK be amended to include the HHB in the amount of \$491,260 for the remaining two years of the contract. Additional services are being requested for Elliott Hall, Pawley Hall and the Science and Engineering Building in the amount of \$40,600 for the remaining two years of the contract for weekend and off hour coverage and, additional special event coverage in the amount of \$62,000. Over the next two years the additional cost will not exceed \$593,860.
  
3. **Previous Board Action:** On April 1, 2009 the Board of Trustees (Board) approved an Agreement with ARAMARK for custodial services.
  
4. **Budget Implications:** The cost of the two years of additional services will not exceed \$593,860.
  
5. **Educational Implications:** None

**Approval of Authorization to Amend  
The Aramark Custodial Services Contract  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

6. **Personnel Implications:** None

7. **University Reviews/Approvals:** This recommendation was formulated by the Associate Vice President for Facilities Management and reviewed by the Vice President for Finance and Administration and President.

8. **Recommendation**

RESOLVED, that the Vice President for Finance and Administration be authorized to execute an amendment to the current custodial services contract with ARAMARK, not to exceed \$593,860; and, be it further

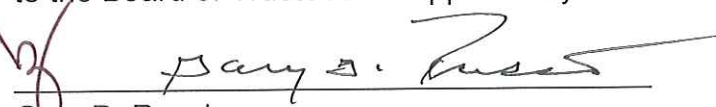
RESOLVED, that the Agreement will be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and with University policies and regulations, and conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

9. **Attachments:** None

Submitted to the President  
on 3/19, 2012 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/19, 2012  
to the Board of Trustees for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

**ENDOWMENT MANAGEMENT AND INVESTMENT POLICY**

1. **Division and Department:** Finance and Administration, Treasury Management

2. **Introduction:** The attached Endowment Management and Investment Policy update has been drafted to improve the strategic asset allocation provisions contained in the current policy. The proposed modifications will expand diversification of the endowment investment pool to further protect it from volatility. In addition, improvements in the language in Section VII - ALTERNATIVE INVESTMENTS have been made for clarity.

The Asset Allocation section of the policy has been updated to allow for greater diversity in the investment pool, the intent of which is to reduce volatility and therefore overall risk in the portfolio. The revised strategic asset allocation allows for greater flexibility in the Real Assets and Alternative Investments categories.

This change will bring the University's asset allocation policy more in line with current practices among peer universities. For example, the NACUBO/Commonfund Study of Endowments (NCSE) for the fiscal year ended June 30, 2011 revealed that universities with endowments between \$50 million and \$100 million generally had the following allocations: Equities of 50%, Fixed Income of 20%, Alternative Investments including real assets of 23%, and Short-term Investments of 7%. The same study of endowments of over \$1 billion reported the following allocations: Equities of 33%, Fixed Income of 10%, Alternative Investments including real assets of 53%, and Short-term investments of 4%. More recently, Bloomberg reported on 9/28/11 that "Yale's Endowment Returned 22% in the Fiscal Year". That endowment included just 16% in equities and 4% in bonds while the rest was in alternative investment strategies like private equity and real estate.

Along with the clarifying policy language, the proposed changes are:

Asset Class	(Percent)			
	Old Objective	New Objective	Old Range	New Range
Equity	60	50	50 - 80	30 - 70
Real	5	10	0 - 10	5 - 25
Fixed Income	30	20	15 - 40	10 - 30
Alternative	5	20	0 - 7	10 - 30

3. **Previous Board Action:** The Board approved the current Endowment Management and Investment Policy on April 7, 2010 which replaced the previous Investment Policy for Endowment approved on April 6, 1995 (which had been modified to integrate a new spending policy on December 4, 2002 and an added rebalancing requirement on October 7, 2003).

Endowment Management and Investment Policy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2

4. **Budget Implications:** Additional investment alternatives are expected to enhance or protect returns which will provide funding increases for endowment spending.
5. **Educational Implications:** Scholarship endowments provide funding for students to continue their educational experiences.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** This agenda has been prepared by Treasury Management and reviewed by UBS Financial Services, Oakland University's endowment investment advisor, the Vice President for Finance and Administration, and President.
8. **Recommendation:**  
RESOLVED, that the Board of Trustees adopt the Endowment Management and Investment Policy as presented in Attachment A.
9. **Attachments:**  
A. Endowment Management and Investment Policy

Submitted to the President  
on 3/16/12, 2012 by

  
\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/19/12, 2012  
to the Board of Trustees for Approval

  
\_\_\_\_\_  
Gary D. Russi  
President



# OAKLAND UNIVERSITY

## ENDOWMENT MANAGEMENT AND INVESTMENT POLICY

### GENERAL PHILOSOPHY

In recognition of its fiduciary responsibility, the Oakland University Board of Trustees (Board) has adopted the following investment and management policy for Oakland University (University) and the University's Endowment (Endowment Management and Investment Policy), which includes two principal categories: Permanently Restricted Endowment Funds (sometimes referred to as "true endowments" or "restricted endowments") and Institutional Endowment Funds (sometimes referred to as "term endowment funds", "funds functioning as endowment" or "quasi-endowment funds"). The University protects the intent of each donor with regard to the use of the endowment gift and to protect the perpetual nature of each individual Endowment Fund so that the benefits provided by the Endowment may be enjoyed by future generations. Endowment Fund investment and distribution shall be managed under this Endowment Management and Investment Policy according to the standards of prudence prescribed by the Michigan Uniform Prudent Management of Institutional Funds Act of 2009 as may be amended from time-to-time (UPMIFA), unless a higher standard of prudence is set forth by this Endowment Management and Investment Policy, in which case this Endowment Management and Investment Policy shall control.

### DEFINITIONS

- **Accumulate** is the act of adding amounts to the Endowment Fund rather than appropriate them. (Typically, investment earnings less Appropriations are Accumulations.)
- **Appropriate** is the act of making a portion of the Endowment Fund available for spending for the Endowment Fund's stated purpose.
- **Donor Restrictions** for an endowment gift are specified in the Endowment Agreement and, if and when accepted by the Board, are then binding upon the University both legally and ethically. Release or modification of donor restrictions is only possible as prescribed by UPMIFA.
- **Endowment** is the aggregate of all of the Endowment Funds of the University.
- **Endowment Agreement** is the formal written agreement executed by the University and a donor that specifies the donor's restrictions on the management, investment, or purpose of the endowment gift, if any. It may also be an instrument signed by the President or the President's designee that establishes the conditions for an Institutional Endowment Fund, if any.
- **Endowment Fund** refers to an individual endowment account within the Endowment Fund group in the University accounting system and may be either a Permanently Restricted Endowment Fund or an Institutional Endowment Fund.
- **Historical Gifts** are amounts given to the University by the donor and do not include investment earnings, Accumulations or Appropriations.
- **Inflation Protection** is the amount in an Endowment Fund that exceeds the Historical Gifts amount.

- **Institutional Endowment Fund** is an Endowment Fund that was established by the University of which none of the additions to the Institutional Endowment Fund are from donor restricted gifts or donor gifts accepted with an implied donor restriction.
- **Investment Advisor** is a firm or individual retained by the University to advise on investment strategy and investment management.
- **Investment Custodian** is typically a bank but may be another financial-type institution which has fiduciary custody of the Endowment and Endowment investments which are being managed by the Investment Manager or Investment Advisor.
- **Investment Manager** is a firm or individual that is retained by the University or Investment Advisor to direct investment in specific investment vehicles for the Endowment.
- **Permanently Restricted Endowment Fund** is an Endowment Fund which is based on a use restriction given by the donor or group of donors which restricts the management, investment, or purpose of the endowment gift, such as the purpose of the endowment gift being to Appropriate Endowment Funds only for scholarships or chairs.
- **Perpetual** or **Perpetuity** implies that the Endowment Fund is to be held indefinitely, usually forever, with the expectation that only its earnings may be spent in the future.
- **Spending** is the act of appropriating a portion of an Endowment Fund to be expended for the specific purpose stated in each Endowment Agreement.
- **Underwater Endowment Fund** is an Endowment Fund whose market value at the end of any calendar quarter is less than the sum of the Historical Gifts to that Endowment Fund plus Inflation Protection.

#### ESTABLISHING AN ENDOWMENT FUND

1. An Endowment Fund may be established in the University's Endowment only upon acceptance and approval by the Board of an Endowment Agreement.
2. Any Endowment Fund containing gifts by donors subject to Donor Restrictions shall be a Permanently Restricted Endowment Fund whether or not other monies in the Permanently Restricted Endowment Fund were placed there by the University.
3. No Endowment Fund will be established unless the Endowment Fund and its use are to be invested and remain in Perpetuity.
4. Any Endowment Fund established with unrestricted moneys set aside by the University will be an Institutional Endowment Fund, and may not include any donor gifts subject to Donor Restrictions. Donors may, however, contribute unrestricted gifts to an Institutional Endowment Fund.
5. No Endowment Fund shall be established unless it complies with the Board's gift acceptance policies or is an Institutional Endowment Fund.

#### MAINTAINING THE ENDOWMENT

1. Amounts within each individual Endowment Fund will be segregated into 1) Historical Gifts, and 2) Inflation Protection.

2. The purchasing power of an individual Endowment Fund is the sum of its Historical Gifts plus its Inflation Protection and Accumulations.
3. All investment earnings after fees in the Endowment are to be reinvested and allocated, whether positive or negative, to the individual Endowment Funds each calendar quarter in accordance with this Endowment Management and Investment Policy's Spending section.
4. All Endowment Funds shall be managed under this Endowment Management and Investment Policy according to the standards of prudence prescribed by UPMIFA, unless a higher standard of prudence is set forth by this Endowment Management and Investment Policy, in which case this Endowment Management and Investment Policy shall control.

INVESTING THE ENDOWMENT

Investments will be made only in those organizations and instruments which are consistent with policies of the University and that meet the prudence standards prescribed by UPMIFA.

I. INVESTMENT OBJECTIVE

The investment objectives for the management of the Endowment are to preserve the Endowment assets, to manage contributions in a manner that will maximize the benefit intended by the donor, to produce current income based on total rate of return, to support the objectives of the University and the donor, and to achieve growth of both principal value and income over time sufficient to preserve or increase the purchasing power of the assets, thus protecting the assets against inflation. The long-term investment objective is to maximize earnings after fees and expenses on the Endowment portfolio accepting only a prudent amount of risk for an endowment investment portfolio.

II. ASSET ALLOCATION

The policy shall generally be to diversify investments among asset classes to provide a strategic asset allocation that will enhance total return while avoiding undue risk concentration in any single asset class or investment category.

The long-term policy for asset allocation of the University Endowment is:

	<u>Long-Term Objective</u>	<u>Range</u>
Equity Investments	6050%	5030% -
Structured Products 5% (of Equity Investments)	8070%	
Real Assets	510%	05% - 1025%
Fixed-income Investments	3020%	1510% -
Structured Products 10% (of Fixed-income Investments)	4030%	
Alternative Investments	520%	010% - 730%

At the end of each calendar quarter the University's Treasury Management Department (TMD) along with the Investment Advisor and Investment Managers

shall review the allocation of the assets representing the University's Endowment to measure the strategic asset allocation and tactical asset allocations on that date. If the strategic asset allocation is not within +/- 3% of the target range asset allocation, the TMD and the Investment Advisor and Investment Managers shall take appropriate steps to bring the strategic asset allocation to within +/- 1% of the targeted allocation ranges.

### III. EQUITY INVESTMENTS

The principal category of equity investments will be common stocks in all market capitalization segments. Primary emphasis will be on high quality stocks in companies that are financially sound and that have favorable prospects for earnings growth and capital appreciation. Diversification will be sought by investing in domestic, international, including emerging markets and developing markets, and structured product securities.

Allocation Percentages and Ranges for Endowment Equity Investments are:

	<u>Long-term Objective</u>	<u>Range</u>
<u>Domestic</u>	35%	30% - 50%
<u>International</u>	17%	10% - 20%
<u>Emerging Markets</u>	3%	0% - 5%
<u>Structured Products</u>	5%	0% - 5%

### IV. STRUCTURED PRODUCTS

1. Principal Protection Structured Products offer principal protection investments if held until maturity with returns commonly based on equities, commodities, interest rates, or currencies. These products are often considered a fixed income alternative but may offer greater potential than traditional bond investments.

Investments in Principal Protection Structured Products are considered part of the fixed income portfolio. The underlying issuer must have a credit rating of A or better and no more than 1% of the fixed income portfolio can be invested with any one issuer. Investments in Principal Protection Structured Products may not exceed more than 10% of the fixed income portion of the Endowment portfolio.

2. Structured Products that are not principal protected are considered part of the equity portfolio. The underlying issuer must have a credit rating of A or better and no more than 1% of the equity portfolio can be invested with any one issuer. Investments in Structured Products that are not principal protected may not exceed more than 5% of the equity portion of the Endowment portfolio.

### V. REAL ASSETS

The purpose of real assets is to achieve capital appreciation, current income, and to invest in an asset-class that has low correlation to fixed income and equities.

1. Real Estate Investment Trusts - The Endowment portfolio may include equity real estate investments made through publicly traded real estate investment trusts (REITs) and real estate operating companies. Such investments may not exceed 710% of total Endowment assets.
2. Commodities - The objective of investing in this asset class is to gain additional portfolio diversification, inflation protection and positive real returns.

The Endowment may be invested in Commodities and related derivatives through the use of Investment Managers, mutual funds, or Commodities based indices. Investments in commodities may not exceed 510% of the Endowment portfolio.

Investments in Real Assets may not exceed 4025% of the Endowment Portfolio.

## VI. FIXED-INCOME INVESTMENTS

### 1. General

Fixed income investments shall be invested in portfolios of high quality (primarily A to AAA rated) corporate bonds, U.S. Treasury and agency securities, issues of supranational organizations and foreign sovereigns. No more than 20% of the fixed income portfolio may be invested in securities rated less than BBB or in illiquid investments.

### 2. Derivative Investments

~~No more than 25% of the fixed income portfolio may be in derivative type investments.~~

~~The Board's Investment Advisor shall report at least annually to the Board or the Board's designated committee (Board Committee) on the role of derivative investments in the overall fixed income portfolio and describe the risks and rewards associated with such investments. Investment Managers shall have a written policy on the use of derivative investments. A copy of such written policy shall be provided to the TMD and any subsequent revisions to the written policy shall be immediately communicated to the TMD.~~

## VII. ALTERNATIVE INVESTMENTS

### 1. Private Capital Investments

The purpose of Private Capital Investments, which includes Venture Capital and Private Equity, is to provide long-term appreciation and diversification. Private Capital Investments are often illiquid in nature, are more susceptible than bonds and stock investments to extended periods of overvaluation and undervaluation, and returns are much more manager dependent than other forms of marketable securities. The main investment objective is to achieve long-term capital appreciation returns greater than those generally available in the public securities market.

Venture Capital - is generally considered to be start-up and early stage high growth companies. Venture Capitalists usually own a minority stake in such companies and are actively involved with the founders to develop strategy, secure financing and recruit management.

Private Equity - is investments in private companies for acquisition, leveraged buyouts, management buyouts, reorganizations, restructuring and spin-offs. Leverage is frequently used.

Private Capital Investments may not exceed more than 510% of the Endowment portfolio and any single investment may not exceed 25% of the total Private Capital Investments, unless the investment is in a Private Capital fund of funds.

## 2. Hedge Funds

The purpose of Hedge Funds and Hedge Fund of Funds is to provide equity-like returns with less volatility over time. Additionally, Hedge Funds provide an additional benefit of portfolio diversification thereby lowering the probability for the Endowment to have large market value variations over short-term time horizons. Hedge Funds have limited liquidity and may invest in derivative instruments, employ leverage, and sell securities short. ~~Common Hedge Fund strategies include: Long/Short Strategies, Relative Value Strategies, Event Driven Strategies, and Directional Strategies.~~

Certain criteria must be considered including, but not necessarily limited to, the following in evaluation of a Hedge Fund:

- Tenure and track record of management;
- Expertise in investment area; and
- Diversification relative to other hedge fund investments.

Single strategy, multi-strategy, and fund-of-funds investments are permitted.

Investments in Hedge Fund strategies may not comprise more than 530% of the Endowment portfolio. No investment with any single Hedge Fund manager may exceed 10% of the Hedge Fund portfolio unless it is a hedge fund of funds. If using Hedge Fund of Funds, total assets with one manager are limited to 25% of the Hedge Fund portfolio.

When possible, Hedge Fund investments will be made in offshore limited partnerships in order to avoid unrelated business taxable income (UBTI).

The Board's Investment Advisor shall report at least annually to the Board or the Board's designated committee (Board Committee) on the role of derivative investments in the overall fixed income portfolio and describe the risks and rewards associated with such investments. Investment Managers shall have a written policy on the use of derivative investments. A copy of such written policy shall be provided to the TMD and any subsequent revisions to the written policy shall be immediately communicated to the TMD.

Total allocation to the Alternative Investment Strategy may range from 0% to 7% of the overall Endowment portfolio. Allocation to any one area (Private Capital Investments and Hedge Funds) should not exceed 5% of the overall Alternative Investment Strategy portfolio.

Formatted: Indent: Left: 0.5"

#### INVESTMENT ADVISOR, INVESTMENT MANAGER AND INVESTMENT CUSTODIAN SELECTION

1. Generally, the University shall utilize professional management services for the investment of the Endowment portfolio. This does not preclude direct investment and ownership of securities by the University.
2. The Investment Advisor shall be appointed by the Board upon recommendation by the Treasurer and the appropriate Board Committee.
3. The Investment Managers may be appointed by the Treasurer upon advice of the Investment Advisor.
4. The Investment Custodian shall be appointed by the Treasurer.
5. No more than 50% of University equity and bond investments respectively shall be assigned to a single Investment Manager.

#### INVESTMENT MANAGER PERFORMANCE EVALUATION

Investment Managers and their performance will be measured over periods of the most recent quarter ending; one-year, three-year and five-year periods; and will be compared to appropriate market indices (benchmarks), peers and the performance of other endowments as published annually by the National Association of College and University Business Officers or other national reporting agencies. Market indices shall include indices that are appropriate for their specific portfolios. Risk-adjusted benchmarks shall be used when and where appropriate to measure performance. An Investment Manager whose performance falls below the first quartile over a five-year period, or below the median over the period of one year, shall be a candidate for replacement, absent a satisfactory explanation for the level of performance.

All Investment Managers must report their performance in writing each calendar quarter, and their portfolio holdings at least annually.

The University may utilize an independent performance evaluation service to ensure that all Investment Managers are competitive in the market and that their performance meets the needs and expectations of the University.

#### ROLE OF BOARD OF TRUSTEES

The Board:

1. Shall exercise its Endowment investment responsibilities with the assistance of its Board Committee(s).
2. Shall, upon the recommendation of its Board Committee(s), establish investment policies relating to the administration of the University's Endowment investment portfolio.

3. Shall, upon the recommendation of its Board Committee(s), establish investment objectives. (See I. Investment Objective)
4. Shall, upon the recommendation of its Board Committee(s), appoint an Investment Advisor or an Investment Manager(s) for the Endowment, and specify any investment restrictions deemed appropriate.
5. Shall, upon the recommendation of its Board Committee(s), establish the conditions and parameters under which the University may directly invest in and own securities independent of Investment Managers and may authorize such investment.
6. Shall receive periodic reports on investment results through its Board Committee(s).

#### ROLE OF BOARD COMMITTEES

The appropriate Board Committee(s):

1. Shall be responsible for the review of policies relating to the administration of the University's Endowment portfolio and, when appropriate, shall make recommendations to the Board.
2. Shall, in consultation with the Treasurer, recommend to the Board an Investment Advisor to advise and assist the appropriate Board Committee.
3. Shall, in consultation with the Treasurer, recommend to the Board an Investment Manager(s) when no Investment Advisor is used.
4. Shall, in consultation with the Investment Advisor and the Treasurer, annually review the investment objectives of the Endowment portfolio.
5. Shall receive periodic reports on the investment status of the portfolio(s) and shall transmit relevant information to the Board.
6. Shall meet with the Investment Advisor at least annually and shall evaluate the performance of the Endowment portfolio.

#### ROLE OF INVESTMENT ADVISOR

The Investment Advisor:

1. Shall annually develop and communicate to the Treasurer and the appropriate Board Committee(s) an appropriate strategy to meet the long-term Endowment management objectives.
2. Shall advise the Treasurer regarding searches for an Investment Manager(s) and an Investment Custodian(s).
3. Shall provide a monitoring and measurement program which will permit evaluation of the performance of the Investment Manager(s) in comparison with the investment markets and with other managers.
4. Shall provide such other information pertaining to the investment program as may reasonably be required.

#### ROLE OF THE INVESTMENT MANAGER(S)

The Investment Manager(s):



1. Shall report their performance in writing each calendar quarter and their portfolio holdings at least annually to the Investment Advisor and the Treasurer.
2. Is authorized to execute investment transactions in conformity with this Endowment Management and Investment Policy, subject to any restrictions established by the Board or appropriate Board Committee(s).
3. Shall report immediately to the Treasurer and the Investment Advisor any major change in the manager's confidence regarding the securities markets or any decline in portfolio value in excess of 10% since the last reporting date.
4. Shall be reasonably expected to provide other necessary information for the development of interim reports and shall meet, as necessary, with the Investment Advisor and the Treasurer.

#### ROLE OF THE INVESTMENT CUSTODIAN(S)

Ordinarily, the Investment Manager(s) will utilize the services of an Investment Custodian and the University may not have a direct contractual relationship with such Investment Custodian(s). In the event the University requires the services of an Investment Custodian, (e.g., direct investment and ownership of securities by the University) the following procedures shall apply:

The Investment Custodian(s):

1. Shall hold all securities under management by the Investment Manager(s) in an agreed-upon nominee name and form.
2. Shall execute all transactions as directed by the Investment Manager(s).
3. Shall collect all income pertaining to the securities held, and shall temporarily invest such income in cash equivalents until reinvested or remitted to the University.
4. Shall periodically remit accumulated income to the University pursuant to instructions received from the University.
5. Shall provide a full monthly accounting of all transactions, together with a listing of all holdings at cost and market.
6. Shall vote all proxies in accordance with instructions received from the University.
7. Shall provide such other information pertaining to the portfolio as may reasonably be required.

#### ROLE OF THE UNIVERSITY ADMINISTRATION, THROUGH THE TREASURER

The University, through the Treasurer:

1. Is responsible for the continuous monitoring and review of: the Investment Advisors', Investment Managers' and Investment Custodians' reports, the actions of the Investment Manager(s), and the status of the University's Endowment portfolio.
2. Shall maintain communications, as appropriate, between the Board, the Board Committee(s), the Investment Advisor, the Investment Custodian and the Investment Manager(s).

3. Shall make recommendations to the appropriate Board Committee(s) concerning investment policies, structure, objectives and selection of Investment Advisor(s).
4. Shall periodically invest available additional funds with the Investment Managers in consultation with the Investment Advisor, if any, and within the allocation parameters established by this Endowment Management and Investment Policy.
5. Shall direct changes in existing allocations in consultation with the Investment Manager(s) as necessary to remain with the asset allocation parameters.
6. May, in consultation with the Investment Manager(s) and the Investment Advisor, and within the allocation parameters established by this Endowment Management and Investment Policy, direct the reallocation of endowment assets between the investment options and funds managed by the Investment Manager(s).
7. Shall appoint Investment Custodians, monitor their activity and receive, reconcile and account for remitted accumulated income.

#### GIFTS OF INVESTMENTS

Certain funds are obtained by the University through donor gifts subject to Donor Restrictions that restrict the form of investment, either directly by specifying qualifying investment vehicles or indirectly by stipulating a higher-than-normal spending rate (Gifts of Investments). Such Gifts of Investments will be accepted only with contractual provisions contained in the Endowment Agreement specifying that the Gift of Investment will be sold by the University at the first available opportunity and the proceeds of the sale be invested in the Endowment portfolio in accordance with the provisions of this Endowment Management and Investment Policy and spending will conform to the Spending section of this Endowment Management and Investment Policy.

#### SPENDING

In order to provide for stability in income growth together with preservation of purchasing power, Endowment Funds shall have Appropriations made available for Spending according to the following, except as the terms of a specific Board action shall otherwise require. A modified Spending plan for specific Institutional Endowment Funds may be ordered by the President.

Endowment Fund Appropriations shall be at an annual rate of four and one-half percent (4.5%) based upon the twelve quarter moving average market value of the Endowment Fund's value at the beginning of each quarter, with a one-quarter lag.

Should an Endowment Fund become an Underwater Endowment Fund, the President may declare a Spending from that Underwater Endowment Fund using a different calculation basis for the period of time to be specified by the President. Should the President take such action, the President must notify the Chair of the Board of the action taken and the rationale for the action. Appropriations from Underwater Endowment Funds may be made based on the prudence standards prescribed by UPMIFA, this Endowment Management and Investment Policy, and conditions contained within the Endowment Agreement that established the Endowment Fund that is underwater.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**CONSTRUCTION MANAGER AT RISK  
FOR THE ENGINEERING CENTER  
A Recommendation**

1. **Division and Department:** Academic Affairs Division, School of Engineering and Computer Science, Finance and Administration Division, Facilities Management Department

2. **Introduction:** In December 2010, the Governor of the State of Michigan signed a Capital Outlay Appropriation, House Bill No. 5858, Public Act 329 of 2010, allocating a capital appropriation of \$30,000,000 for Oakland University (University) to build an Engineering Center at a total cost of \$74,551,739.

The Board of Trustees' (Board) approved program statement and preliminary planning documents (schematic design) have been submitted to and preliminarily approved by the Department of Technology, Management and Budget (DTMB). The next step in the process is final review and approval by the Joint Capital Outlay Subcommittee (JCOS), followed by final construction authorization via inclusion in an appropriation bill.

Timely Board approval of a Construction Manager (CM) is necessary to proceed with project planning and to maximize the benefits provided by CM expertise. The University will be entering into a Construction Manager at Risk (CM at Risk) contract, which means the CM and not the University holds and executes all contracts issued to subcontractors. The University's contractual obligation is to the CM only, reducing the University's risk related to subcontractor contracts and performance.

The CM at Risk contract will include preconstruction as well as construction services. Preconstruction services include budget management, cost estimating, scheduling, constructability reviews and value engineering. By utilizing these services in a collaborative relationship between the University, architectural and engineering firm (SmithGroup) and CM, the University expects a more manageable and predictable project, which translates into time savings and a more cost effective construction process. The preconstruction effort will result in a contractually guaranteed maximum price.

The CM competitive bid process is in compliance with, or seeks to be in compliance with:

- The Board's Contracting and Employment Appointment Authority Policy, which, among other requirements, states that:

"All contracts for expenditures that aggregate more than \$1,000,000 after review by legal counsel must be approved by the Board prior to execution by the President or the President's designee..."

**Construction Manager at Risk for the Engineering Center  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

- The University's Procurement Policy, which, among other requirements, states that:

"Competitive sealed bids for purchases of \$50,000 or greater are required and Purchasing will request at least three (3) competitive bids or quotes. Procurement transactions in this category must be processed by Purchasing. Purchasing will determine the best competitive sealed bid process for each purchase on a case-by-case basis. The University is not bound to accept the lowest bid but can accept the most responsive and responsible bid that is determined to be in the best interest of the University. If a department does not agree to the lowest bid, a written justification must be sent to the respective Buyer in the Purchasing department for his/her approval. Purchasing retains the right to obtain additional bids."

- And, because the Engineering Center project is partially funded by the State of Michigan via a Capital Outlay Appropriation, the project is subject to the terms and conditions of the DTMB Capital Outlay Project Management Agreement, which, among other requirements, states that:

"All construction bidding shall be conducted in an open, fair and competitive environment. The construction contract award shall be made to the lowest responsive, responsible bidder who submits a bid that conforms in all material respects with the requirements of the bidding documents." And, "The Project Agent shall provide DTMB with bid tabulations and itemized accounting of the total budget for the Project after receiving the construction bids and prior to awarding contracts."

Members of the Engineering Center Steering Committee (Committee) as listed below, in consultation with the project's Board Liaisons, Ronald E. Robinson and Jayprakash B. Shah, have overseen the CM competitive bid process.

John W. Beaghan, Vice President for Finance and Administration and Treasurer  
Louay M. Chamra, Dean, School of Engineering and Computer Science  
Maria Ebner-Smith, Purchasing Manager  
Susan Riley, Project Manager  
Terry Stollsteimer, Associate Vice President for Facilities Management  
Robert Washer, President of MICCO Construction, an external consultant  
Steve L. Zmich, Director, Capital Planning and Design

**Construction Manager at Risk for the Engineering Center  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

Ten firms responded to a widely distributed and advertised Request for Qualifications (RFQ). The RFQ submissions were reviewed and evaluated by the Committee, resulting in five firms (Barton Malow, Christman, Clark Construction, Granger, Walbridge) being selected to participate in a Request for Proposals (RFP) process, as approved by the Board Liaisons. After a thorough review of the RFP proposals, four firms were chosen for on-campus interviews (Christman, Clark Construction, Granger, and Walbridge), as approved by the Board Liaisons.

The four interviewees were evaluated based on relevant experience, preconstruction services, sustainability, site logistics, unique services, experience with the DTMB, schedule/budget management, and cost. See Attachment A for a Summary of CM Cost Proposals. At the direction of the Board Chair, two finalists (Christman and Walbridge) are to be interviewed by the Board at its March 28, 2012 Formal Session.

The projected total cost for each CM, as noted in Attachment A, includes \$100,000 of owner's contingency for possible variances in general conditions, plus an allowance for work order scope changes throughout the project, calculated using the CM's proposed change order fee rate.

**3. Previous Board Action:** On December 9, 2010, the Board approved the Fiscal Year 2012 Capital Outlay Project Request which included the Engineering Center as the University's top priority Capital Outlay request. On March 30, 2011, the Board approved the Engineering Center reimbursement resolution. On June 8, 2011, the Board approved SmithGroup Inc. as the architectural and engineering firm for the Engineering Center. On October 31, 2011, the Board approved the schematic design and financing for the Engineering Center.

**4. Budget Implications:** CM services are budgeted in the Engineering Center project budget.

**5. Educational Implications:** The Engineering Center will be the new home for the School of Engineering and Computer Science, as well as general purpose classrooms.

**6. Personnel Implications:** None.

**7. University Reviews/Approvals:** This agenda was formulated by the Associate Vice President for Facilities Management and reviewed by members of the Engineering Center Oversight Committee, and President.

**8. Recommendation:**

RESOLVED, that the Vice President for Finance and Administration be authorized to negotiate and execute a contract with (Walbridge or The Christman Company) for CM at Risk services for the Engineering Center; and, be it further

**Construction Manager at Risk for the Engineering Center  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4**

RESOLVED, that the total cost for all CM services, inclusive of reimbursables and Oakland University contingencies, will not exceed (\$3,155,670 or \$2,906,590), plus the total amount of any grant funding that may become available at no incremental cost to the University; and, be it further

RESOLVED, that the contract be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

**Attachments:** A. Summary of CM Cost Proposals

Submitted to the President  
on 3/27, 2012 by

  
\_\_\_\_\_

John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

  
\_\_\_\_\_

Virinder K. Moudgil  
Senior Vice President for Academic Affairs  
and Provost

Recommended on 3/27, 2012  
to the Board of Trustees for Approval

  
\_\_\_\_\_

Gary D. Russi  
President

### Summary of CM Cost Proposals

<u>Construction Managers</u>	<u>Construction</u> Fee %	<u>Proposal</u> Cost	<u>Change Order</u> Fee %	<u>Contingency*</u>	<u>Projected</u> Cost
The Christmas Company	1.290%	\$2,806,590	0.000%	\$100,000	\$2,906,590
Walbridge	1.325%	\$3,015,920	1.325%	\$139,750	\$3,155,670
Clark Construction Company	1.200%	\$3,077,690	1.200%	\$136,000	\$3,213,690
Granger Construction Company	1.500%	\$3,165,899	1.500%	\$145,000	\$3,310,899
Barton Malow	1.500%	\$3,351,430	1.500%	\$145,000	\$3,496,430

\* Contingency represents \$100,000 owner's contingency for possible variances in general conditions, plus an allowance for work order scope changes throughout the project calculated using the CM's proposed change order fee.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**COMMENDATION OF ALFRED G. WILSON AWARD  
TO MR. MAXWELL M. VAN RAAPHORST**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management.
2. **Introduction:** The Alfred G. and Matilda R. Wilson Awards are presented annually to an Oakland University senior male and female who have contributed as scholars, leaders and responsible citizens to the Oakland University community. First awarded in 1965, these honors were designated by Matilda R. Wilson, founder of Oakland University, and Durward B. Varner, Oakland's first chancellor, to recognize those students who not only have achieved academic excellence, but who also have made significant contributions to campus life and demonstrated interest in the social problems of our community and society. The resolution set forth below is submitted for consideration and approval in honor of Mr. Maxwell M. Van Raaphorst, recipient of the 2012 Alfred G. Wilson Award.
3. **Previous Board Action:** The Board of Trustees recognizes the Alfred G. Wilson Award recipient for his outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** The Alfred G. Wilson Award recipient exemplifies superior academic and co-curricular achievement by a male undergraduate. His accomplishments reflect the highest University standards of scholarship, leadership, and citizenship and serve as an outstanding example for the entire campus community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2012 Wilson and Human Relations Awards Committee reviews and interviews Alfred G. Wilson Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:



**Commendation of Alfred G. Wilson Award to Mr. Maxwell M. Van Raaphorst**  
**Oakland University**  
**Board of Trustees Formal Session**  
**March 28, 2012**  
**Page 2**

WHEREAS, Mr. Maxwell M. Van Raaphorst entered Oakland University as a freshman from Stoney Creek High School in Rochester, Michigan to pursue a Biochemistry degree in the College of Arts and Sciences; and

WHEREAS, Mr. Van Raaphorst demonstrated academic excellence by maintaining a 3.78 grade point average as an Honors College student and by enhancing his classroom learning as a member of the Honors College Student Association, as an undergraduate research assistant in the Department of Chemistry, and as a published co-author of "Catalytic Asymmetric Heterodimerization of Ketenes" in the *Journal of the American Chemical Society*, and as a study abroad student in Spain; and

WHEREAS, Mr. Van Raaphorst demonstrated widespread campus leadership by serving as Student Liaison to the Oakland University Board of Trustees, as chair of Campus Connections, as a member of Student Program Board, as Orientation Assistant and Orientation Group Leader in the Office of New Student Programs, as University Night Watch worker, as co-chair of the Student Life Lecture Board, as a member of Grizz Gang, as University Housing Grizz Pack Leader, and member of the Pre-Dental Society, and the Student Alumni Association. He was instrumental in organizing the 2011 Oakland University Science Olympiad sponsored by the Department of Chemistry which brought over 1000 middle and high school students and their parents to campus for a day of intellectual competition. He was instrumental in arranging the lecture of *New York Times* columnist and Pulitzer Prize winning author Thomas Friedman at which he served as Master of Ceremony before an audience of 1500, and had a role in the planning of the 2011 Republican Presidential Debate; and

WHEREAS, Mr. Van Raaphorst dedicated himself to community service by volunteering in the Honor's College and as a dedicated Golden Grizzlies sports fan; and

**Commendation of Alfred G. Wilson Award to Mr. Maxwell M. Van Raaphorst  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

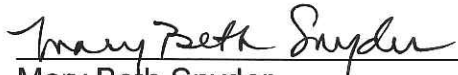
WHEREAS, Mr. Maxwell M. Van Raaphorst has been selected as the 2012 recipient of the Alfred G. Wilson Award given annually to a graduating senior who has maintained high academic standards, who has demonstrated extraordinary leadership capabilities and involvement in the Oakland University community, and who has expressed social concern; now, therefore, be it

RESOLVED, that the Board of Trustees expresses its appreciation to Mr. Maxwell M. Van Raaphorst for his unwavering commitment to campus life at Oakland University; and, be it further


RESOLVED that the Board of Trustees commends Mr. Maxwell M. Van Raaphorst for the quality of his leadership and extends to him its best wishes for continued success in all of his future endeavors.

9. **Attachments:** None.

Submitted to the University President  
on March 21, 2012 by

  
\_\_\_\_\_  
Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/20, 2012  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012

**COMMENDATION OF MATILDA R. WILSON AWARD  
TO MS. EMILY RENEE TISSOT**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management.
2. **Introduction:** The Alfred G. and Matilda R. Wilson Awards are presented annually to an Oakland University senior male and female who have contributed as scholars, leaders and responsible citizens to the Oakland University community. First awarded in 1965, these honors were designated by Matilda R. Wilson, founder of Oakland University, and Durward B. Varner, Oakland's first chancellor, to recognize those students who not only have achieved academic excellence, but who also have made significant contributions to campus life and demonstrated interest in the social problems of our community and society. The resolution set forth below is submitted for consideration and approval in honor of Ms. Emily Renee Tissot, recipient of the 2012 Matilda R. Wilson Award.
3. **Previous Board Action:** The Board of Trustees recognizes the Matilda R. Wilson Award recipient for her outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** The Matilda R. Wilson Award recipient exemplifies superior academic and co-curricular achievement by a female undergraduate. Her accomplishments reflect the highest University standards of scholarship, leadership, and citizenship and serve as an outstanding example for the entire campus community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2012 Wilson and Human Relations Awards Committee reviews and interviews Matilda R. Wilson Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:

**Commendation of Matilda R. Wilson Award to Ms. Emily Renee Tissot  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

WHEREAS, Ms. Emily Renee Tissot entered Oakland University as a freshman from Three Rivers High School in Three Rivers, Michigan to pursue majors in Anthropology and Spanish in the College of Arts and Sciences and certification in Teaching English as a Second Language; and

WHEREAS, Ms. Tissot demonstrated academic excellence by maintaining a 3.83 grade point average as an Honors College student, achieving Dean's list status from 2008 to 2011; completing two published works and a senior thesis entitled *The Implications of Khirbet Qeiyafa: King David—A Leader of Men or Sheep?* and serving as Professor Assistant and participant in the Khirbet Qeiyafa Archeological Dig in Israel to excavate and document a 10<sup>th</sup> century archeological site; and

WHEREAS, Ms. Tissot demonstrated significant leadership serving as Student Liaison to the Oakland University Board of Trustees; as an Honors College Freshman Colloquium Cell Group Leader and Multicultural Committee chair, and as a member of The Honors College Student Association. She excelled as president of the Oakland University Spanish Club, as a teacher in the Oakland University Gear Up for College language program, as a University Resident Assistant and member of International Allies, and as a voting member of University Senate and its Campus Development and Environment Committee; and

WHEREAS, Ms. Tissot served the campus community and beyond as a member of the Volunteer Incentive Program in the Center for Student Activities and Leadership Development, as a teacher of English as a Second Language (ESL) at La Casa Amiga Adult Education in Pontiac, Michigan, and as a participant in disaster relief missions to Haiti, Dominican Republic, Matamoros, Mexico, and Peru; and

WHEREAS, Ms. Tissot has been selected as the 2012 recipient of the Matilda R. Wilson Award given annually to a graduating senior who has maintained high academic standards, who has demonstrated extraordinary leadership capabilities and involvement in the Oakland University community, and who has expressed social concern; now, therefore, be it


RESOLVED, that the Oakland University Board of Trustees expresses its appreciation to Ms. Emily Renee Tissot for her unwavering commitment to campus life at Oakland University; and, be it further

**Commendation of Matilda R. Wilson Award to Ms. Emily Renee Tissot  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**


RESOLVED, that the Board of Trustees commends Ms. Emily Renee Tissot for the quality of her leadership and extends to her its best wishes for continued success in all of her future endeavors.

9. **Attachments:** None.

Submitted to the University President  
on March 21, 2012 by

  
\_\_\_\_\_  
Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/20, 2012  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President

Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012

**COMMENDATION OF HUMAN RELATIONS AWARD TO  
MS. SHAKITA ANN-MARIE BILLY**

**Recommendation**

1. **Division and Department:** Student Affairs and Enrollment Management.
2. **Introduction:** The Human Relations Award is presented annually to a graduating senior who has significantly contributed to the improvement of intergroup relations on Oakland University's campus. The annual award was established on February 1, 1990 in recognition of the need to foster diversity and harmony, and in recognition of the institutional priority of these goals. Recipients must demonstrate commitment to social justice and multicultural understanding. The resolution set forth below is submitted for consideration and approval in honor of Ms. Shakita Ann-Marie Billy, recipient of the 2012 Human Relations Award.
3. **Previous Board Action:** The Board of Trustees recognizes Human Relations Award recipients for their outstanding achievements.
4. **Budget Implications:** None.
5. **Educational Implications:** Human Relations Award recipients demonstrate the importance of intercultural understanding and service to the University community. Students receiving this award have displayed significant leadership in advancing intergroup harmony. These contributions include conflict resolution within or among groups and an increased understanding of cultures, groups and nations.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The 2012 Wilson and Human Relations Awards Committee reviews and interviews Human Relations Award candidates and recommends nominees to the Vice President for Student Affairs and Enrollment Management and the President for final approval.
8. **Recommendation:** It is recommended that the Board of Trustees adopt the following resolution:

**Commendation of Human Relations Award to Ms. Shakita Ann-Marie Billy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

WHEREAS, Ms. Shakita Ann-Marie Billy entered Oakland University as a freshman from Southeastern High School of Technology in Detroit, Michigan to pursue majors in Political Science and English in the College of Arts and Sciences, and

WHEREAS, Ms. Billy has distinguished herself as an untiring and conscientious student leader committed to increasing unity and understanding among diverse groups of students; and

WHEREAS, Ms. Billy demonstrated outstanding leadership and positively and unselfishly contributed to making a difference in the lives of her peers; and also served as a member of Oakland University Student Congress, as a Legislative Affairs Committee member, as a Student Affairs Committee member, as an Oakland University Police Department Oversight Committee member, as president of University Housing Small Halls Council, and as a participant in the Oakland University International Allies Organization and Environmental Coordinator for Sustaining Our Planet Earth (S.O.P.E). She was an active Pre-K Classroom Assistant at the Lowry Center where she started a recycling program, and served as Secretary and Fundraising Chair of Revive Experience Dream Change Our World (R.E.D.C.O.W.). She received the Center for Student Activities Student Employee of the Year Award, served as a volunteer for the Student Program Board and at the Center for Multicultural Initiatives, and she continuously demonstrated her dedication to promoting understanding among cultures, groups and nations; and

WHEREAS, Ms. Billy has been selected as the 2012 recipient of the Human Relations Award given annually to a graduating senior who has made an outstanding contribution to intergroup understanding and conflict resolution in the Oakland University community; now, therefore, be it


RESOLVED, that the Board of Trustees expresses its appreciation to Ms. Shakita Ann-Marie Billy for her unwavering commitment to campus life at Oakland University; and, be it further

RESOLVED that the Board of Trustees commends Ms. Shakita Ann-Marie Billy for the quality of her leadership and extends to her its best wishes for continued success in all of her future endeavors.


Commendation of Human Relations Award to Ms. Shakita Ann-Marie Billy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3

9. Attachments: None.

Submitted to the University President  
on March 21, 2012 by

  
\_\_\_\_\_  
Mary Beth Snyder  
Vice President for Student Affairs  
and Enrollment Management

Recommended on 3/21, 2012  
to the Board for approval by

  
\_\_\_\_\_  
Gary D. Russi  
President



**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**APPOINTMENT OF DISTINGUISHED PROFESSOR**

**A Recommendation**

1. **Division and Department:** Office of the Senior Vice President for Academic Affairs and Provost.

2. **Introduction:** In 1988 the Board of Trustees (Board) created the faculty rank of Distinguished Professor. Upon recommendation of the President and Provost, the Board may appoint individuals to the rank of Distinguished Professor for the duration of the individual's active service at Oakland University. Appointments to distinguished professorships are based on the candidate's efforts and accomplishments in the areas of teaching, intellectual contributions and service, giving consideration to the programmatic and institutional setting of the candidate's work at Oakland and the nature of the candidate's assignments and responsibilities, the quality of the candidates accomplishments and the relation of all the foregoing factors to the objectives of the area or departments, the goals of the college or school, and the mission and long range vision of the University.

Sayed Nassar, Professor of Mechanical Engineering, is recommended for the appointment of Distinguished Professor.

3. **Previous Board Action:** The Board has periodically appointed individuals to the rank of Distinguished Professor at Formal Sessions of the Board.

4. **Budget Implications:** A one-time salary stipend of \$2,500 plus an annual supplies and services allocation of \$1,500, up to five years, for the Distinguished Professor will be paid from the Provost's Discretionary Fund.

5. **Educational Implications:** Recognition of a distinguished faculty member's long-standing dedication to the mission of the institution reinforces a culture that is devoted to excellence in teaching, research, creative endeavor, and service.

6. **Personnel Implications:** None.

**Appointment of Distinguished Professor  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

7. **University Reviews/Approvals:** A selection committee of his peers recommended Sayed Nassar, Professor of Mechanical Engineering, for approval to Dr. Virinder K. Moudgil, Provost and Senior Vice President for Academic Affairs, to the appointment of Distinguished Professor.

8. **Recommendation:**

RESOLVED, that the Board of Trustees approves the appointment of Sayed Nassar, Professor of Mechanical Engineering, to the rank of Distinguished Professor, effective August 15, 2012.

9. **Attachments:** A. Biography of Sayed Nassar

Submitted to the President  
on 3/14, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommendation on 3/14, 2012  
to the Board for Approval by



Gary D. Russi  
President

## Attachment A

### Biography

Professor Nassar received his MS (1977) and Ph.D. (1981) with distinction in Aerospace Engineering from the University of Cincinnati. He had a career in industry and academia prior to joining Oakland University in 2000 as a visiting professor. He was hired as an associate professor without tenure in 2003, was tenured in 2005 and was promoted to professor in 2007. He has published more than 110 peer-reviewed papers (58 journal and 56 conference papers), one engineering book (Handbook of Bolt and Bolted Joints, 1998, Taylor and Francis), 4 peer-reviewed encyclopedia and book chapters, 3 US Patents; there are 256 citations of his scholarly work. He gave more than 70 invited research seminars, lectures, and keynote presentations and papers to learned audiences in the US, Japan, Canada, Germany, France, Italy, Austria, Spain, Australia, Egypt, Hong Kong, China, and Mexico.

Professor Nassar is extremely successful in obtaining funding to support his research activities. He is the PI on 19 funded research grants totaling \$13,214,000 from the US Army TARDEC, NSF, NASA, Chrysler Challenge Fund, Chrysler Technical Center, Cummins Diesel Engine, General Dynamics Land Systems, and DTE Energy. He is a true teacher/scholar who has supervised and supported 22 Ph.D./MS students and numerous visiting and postdoctoral researchers. Professor Nassar is the only faculty in SECS at the Fellow grade in the American Society of Mechanical Engineers (ASME), for his scholarly contributions to engineering: the highest honor within ASME. He is a world-renowned well-rounded scholar.

Professor Nassar has been in academia for more than 30 years. His most outstanding accomplishment has been the successful establishment of the Fastening and Joining Research Institute ("FAJRI") recognized as a leader in fastening and joining research. FAJRI is a truly international research institute. Professor Nassar supervises a team of 20 researchers with active programs at three universities: Oakland University, Wayne State University and Shanghai Jiaotong Medical School.

Professor Nassar has received many awards for his contributions to the field of mechanical engineering including: the NASA Achievement Award (2012), ASME Fellow (2006), Leadership Award (2009), AUFD-OU, Emeritus Professor (2002), Lawrence Tech. University, Research Excellence Award (2011), Akhbar Alyom-Egypt, Trustee Award (2006), Oakland University, the Achievement in Research Award (2005).

Professor Nassar's ground-breaking research, outstanding productivity, and commitment to mentoring students has brought distinction to Oakland University and merit the rank of Distinguished Professor.

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**APPROVAL OF HONORARY DEGREE FOR GRACE LEE BOGGS  
A Recommendation**

- 1. Division and Department:** Academic Affairs, Office of the Senior Vice President for Academic Affairs and Provost.
- 2. Introduction:** In accordance with Article IX of the Bylaws of the Board of Trustees, honorary degrees may be awarded by the Board of Trustees in recognition of distinguished accomplishment and service within the scope of the arts and letters, sciences, professions, and public service as recognized and supported by the University. The awarding of honorary degrees reaffirms Oakland University's scholarly, creative, and humanitarian values and ties the University to the community at large.

Oakland University wishes to recognize Ms. Grace Lee Boggs for her exceptional character as a distinguished political activist, writer and speaker. Her work on behalf of the labor and civil rights movements and for social justice, that has been complemented by the intellectual contributions she has made through her written works, has been exemplary. Ms. Bogg's role as a leader and activist has had a lasting, positive impact on communities in the Detroit metropolitan region. Ms. Bogg's scholarship on activism and social change reflects her efforts as an activist. She has been a leader in civil rights efforts in Detroit as an organizer of the Malcolm X Grassroots Leadership Conference. She has worked on behalf of working people along with her now deceased husband, James Boggs, and on behalf of Detroit Youth by initiating Detroit Summer. Ms. Bogg's has received two lifetime achievement awards from the Detroit City Council and the Michigan Women's Federation; she was named Michiganian of the Year by the Detroit News; she received the Distinguished Alumna Award from Barnard College, and is in the National Women's Hall of Fame in Seneca Falls, NY. Ms. Bogg's has distinguished herself through her intellectual contributions and her sustained record of service to those struggling to achieve equality and dignity in society. Her work has contributed to material changes in the lives of working men, women and children in the Detroit Metropolitan area. Ms. Bogg's has a record of outstanding achievement in civic, humanitarian and public affairs.

- 3. Previous Board Action:** The Board of Trustees periodically awards honorary degrees at its Formal Sessions.

Approval of Honorary Degree for Grace Lee Boggs  
Oakland University  
Board of Trustees Formal Meeting  
March 28, 2012  
Page 2

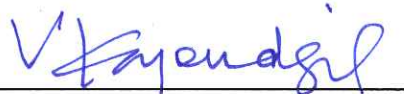
4. **Budget Implications:** None.
5. **Educational Implications:** The awarding of honorary degrees is an established tradition in academe, by which the University reaffirms its scholarly, creative, and humanitarian values and its ties to the wider community.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The Senior Vice President for Academic Affairs and Provost has recommended approval of the recipient to receive an Honorary Degree.
8. **Recommendation**

RESOLVED, that the Board of Trustees awards the honorary degree of Doctor of Humanities *Honoris Causa*, to Grace Lee Boggs.

9. **Attachments:** None.

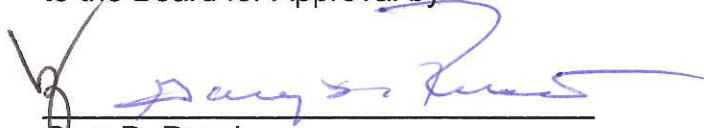
Submitted to the President

on 3/7, 2012 by



Virinder K. Moudgil  
Senior Vice President for Academic  
Affairs and Provost

Recommendation on 3/8, 2012  
to the Board for Approval by



Gary D. Russi  
President

**DOCTOR OF PHILOSOPHY/MASTER OF SCIENCE IN PSYCHOLOGY DEGREE**  
**A Recommendation**

1. **Divisions and Departments:** Academic Affairs, College of Arts and Sciences, Department of Psychology.
2. **Introduction:** The Department of Psychology proposes a program of graduate education including a Master of Science (M.S.) degree and a Doctoral (Ph.D.) degree in Psychology. The proposed start date of the program leading to both degrees is the Fall, 2012.

The program will provide graduate students with the knowledge, skills and experiences necessary to become successful consumers and producers of research, investigating the structures, processes and products of the mind. The course of study for both degrees in the graduate program is organized around two concentrations that together comprehensively cover psychological science: (1) *biological and basic processes*, and (2) *social and behavioral sciences*. These concentrations represent two broad areas that focus on psychological phenomena from different orientations in moderately overlapping but distinguishable content areas. Students seeking the M.S. degree (36 credit hours) will be broadly exposed to the content and methods in both concentrations. Students seeking the Ph.D. degree (80 credit hours) will have similar broad exposure to both concentrations, extended by an intensive inquiry specialized in one concentration. Students in the Ph.D. degree program will apply for admission in one concentration or the other; students in the M.S. degree program will be required to distribute their course work across the concentrations.

Although students seeking either the M.S. degree or the Ph.D. degree will gain focused exposure to both concentrations, the two degrees are oriented toward somewhat different ends. The M.S. degree will position students for achieving two goals: (1) acquisition of the advanced research skills and knowledge of psychological science necessary for successful participation and advancement in an array of career paths across multiple market sectors, and (2) successful admission to and completion of a Ph.D. program in psychology. The Ph.D. degree will prepare students for a position in academia or in the public or private research sectors in which they will conduct and publish original research, in addition to teaching and training the next generation of students.

The Bureau of Labor Statistics predicts that about 28% of psychologists holding professional employment will need to be replaced in the 10-year period from 2008 to 2018. In addition, the American Psychological Association has observed that expansion is most likely to occur in the need for psychologists holding M.S. and Ph.D. degrees with strong research and statistical analysis skills who are broadly trained across the content of psychology.

**Doctor of Philosophy/Master of Science  
In Psychology Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

The proposed graduate program was constructed with target admission of 12 applicants into the M.S. degree program and 4 applicants into the Ph.D. degree program (2 in each concentration) in the Fall of each of the first three years. Full initial capacity of 36 students for the M.S. degree program is reached at the onset of the third year; full initial capacity of 12 students (6 in each concentration) for the Ph.D. program is reached at the onset of the third year. Evaluation of graduate programs in psychology within the region indicates that competitive threats are not significant and that the proposed graduate program is a distinctive offering.

**3. Previous Board Action:** None.

**4. Budget Implications:** The proposed graduate program is planned to start in Fall, 2012. The program anticipates first year admission of 12 applicants into the M.S. degree program and 4 applicants into the Ph.D. degree program (two in each concentration) with a full complement of 36 students in the M.S. program and a full complement of 12 students in the Ph.D. program (6 in each concentration) in the third year. Particularly in the early stages of the program, it is important to fully fund Ph.D. students. Therefore, the budget includes funds for a graduate assistantship stipend and tuition remission for each Ph.D. student, such funding is strictly contingent upon meeting the enrollment and revenue goals of the M.S. in Psychology. As faculty members are expected to increasingly seek external funding for research and new faculty are hired under the expectation they will seek external funding, these expenditures for graduate assistants would be augmented. Finally, the graduate program is expected to increase already significant undergraduate credit delivery in independent research course rubrics (currently averaging 300 credit hours per year); graduate assistantship delivery of undergraduate credit hours would yield additional revenue. A successful launch of the graduate program requires hiring a senior faculty member with experience in a graduate program, including mentoring graduate students. The budget includes funds for this person. The budget also includes funds for a Graduate Program Coordinator, additional staff to support the Graduate Program Coordinator, and for supplies and services. The proposed graduate program is budgeted to generate revenue. The budget is presented in Attachment B.

The Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Psychology M.S. and Ph.D. degree program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

**5. Educational Implications:** The proposed new Ph.D./M.S. program is consistent with Oakland University's Institutional Priorities, including:

- a. Prepare students to make meaningful and substantial contributions to society and the workplace. A graduate degree, particularly the Ph.D. degree, is the "entry degree" in many domains available to people trained in psychological science. M.S. graduates will be well qualified to seek admission to Ph.D. degree programs or to

**Doctor of Philosophy/Master of Science  
In Psychology Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

participate in competent research and instructional tasks; Ph.D. graduates will be fully qualified to conduct research, teach and participate in interventions with the potential of significant societal impact.

- b. Advance reputation for programs of applied research that directly impact society and advance the frontiers of knowledge. The activities of the current faculty, and the funding they have received for those activities, reflect both basic and applied interests. The proposed graduate program will increase the visibility of these activities and enhance the capabilities to attract visible and highly productive researchers to the faculty as well as the most qualified applicants for admission.
- c. Broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities. The proposed graduate program increases the capacity of faculty to conduct research and successfully compete for external funding facilitative of cutting-edge research. It also increases the department's ability to attract visible and highly productive researchers to the faculty. The opportunities generated by this process flow down to undergraduates.

**6. Personnel Implications:** The Department of Psychology has faculty who are highly qualified to teach the courses that comprise the Ph.D./M.S. in Psychology. The budget includes funds to hire a single senior faculty member with experience in a graduate program, including mentoring graduate students. The budget also includes funds for a Graduate Program Coordinator as well as additional staff funding to support the Graduate Program Coordinator.

**7. University Reviews/Approvals:** The proposal for a Ph.D./M.S. in Psychology was reviewed and approved by the College of Arts and Sciences Assembly, the Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.

**8. Recommendation:**

WHEREAS, the Ph.D./M.S. in Psychology is consistent with several objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Ph.D./M.S. in Psychology will respond to academic and industry demand for psychologists in Michigan, and that the degrees are consistent with Oakland University's objectives for Institutional Priorities; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the College of Arts and Sciences' Department of Psychology to offer a Ph.D. and M.S. in Psychology; and, be it further



Doctor of Philosophy/Master of Science  
In Psychology Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Ph.D. and M.S. in Psychology to evaluate academic quality and fiscal viability to determine whether the program should be continued.

9. **Attachments:** Attachment A – Proposal for a Ph.D. and M.S. in Psychology.  
Attachment B – Psychology Graduate Programs Budget.

Submitted to the President

on 3/13, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/13, 2012  
to the Board for approval by



Gary D. Russi  
President

**GRADUATE PROGRAM PROPOSAL**

**M.S. in Psychology**

**Ph.D. in Psychology**

**Submitted by the faculty of the Department of Psychology**

**College of Arts and Sciences Governance**

**CAS Graduate Committee on Instruction**

**Date Submitted: February 18, 2011**

**Date Approved: March 3, 2011**

**CAS Assembly**

**Date Submitted: March 9, 2011**

**Date Approved: April 12, 2011**

**University Governance**

**Date Submitted: August 11, 2011**

## SUMMARY AND BACKGROUND

The Department of Psychology proposes here a program of graduate education including a Master of Science degree and a Ph.D. degree in psychology. The proposed start date of the program leading to both degrees is the Fall, 2012.

### Graduate Program Description

The proposed graduate program in psychology will provide graduate students with the knowledge, skills and experiences necessary to become successful consumers and producers of research, investigating the structures, processes and products of the mind. Psychology is a broad discipline that interfaces with the biological and social sciences. The graduate program is organized around two concentrations that together encapsulate psychological science: (1) biological and basic processes, and (2) social and behavioral sciences. These concentrations represent two broad areas that focus on phenomena from different orientations in moderately overlapping but distinguishable content areas. Students seeking the M.S. degree will be broadly exposed to the content and methods in both concentrations. Students seeking the Ph.D. degree will have similar broad exposure to both concentrations, extended by an intensive inquiry specialized in one concentration. Students in the Ph.D. degree program will apply for admission in one concentration or the other; students in the M.S. degree program will be required to distribute their course work across the concentrations.

The **Biological and Basic Processes Concentration** includes consideration and investigation of phenomena focused on analyses of biological and basic processes. Such phenomena include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness, and motivation. This area of concentration develops student knowledge and expertise in biological processes and mechanisms that explain these and related phenomena. The **Social and Behavioral Processes Concentration** includes consideration and investigation of phenomena focused on analyses of social and behavioral processes. Such phenomena include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public health outcomes, behavioral assessments of personality disorder, and cross-cultural similarities and differences in post-traumatic growth. This area of concentration develops student knowledge and expertise in social processes and mechanisms that explain these and related phenomena.

Although students seeking the M.S. degree and the Ph.D. degree will gain focused exposure to these two core interdisciplinary arenas of research, these two degrees are oriented toward somewhat different ends. The M.S. degree will position students for achieving two goals: (1) acquisition of the advanced research skills and knowledge of psychological science necessary for successful participation and advancement in an array of career paths across multiple market sectors, and (2) successful admission to and completion of a Ph.D. program in psychology. The Ph.D. degree will prepare students for a position in academia in which they will conduct and publish original research, in addition to teaching and training the next generation of students.

### **M.S. Degree Program**

The M.S. degree program anticipates students with two goals. First, because psychology represents the intersection of rigorous, data-analytic methods and the understanding of human processes, the skills and knowledge of psychological science are valuable tools and credentials for success across a variety of job sectors including marketing, human resources, public policy and human services, as well as health care and related disciplines. The program of study leading to the M.S. degree advantages students seeking entry into these careers or advancement in an existing career. Second, the degree program will prepare students for successful admission to and completion of a Ph.D. program in psychology.

M.S. students will complete coursework alongside doctoral students, including coursework that provides a broad but rich and intensive introduction to the two core arenas of interdisciplinary psychological science: (1) biological and basic processes and (2) social and behavioral processes. M.S. students also will benefit from the same intensive core education as doctoral students in the conduct of psychological science, including completion of two seminars in research design and two seminars in statistical analysis. Students completing the M.S. degree will be well-positioned and prepared for admission to and successful completion of a Ph.D. program in psychology or participation in a number of career fields in which success is advanced by the skills and knowledge of psychological science.

### **Ph.D. Degree Program**

The Ph.D. program will prepare students for academic positions that provide the opportunity to conduct and publish original research and to instruct the next generation of students. Psychology has become increasingly interdisciplinary, with the nonclinical field settling into two core interdisciplinary arenas of inquiry: (1) biological and basic processes and (2) social and behavioral processes. The Ph.D. program will provide students with the opportunity to focus their studies in one of these core areas, leading to the conduct and defense of an original research project that represents a substantial contribution to the field. In addition to this focused study, students also will complete several intensive courses offered in the non-selected area to ensure that they are broadly educated in the psychological sciences. Through this focused and intensive study in one core arena of psychology and rich exposure to the other core arena of psychology, doctoral students are prepared to be successful consumers and producers of an increasingly interdisciplinary science with intradisciplinary boundaries that are becoming progressively less defined.

## TABLE OF CONTENTS

Summary and Background.....	2
1. Program Rationale.....	6
2. Catalogue Copy.....	10
Doctor of Philosophy in Psychology.....	11
Program Description.....	11
Admission Terms and Deadlines.....	12
Application Requirements.....	12
Admission Requirements.....	12
Transfer Credits.....	13
Degree Requirements.....	13
Course Requirements.....	13
Non-Course Requirements.....	14
Advising Committee.....	14
Comprehensive Examination.....	14
Master of Science Thesis.....	14
Dissertation Committee.....	15
Dissertation and Defense.....	15
Additional Requirements.....	15
Residence.....	15
Continuous Enrollment.....	15
Time Limits.....	16
Master of Science in Psychology.....	16
Program Description.....	16
Admission Terms and Deadlines.....	17
Application Requirements.....	17
Admission Requirements.....	17
Transfer Credits.....	18
Degree Requirements.....	18
Masters Committee.....	18
Course Requirements.....	18
Additional Requirements.....	19
Course Offerings.....	20
3. Assessment Plan Narrative.....	25
Citation of Appropriate Goals from OU Role and Mission Statements.....	25
Program Goals.....	25
Student Learning Outcomes.....	25
Description of the Methods by Which Progress toward the Operationalized Unit Goals will be Measured.....	26
Individuals Who Have Primary Responsibility for Administering Assessment Activities.....	27
Procedures to be Used to Translate Assessment Results into Program Changes.....	28
4. Library Review.....	29
5. Laboratories and Laboratory Equipment.....	40

6. Planning Narrative.....	41
7. Benchmarking.....	42
8. Six-Year Budget.....	44
9. Budget Narrative.....	45
Appendix A: Representative Graduate Course Syllabi.....	46
Appendix B: Faculty Qualifications.....	79

## (1) Program Rationale

A number of factors led the Department of Psychology to develop a proposal for a program of graduate education. Psychology is situated at the intersection of the social, biological, cognitive and behavioral sciences and, therefore, is well positioned to catalyze collaboration across a broad spectrum of disciplines and problems. This potential has dramatically increased as practitioners seek clinical and nonclinical applications of these sciences to problems such as reducing substance abuse and health-risking behavior, or increasing innovation and entrepreneurship or, for that matter, patient compliance. Not coincidentally, these are just a few of the issues on which faculty in the Department of Psychology have focused their research and, in some cases, have received external funding to pursue.

The importance of this trend across disciplines for national security is apparent in recent statements by the National Academy and funding priorities for Science, Technology, Engineering and Mathematics (STEM) training and research established by the National Science Foundation. As in other STEM disciplines, retirement rates of individuals with graduate degrees in psychology over the next decade are alarming. Without any consideration for expansion in the demand for individuals with these credentials, the Employment Projections Program of the Bureau of Labor Statistics predicts that about 28% of psychologists holding professional employment will need to be replaced in the 10-year period from 2008 to 2018 ([www.bls.gov/emp/#tables](http://www.bls.gov/emp/#tables)). These needs are similar to the projections for the sciences, engineering and mathematics—ranging from 23% to 33%. Similar needs were described in the Report of the National Science Foundation Committee on Education and Human Resources (NSB 2003) that, when considered alongside the findings indicating that national production of Ph.D.s in psychology has remained flat for the past five years, implies a shortfall of increasing magnitude. In addition, the American Psychological Association has observed that expansion is most likely to occur in the need for psychologists holding M.S. and Ph.D. degrees with strong research and statistical analysis skills who are trained across subdisciplines.

Oakland University has responded to this trend across science disciplines, with M.S. and Ph.D. programs in the biological sciences, chemistry, engineering, and, most visibly, through development of a school of allopathic medicine offering an M.D. A vibrant graduate program in psychology, offering both M.S. and Ph.D. programs, would complement this palette of graduate education and be well placed to exploit opportunities for interdisciplinary research initiatives. This would be particularly true of a program, such as that proposed here, which embraces interdisciplinary collaboration.

The participation of the Department of Psychology in these important regional and national trends has been constrained by the absence of graduate programs. For example, the lack of graduate programs has reduced the capability of faculty to compete for the resources necessary to fully realize the potential of their research. It also has reduced the capability of the department to fully serve students' needs.

The Ph.D. degree is the primary entry degree to professional careers within the academic and research disciplines of psychology. The M.S. degree per se can serve as a significant

advantage to students seeking entry into or advancement in a variety of industry careers. The demand for well-trained people, holding M.S. and Ph.D. degrees in psychology, is expected to rise dramatically across the next decade as the retirement rates within the professional community accelerates. Across the same time period, demand for the skills and knowledge possessed by these graduates is expected increase across industry sectors as their value to analyzing and solving important regional and national problems becomes more critical.

The M.S. program is designed to prepare students for two career paths: entry into doctoral-level work and employment in multiple market sectors (marketing, healthcare, human relations, industry and government organizations) in which competence in psychological research design and statistical analysis is valued. Both goals are well served if M.S. students complete their coursework alongside Ph.D. students. Indeed, within the proposed program, the 24 credit-hour core curriculum is identical for M.S. and Ph.D. students. In addition, all of the courses (save one) serving the M.S. students also serve the Ph.D. students. Thus, the resources necessary for simultaneous initiation of the M.S. and Ph.D. degree programs are not elevated above the levels required for a sequential program launch. And, from initiation, M.S. students, many of whom intend to gain admission to a Ph.D. program, will benefit from completing courses alongside Ph.D. students; Ph.D. students will benefit from the opportunity to serve as mentors to talented M.S. students. Finally, it is important to note that the Ph.D. is the entry-level degree for in-discipline careers, as opposed to out-of-discipline careers in which psychological science is applied to tasks. In consequence of this degree primacy, full impact of the graduate program can be maximized if the primary degree and the secondary degree are advanced simultaneously.

The proposed graduate program was constructed with target admission of 12 applicants into the M.S. degree program and 4 applicants into the Ph.D. degree program (2 in each concentration) in the Fall of each of the first three years. Full initial capacity of 36 students for the M.S. degree program is reached at the onset of the third year; full initial capacity of 12 students (6 in each concentration) for the Ph.D. program is reached at the onset of the third year.

The proposed graduate program was designed to achieve maximum efficiency while maintaining flexibility. This largely results from (1) leveraging commonalities across the M.S. and Ph.D. courses of study (2) the design of exposure to the core curriculum (PSY 501 – PSY 531), and (3) careful administrative counterbalancing of seminar offerings. In consequence, the graduate program is fully functioning in the third year of the program and can be offered with a minimum of eight courses per term (four courses from the core curriculum and four seminar offerings), exclusive of Masters Thesis, Masters Project and Doctoral Dissertation credits.

The incremental implementation of course offerings for this scheme is shown below.



YEAR 1: FALL		YEAR 1: WINTER	
PSY 501	Research Methods 1	PSY 502	Research Methods 2
PSY 511	Statistics 1	PSY 512	Statistics 2
PSY 521	BBP Proseminar	PSY 521	BBP Proseminar
PSY 531	SBP Proseminar	PSY 531	SBP Proseminar

YEAR 2: FALL		YEAR 2: WINTER	
PSY 501	Research Methods 1	PSY 502	Research Methods 2
PSY 511	Statistics 1	PSY 512	Statistics 2
PSY 521	BBP Proseminar	PSY 521	BBP Proseminar
PSY 531	SBP Proseminar	PSY 531	SBP Proseminar
PSY 621-29	BBP Seminar	PSY 621-29	BBP Seminar
PSY 631-39	SBP Seminar	PSY 631-39	SBP Seminar

YEAR 3: FALL		YEAR 3: WINTER	
PSY 501	Research Methods 1	PSY 502	Research Methods 2
PSY 511	Statistics 1	PSY 512	Statistics 2
PSY 521	BBP Proseminar	PSY 521	BBP Proseminar
PSY 531	SBP Proseminar	PSY 531	SBP Proseminar
PSY 621-29/51-59	BBP Seminar	PSY 621-29/51-59	BBP Seminar
PSY 621-29/51-59	BBP Seminar	PSY 621-29/51-59	BBP Seminar
PSY 631-39/51-59	SBP Seminar	PSY 631-39/51-59	SBP Seminar
PSY 631-39/51-59	SBP Seminar	PSY 631-39/51-59	SBP Seminar

The relative parsimony of this design minimizes perturbation of the undergraduate curriculum. With the addition of one senior faculty member (requested in this proposal) beyond the faculty in the 2011-2012 academic year, faculty resources available for delivery of the undergraduate curriculum would be at about the same level as they were in 2010-2011 academic year. Of course, maintaining the graduate program at minimum levels beyond the initial incremental implementation period is not desirable, but expansion would require additional faculty resources.

Finally, it is important to note that the addition of the graduate program is anticipated to enhance, not detract from, the undergraduate program. Specifically, both M.S. and Ph.D. degree students will be encouraged to participate in research teams incorporating undergraduate research assistants. This activity should enhance both the quantity and quality of opportunities for undergraduates to become engaged in research. This is an important feature of the undergraduate curriculum in Psychology—an average of 300 credit hours of independent research per year over the past few years have been delivered to psychology students. Reciprocally, directed opportunities for graduate students to mentor undergraduates in these course rubrics will become a component of the graduate program. To reinforce these activities, doctoral students will be encouraged to seek instruction in the teaching of psychological science (e.g., PSY 590) and graduate assistants will be expected to engage in four credit-hours of content delivery to

undergraduates during each term of their assistantship. As a result, undergraduate course availability could increase and incorporation of laboratory or field experiences into existing undergraduate course rubrics could be considered. Of course, the lack of disruptive effects on, if not enhancement of, the undergraduate curriculum is substantially attributable to the parallel launch of the Ph.D. and M.S. degree programs.

**(2) Catalog Copy****DEPARTMENT OF PSYCHOLOGY**

111 Pryale Hall, (248)-370-2300, Fax (248)-370-4612

**Chair:**

Todd K. Shackelford

**Professors emeriti:**

Jean S. Braun

Daniel N. Braunstein

Harvey Burdick

Christine H. Hansen

Algea O. Harrison

Lawrence G. Lilliston

Ralph J. Schillace

David W. Shantz

**Professors:**

Ranald D. Hansen

Dean G. Purcell

Todd K. Shackelford

Robert B. Stewart, Jr.

**Associate professors:**

Mary B. Lewis

Sylvie Adeline Lombardo

Debra Q. McGinnis

Cynthia M. Sifonis

Keith L. Williams

**Assistant professors:**

Andrea T. Kozak

Scott M. Pickett

Michele Parkhill Purdie

Lakshmi Raman

Kanako Taku

Jennifer Vonk

Virgil Zeigler-Hill

**Degree programs**

Doctor of Philosophy in Psychology

Master of Science in Psychology

**Graduate Program Coordinator**

TBD

### **Graduate Program Committee**

TBD

### **Research areas and facilities**

The faculty offices, student facilities and most laboratories of the Department of Psychology, are housed in Pryale Hall. The faculty members in Psychology are engaged in a wide variety of research programs spanning (1) basic and biological processes as well as (2) social and behavioral processes.

## **• Doctor of Philosophy in Psychology**

### **Coordinator:**

TBD

### **Program Description**

The College of Arts and Sciences offers a doctoral degree in psychology with concentrations in (a) biological and basic processes and (2) social and behavioral processes that is centered in the Department of Psychology. These concentrations represent two broad areas that focus on phenomena from different orientations in moderately overlapping but distinguishable content areas. The program requires a strong academic background in psychology or closely related field.

The **Biological and Basic Processes Concentration** includes consideration and investigation of phenomena focused on analyses of biological and basic processes. Such phenomena include brain function, pattern recognition, conditioning, memory, and motivation. The **Social and Behavioral Processes Concentration** includes consideration and investigation of phenomena focused on analyses of social and behavioral processes. Such phenomena include social influence, personality, intelligence, parent-child relationships, sense of community and public health outcomes, and cross-cultural similarities and differences. The doctoral program provides students with the opportunity to focus their studies in one of these concentrations, leading to the conduct and defense of an original research project that represents a substantial contribution to the field. Students also will complete several intensive courses offered in the non-selected concentration to ensure they receive a broad education in the psychological sciences. Through this focused and intensive study in one core arena of psychology and rich exposure to the other core arena of psychology, students are provided with the knowledge, skills and experiences necessary to be successful consumers and producers of an increasingly interdisciplinary science with intradisciplinary boundaries that are becoming progressively less defined. When it is appropriate to a student's plan of study or program of research, the student will be encouraged to complete coursework in adjacent disciplines (e.g., biological sciences, mathematics, engineering). The program prepares graduates for a position in academia in which they will conduct and publish original research, in addition to instructing the next generation of students.

## **Admission Terms and Deadlines**

Students enter the program in the fall semester and applications are due January 1. Applications received after the due date may be reviewed, depending on space availability.

## **Application Requirements**

Applicants for admission must submit the following:

- Application for Admission to Graduate Study
- Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate-level coursework beyond the bachelor's degree.

International university transcripts must be evaluated by a professional credential evaluation service.

As part of the admission requirements, graduate programs may require official transcripts from post-secondary educational institutions from which the applicant earned an associate's degree and all enrollment in coursework both pre- and post-bachelor's degree.

- Official transcripts from all colleges and universities previously attended
- Three letters of recommendation submitted directly by individuals who can evaluate the applicant's potential for graduate-level study and scientific research
- Official scores from the Graduate Record Examination (GRE)
- An essay describing their interest in the program, expectations of what graduate study entails, and career goals.

## **Admission Requirements**

In addition to Graduate Admissions General Requirements, specified in the front section of this catalog, applicants must satisfy the admission requirements established by the academic program, as described in the next paragraph.

Applicants must hold a bachelor's degree from an accredited institution. A case-by-case review of applicants' academic history will be conducted to ensure each applicant's background is sufficient for admission.

This review will emphasize applicants' academic exposure to the content of psychological science as well as the research methods and statistical analyses used in psychological science. Weight also will be given to academic performance in closely related areas such as biological and social sciences. Students with an undergraduate major outside of psychology in a closely related area, such as biological science or social science, and documented aptitude for graduate work in psychology, will be considered for admission. In some cases, admission or degree completion may be contingent upon completion of additional coursework in another social science, biological science, mathematics and statistics, or psychology. Admission is highly selective. GRE scores (verbal and quantitative) and undergraduate grade point averages will be examined for evidence of general academic accomplishment and of greater achievement within the major and in upper division courses. Applicants should have a minimum cumulative G.P.A. of 3.0. Admission of students with a prior graduate degree from an accredited institution will be based on a case-by-case review of academic credentials.

## Transfer Credits

A student receiving a masters degree from a college or university in the United States may petition to apply up to 32 credits toward their doctoral degree. This petition must be approved by the Department of Psychology Graduate Program Committee and Graduate Study and Lifelong Learning. Any credits transferred from an institution other than Oakland University must be graduate level credits with a grade of 3.0 (B) or above in each course, and be approved by the Department of Psychology Graduate Program Committee and Graduate Study and Lifelong Learning.

## Degree Requirements

The Doctor of Philosophy in psychology degree is awarded upon satisfactory completion of 80 credits in an approved program of study, successful performance on a comprehensive examination, successful completion of an M.S. thesis, and successful completion and oral defense of a dissertation. Courses in which a student receives a grade below 3.0 cannot be used to meet degree requirements. One course grade below 3.0 will result in the student being placed on academic probation. A student with two course grades below 3.0 is subject to dismissal from the program.

## Course Requirements (80)

### a. Core requirements (28)

PSY501	Adv. Methods for Psych. and Behavioral Research 1	4
PSY511	Adv. Stat. for Psych. and Behavioral Research 1	4
PSY502	Adv. Methods for Psych. and Behavioral Research 2	4
PSY512	Adv. Stat. for Psych. and Behavioral Research 2	4
PSY521	Proseminar in Biological and Basic Processes	4
PSY531	Proseminar in Social and Behavioral Processes	4
PSY691	Master of Science Thesis	4

### b. 600-Level Concentration Distribution Requirement (20)

#### *Biological & Basic Processes Concentration:*

Four (4) in-concentration 600-level courses  
(PSY621-PSY624, PSY651-PSY656\*) 16

One (1) out-concentration 600-level course  
(PSY631-PSY634, PSY651-PSY656\*) 4

#### *Social & Behavioral Processes Concentration:*

Four (4) in-concentration 600-level courses  
(PSY631-PSY634, PSY651-PSY656\*) 16

One (1) out-concentration 600-level course  
(PSY621-PSY624, PSY651-656\*) 4

### c. Electives (16)

Electives	Four (4) elective courses (PSY595, PSY621-PSY656, PSY701-PSY731, PSY790**)	16
-----------	--	----

**d. Dissertation (16)**

PSY 790	Doctoral Dissertation Research (1-12 per semester)	at least 16
---------	---	-------------

\* A cross-cutting course (PSY651-PSY656) may be used as either an in-track or an out-track course, but not both.

\*\* PSY790 credits above sixteen (16) credit minimum requirement.

**Non-Course Requirements****Advising Committee**

Students will be assigned to a faculty advisor upon admission. Within the first two years, each student will be expected to identify an Advising Committee (faculty advisor plus two additional faculty members). The Advising Committee will approve and grade (P or F) the student's Master of Science (M.S.) Thesis. The Advising Committee also will construct and grade (P or F) the student's comprehensive exam. The Advising Committee may serve as the student's Dissertation Committee.

**Comprehensive Examination**

Typically, with the consent of their Advising Committee, students will sit for the comprehensive examination in the second or third year of the program. If two of the three members of the Advising Committee approve (P) the student's performance on the comprehensive examination, the student will be considered as having successfully completed the examination. If the student does not pass the examination, the Advising Committee may allow the student to retake the examination within one year. Failure to pass the examination within two attempts shall constitute failure in the Ph.D. program. Ordinarily, students will not sit for the comprehensive examination in the same term that they complete and defend their Master of Science (M.S.) thesis.

**Master of Science Thesis**

Typically, with the consent of their Advising Committee, students will complete and defend a Master of Science (M.S.) thesis in the second or third year of the program. The successful completion of original research—demonstrating competence in design, conduct and analysis, the creation of a master of science thesis—effectively and accurately characterizing the research, communicating the findings and placing the research in context, and the oral defense of the M.S. are major features of the masters degree. The Advising Committee (see above) will approve and grade (P or F) the student's M.S. thesis and will be responsible for guiding this process and approving the products—the research, the thesis and the defense of the thesis. Ordinarily, students will not sit for the comprehensive examination in the same term that they complete and defend their Master of Science (M.S.) thesis.

Acceptance of the thesis by Graduate Study and Lifelong Learning requires favorable recommendations by the Advising Committee and the Department of Psychology Graduate Program Committee. All theses must conform to university standards (see "Thesis and Dissertation" in the "Graduation Information" section of this catalog).

## **Dissertation Committee**

In the third year, each student will be expected to identify a Dissertation Committee. The Dissertation Committee will be chaired by the student's major advisor and include two additional faculty members from the Department of Psychology. When it is appropriate to the student's plan of study and approved by the student's major advisor, an outside scholar or expert may be substituted for one of the faculty members from the Department of Psychology. The Dissertation Committee will guide the student's dissertation research and creation of the dissertation. A majority of the members must approve the dissertation before it can be defended by the candidate. In addition, the Dissertation Committee, acting as the Defense Committee, must approve (P) the candidate's defense of the dissertation by a majority vote.

## **Dissertation and Defense**

The successful completion of original research—demonstrating competence in design, conduct and analysis, the creation of a doctoral dissertation—effectively and accurately characterizing the research, communicating the findings and placing the research in context, and the oral defense of the dissertation are major features of the doctoral degree. The Dissertation Committee will be responsible for guiding this process and approving the products—the research, the dissertation, and the defense of the dissertation.

Acceptance of the dissertation by Graduate Study and Lifelong Learning requires favorable recommendations by the Dissertation Committee and the Department of Psychology Graduate Program Committee. All dissertations must conform to university standards (see “Thesis and Dissertation” in the “Graduation Information” section of this catalog).

## **Additional Requirements**

Students will be encouraged to participate in research teams involving faculty researchers, M.S. students and undergraduates. Although the major focus will be on increasing the quality and variety of research experiences available to undergraduates, this activity is designed to provide graduate students with directed mentoring experience, particularly when combined with PSY 595 (Teaching Psychological Science).

## **Residence**

All students are required to fulfill a residency requirement for this program. Although students may complete some of the program on a part-time basis, continuous full-time enrollment is highly preferred. The minimal residency requirement shall be full-time residency (8 credits per semester) for at least three consecutive full semesters with at least two of these devoted primarily to the student's research project.

## **Continuous Enrollment**

The continuous enrollment policy for doctoral students requires continuous registration of for at least 1 credit each semester in the academic year to maintain active graduate student status. This includes semesters in which the comprehensive exam is



taken, defense of the M.S. thesis, and each subsequent term (fall and winter) until the degree requirements are met and the dissertation is submitted to Graduate Study and Lifelong Learning.

Some agency and graduate assistantship eligibility may have course load requirements that exceed the minimum registration requirements of the Continuous Enrollment Policy (e.g., Veterans Affairs, Immigration and Naturalization for international students, and federal financial aid programs). Therefore, it is the student's responsibility to register for the appropriate number of credits that are required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

### **Time Limits**

Students generally will be expected to complete the degree program within five years. The maximum time limit for completing a Ph.D. degree is no more than 10 years from the term of the first course enrollment in the doctoral program.

The Time Limit for Completing a Ph.D. Degree policy requires a student to achieve candidacy within six years from the first course enrollment in the doctoral program. After being advanced to candidacy, a student is expected to complete the remaining degree requirements within four years (including the dissertation defense).

## **• Master of Science in Psychology**

### **Coordinator:**

TBD

### **Program Description**

The Master of Science in Psychology provides students with the knowledge, skills and experiences necessary to achieve either of two broad goals. First, because psychology represents the intersection of rigorous, data-analytic methods and the understanding of human processes, the skills and knowledge of psychological science are valuable tools and credentials for success across multiple employment sectors, including marketing, human resources, public policy and human services, as well as health care and related disciplines. The program advantages students seeking entry into these careers or advancement in an existing career. Second, the program prepares students for successful admission to and completion of a doctoral program in psychology.

M.S. students complete coursework alongside doctoral students, including coursework that provides a broad but rich and intensive introduction to the two core arenas of interdisciplinary psychological science—(1) biological and basic processes and (2) social and behavioral processes. M.S. students also benefit from the same intensive core education as doctoral students in the conduct of psychological science, including completion of two seminars in research design and two seminars in statistical analysis. In addition, M.S. students complete and defend a scholarly project. M.S. students are strongly encouraged to maintain a course load of at least two courses in each term.

The program requires an academic background in psychology or closely related field. Students completing the M.S. degree are well-positioned and prepared for admission to and successful completion of a doctoral program in psychology or

employment in a number of career fields in which success is advanced by the skills and knowledge of psychological science.

### **Admission Terms and Deadlines**

Students enter the program in the fall semester and applications are due January 1. Applications received after the due date may be reviewed, depending on space availability.

### **Application Requirements**

Applicants for admission must submit the following:

- Application for Admission to Graduate Study
- Official transcripts for all post-secondary educational institutions from which the applicant earned a degree (beginning with the first baccalaureate) and for all enrollment in graduate level coursework beyond the bachelor's degree. International university transcripts must be evaluated by a professional credential evaluation service.

As part of the admission requirements, graduate programs may require official transcripts from post-secondary educational institutions from which the applicant earned an associate's degree and all enrollment in coursework both pre- and post-bachelor's degree.

- Official transcripts from all colleges and universities previously attended
- Three letters of recommendation submitted directly by individuals who can evaluate the applicant's potential for graduate-level study and scientific research
- Official scores from the Graduate Record Examination (GRE)
- An essay describing their interest in the program, expectations of what graduate study entails, and career goals.

### **Admission Requirements**

In addition to Graduate Admissions General Requirements, specified in the front section of this catalog, applicants must also satisfy the admission requirements established by the academic program, as described in the next paragraph.

Applicants must hold a bachelor's degree from an accredited institution. A case-by-case review of applicants' academic history will be conducted to ensure each applicant's background is sufficient for admission. This review will emphasize applicants' academic exposure to the content of psychological science as well as the research methods and statistical analyses used in psychological science. Weight also will be given to academic performance in closely related areas such as biological and social sciences. Students with an undergraduate major outside of psychology in a closely related area, such as biological science or social science, and documented aptitude for graduate work in psychology, will be considered for admission. In some cases, admission or degree completion may be contingent upon completion of additional coursework in another social science, biological science, mathematics and statistics, or psychology. Admission is highly selective. GRE scores (verbal and quantitative) and undergraduate grade point averages will be examined for evidence of general academic accomplishment and of greater achievement within the major and in upper division courses. Applicants should have a minimum cumulative G.P.A. of 3.0. Admission of students with a prior

graduate degree from an accredited institution will be based on a case-by-case review of academic credentials.

### **Transfer Credits**

Official transcripts must be on file in Graduate Study and Lifelong Learning. The credits earned must be from a regionally accredited institution and must carry a grade of 3.0 (B) or above. Courses graded Pass/Fail or Credit/Non-Credit are not transferable. Only courses designated graduate may be transferred. The total number of credits transferred may not exceed 9, and no more than 1 credit will be awarded per week of instruction (i.e., a 4-credit course must meet a minimum of 14 hours per week for four weeks—a minimum total of 56 class-hours or 47 clock-hours of instruction).

### **Degree Requirements**

The Master of Science in psychology degree is awarded upon satisfactory completion of 36 credits in an approved program of study, and successful completion and oral defense of a masters project as determined by the student's Masters Committee (see below). The masters project must result in a written product (e.g., literature review, publication submitted to a professional journal, grant proposal). With the permission of the student's Masters Committee (see below), a student may complete a Master of Science Thesis (PSY 691) rather than a Master of Science Project (PSY 690). Courses in which a student receives a grade below 3.0 cannot be used to meet degree requirements. One course grade below 3.0 will result in the student being placed on academic probation. A student with two course grades below 3.0 is subject to dismissal from the program.

### **Masters Committee**

Students will be assigned to a faculty advisor upon admission and will be expected to identify a Masters Committee (faculty advisor plus one additional departmental faculty member) in their first year. The Masters Committee will approve and grade (P or F) the student's Master of Science Project or Master of Science Thesis.

### **Course Requirements (36)**

#### **a. Core requirements (24)**

---

PSY501	Adv. Methods for Psych. and Behavioral Research 1	4
PSY511	Adv. Stat. for Psych. and Behavioral Research 1	4
PSY502	Adv. Methods for Psych. and Behavioral Research 2	4
PSY512	Adv. Stat. for Psych. and Behavioral Research 2	4
PSY521	Proseminar in Biological and Basic Processes	4
PSY531	Proseminar in Social and Behavioral Processes	4

---

#### **b. 600-Level Concentration Requirements (8)**

Two (2) 600-level seminar courses (PSY621-PSY656)	8
---	---

---

**c. Master of Science Project/Thesis (4)**

---

PSY 690	Master of Science Project	4
or		
PSY 691	Master of Science Thesis	4

---

**Additional Requirements**

Students will be encouraged to participate in research teams involving faculty, other graduate students, and undergraduates. Although the major focus will be on increasing the quality and variety of research experiences available to undergraduates, this activity is designed to provide graduate students with directed mentoring experience.

## Course Offerings

### **PSY 501      Advanced Methods for Psychological and Behavioral Research 1 (4)**

Advanced methods used in non-experimental and quasi-experimental psychological and behavioral science research. Topics include variable definition and measurement, surveying and sampling, internal and external validity, as well as the principles of ethical research. Designs covered include observational, archival, applied and qualitative, non-experimental, and quasi-experimental.

### **PSY 502      Advanced Methods for Psychological and Behavioral Research 2 (4)**

Advanced methods used in experimental psychological and behavioral science research. Topics include power and validity, parametrics and nonparametrics, interpreting and reporting results. Designs covered include between- and within-subjects, univariate and multivariate, single case and small N.

**Prerequisites: PSY 501**

### **PSY 511      Advanced Statistics for Psychological and Behavioral Research 1 (4)**

Advanced statistical techniques for analyses of quantitative and qualitative psychological and behavioral science data. Topics investigated include normality check, reliability analysis, multiple regression, and factor analysis. Students are expected to use statistical software, take an active role in data exploration, and present their findings, discussing results in the context of theoretical and empirical literature.

### **PSY 512      Advanced Statistics for Psychological and Behavioral Research 2 (4)**

Advanced statistical techniques for analyses of longitudinal and cross-sectional, parametric and non-parametric psychological and behavioral science data. Topics investigated include ANCOVA, repeated-measures ANOVA, mixed design ANOVA, MANOVA, and path analysis. Students are expected to use statistical software, take an active role in data exploration, and present their findings, discussing results in the context of theoretical and empirical literature.

**Prerequisites: PSY 511**

### **PSY 521      Proseminar in Biological and Basic Processes (4)**

The concepts, issues, areas of research, and research methods found in the psychological science of biological and basic processes. Topics include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness and motivation.

### **PSY 531      Proseminar in Social and Behavioral Processes (4)**

The concepts, issues, areas of research, and research methods found in the psychological science of social and behavioral processes. Topics include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public

health outcomes, behavioral assessments of narcissistic personality disorder, personality correlates of coronary heart disease, cross-cultural similarities and differences in post-traumatic growth.

**PSY 595 Teaching Psychological Science**

Basic components of successful teaching, with opportunities to develop pedagogy and practice teaching skills. Skills include developing a syllabus, methods of presenting content and enhancing student learning, classroom management and assessing student performance.

**Prerequisites:** PSY 502, 512, 521, 531

**PSY 621 Cognitive Psychology: Theory and Application (4)**

Mental representation and transformation, imagery, attention, memory, language processing, concept formation, problem solving, and computer simulation. Content is discussed in terms of how research into cognitive phenomena informs theory formation and development and translation into practical applications.

**Prerequisites:** PSY 502, PSY 512, PSY 521

**PSY 622 Animal Cognition (4)**

Theories and research related to classic and current studies of non-human cognition. Topics include theory of mind, causal reasoning, memory, metacognition, self-recognition, tool use, planning, cooperation, and social learning. Research discussed covers a range of species including birds, cetaceans, carnivores and primates.

**Prerequisites:** PSY 502, PSY 512, PSY 521

**PSY 623 Human Vision: Time and Space (4)**

In-depth study of the behavioral science of human vision. Topics include signal detection theory, speed of perceptual processes, color vision, form perception, as well as cognitive and unconscious influences on complex visual processes.

**Prerequisites:** PSY 502, PSY 512, PSY 521

**PSY 624 Neuroanatomy, Brain Development, and Neural Plasticity (4)**

The biological foundation of behavior and intensive introduction to neuroscience. Topics include neural signaling, neuroanatomy, brain development, and neural plasticity, as well as, neuroscience perspectives on language, sleep, emotion, sexual behavior, and memory.

**Prerequisites:** PSY 502, PSY 512, PSY 521

**PSY 625      Conditioning, Learning, and Memory (4)**

Major theories of human and animal learning, including classical and instrumental conditioning paradigms, cognitive and observational learning theories, and models of memory.

**Prerequisites:** PSY 502, PSY 512, PSY 521

**PSY 631      Social Cognition and Interpersonal Processes (4)**

Theory and research related to social cognitive phenomena such as causal reasoning, attitude change, counter-factual thinking, and emotive appraisal, as well as their relationship to interpersonal processes including, attraction, conformity, social influence, social loafing and social influence.

**Prerequisites:** PSY 502, PSY 512, PSY 531

**PSY 632      Self and Interpersonal Relationships (4)**

Theory and research focused on the self and interpersonal relationships. Topics relevant to the self include self-concept, self-esteem, self-regulation, gender identity, and racial identity; topics relevant to interpersonal relationships include romantic relationships, peer relationships, family relationships, groups, and attachment processes.

**Prerequisites:** PSY 502, PSY 512, PSY 531

**PSY 633      Life-span Development Theories and Research (4)**

Empirical issues and theoretical approaches relevant to life-span development, emphasizing historical and contemporary perspectives. Theories include, Piaget's theory of cognitive development, information-processing theories, domain-specific theories of cognitive development, attachment theory, dynamic systems theory, ecological theory, socioemotional selectivity theory, resilient aging, and functional neuroaging.

**Prerequisites:** PSY 502, PSY 512, PSY 531

**PSY 634      Individuals and Communities (4)**

The relationship of the individual to the community including the theories, principles, values and research methods of community psychology.

**Prerequisites:** PSY 502, PSY 512, PSY 531

**PSY 635      Analysis of Psychopathology (4)**

Theoretical and empirical contributions to the understanding of the etiology and maintenance of abnormal behavior. Topics include empirical methods for understanding the processes and mechanisms involved in various deviations from healthy behavior.

**Prerequisites:** PSY 502, PSY 512, PSY 531

**PSY 651      Biopsychosocial Factors of Health and Wellness (4)**

The interactions among biological, psychological, and sociocultural predictors of health and wellness. Topics include the application of theories of behavior change to health habits; the role of personality, emotions, stress, and coping on health and adjustment to illness; and health disparities associated with ethnicity, class, gender, and age.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531

**PSY 652      Evolutionary Psychology and Animal Behavior (4)**

The key concepts, questions, and research issues related to the evolution of the mechanisms of mind and behavior in humans and non-humans. Topics investigated include mating, parenting, social exchange, and violence.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531

**PSY653      Culture and Trauma (4)**

Theoretical perspectives and empirical research on cross-cultural similarities and differences in trauma experiences. Topics include the universal and culture-specific aspects of trauma, coping strategies, social support, PTSD, and posttraumatic growth.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531

**PSY 654      Emotion and Motivation (4)**

Major theories, research findings, methods and applications reflecting diverse perspectives including social and behavioral as well as biological and neurophysiological approaches. Topics include an array of mediated consequences ranging from social functions and psychopathology to health and brain-behavior relationships.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531

**PSY 655      Personality, Individual Differences, and Intelligence (4)**

Theoretical perspectives and empirical research on individual differences in personality, including the causes and consequences of individual differences in the major dimensions of personality, as well as the causes, consequences, and assessment of individual differences in intelligence.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531

**PSY 656      Biopsychosocial Mediation of Creativity (4)**

The manner in which creativity is affected by culture, society, personality, cognition, and biology. Contemporary theories about creativity and the research supporting those theories are discussed and evaluated with the goal of empirically examining creativity and/or applying that knowledge to enhance creativity.

**Prerequisites:** PSY 502, PSY 512, PSY 521, PSY 531



**PSY 690      Master of Science Project (4)**

Project approved by Masters Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

**Prerequisite: Permission of Masters Committee**

**PSY 691      Master of Science Thesis (4)**

Research approved by Advising or Masters Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

**Prerequisite: Permission of Advising or Masters Committee**

**PSY 701      Advanced Topics in Methods of Psychological and Behavioral Research Design (4)**

Intensive examination of design and methodological issues specific to advanced research problems in psychological science.

**Prerequisite: Permission of Instructor**

**PSY 711      Advanced Topics in Statistics for Psychological and Behavioral Research (4)**

Intensive examination of concepts and computations associated with statistical analysis of research in psychological science.

**Prerequisite: Permission of Instructor**

**PSY 721      Advanced Topics in Biological and Basic Processes (4)**

Intensive examination of advanced theoretical and research issues related to biological and basic processes.

**Prerequisite: Permission of Instructor**

**PSY 731      Advanced Topics in Social and Behavioral Processes (4)**

Intensive examination of advanced theoretical and research issues related to social and behavioral processes.

**Prerequisite: Permission of Instructor**

**PSY 790      Doctoral Dissertation Research**

Research approved by Dissertation Committee. Graded Satisfactory/Unsatisfactory. May be repeated for additional credit.

**Prerequisite: Permission of Dissertation Committee**

**(3) Assessment Plan Narrative****1. Citation of appropriate goals from Oakland University Role and Mission Statements:**

- a. “Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students...(which) takes expression in a variety of forms ranging from basic studies on the nature of things to applied research directed at particular problems...”
- b. “Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction.”
- c. “[Oakland University] attempts to maintain the degree of flexibility necessary to respond with innovative instruction, research, and other service to rapidly changing needs...”

**2. Program goals**

- a. Graduates will possess the necessary skills to engage in basic research and understand how basic research can be applied to solve a range of behavioral and social problems.
- b. “Members of the department recognize that...scholarship, teaching, and service are interdependent, such that each informs and enriches the others.”  
Consequently, faculty will involve students directly in research both in faculty laboratories and in the classroom. Faculty experiences engaging in research and scholarship will be discussed in the classroom and used to inform pedagogy.
- c. Graduates will acquire broad inter- and intra-disciplinary experience and knowledge as well as expertise in a particular subdiscipline addressing how social and biological factors combine to influence behavior. Graduates will also receive training emphasizing openness to exploring new ideas and new methods of conducting research. The combination of knowledge and training will provide the graduates with the flexibility to adapt to changing circumstances, develop innovative solutions to complicated problems, and market themselves to a wide range of careers and academic fields.

**3. Student Learning Outcomes - Operationalization of the unit goals into outcomes for student learning.**

- a. Graduates will learn how to choose the appropriate research design to answer empirical questions or apply findings from basic research to solve “real-world” problems in a variety of settings. They will also learn to collect and analyze data and communicate their findings.
- b. Through faculty mentorship, experience designing and conducting research, and mentoring undergraduates, graduates will learn the concepts, methods and theoretical underpinnings important to their area of expertise and how to communicate that knowledge to others. They will be able to effectively teach

others how to conduct research and to bring their research experiences into a classroom environment to inform instruction.

- c. Graduates will understand the similarities and differences in the way research questions are asked and answered across the social and behavioral sciences and across subdisciplines within psychology. They will gain a deep understanding of the theories, paradigms, and research that typifies a particular subdomain (their area of interest). They will also learn how to use this knowledge flexibly and creatively to conduct research, teach and provide service.

**4. Description of the methods by which progress toward the operationalized unit goals will be measured.**

**The Department of Psychology will employ the assessment tools listed below.**

**Alumni Survey (a-c)**

An alumni survey will be administered every two years to all M.S. and Ph.D. graduates. The survey sent to M.S. graduates will ask whether they applied to and, if so, were accepted into a Ph.D. program and, if so, whether they feel they received the skills and knowledge necessary to succeed in a Ph.D. program. Graduates who did not enter a Ph.D. program will be asked whether they found employment in an academic field (e.g., teaching at the Masters level) or as a research psychologist (e.g., conducting behavioral research or statistical analyses for a corporation) and whether they felt they received the skills and knowledge necessary to succeed at their jobs.

The survey sent to Ph.D. graduates will ask whether they secured an appointment in an academic position. The survey will also ask whether they feel they were properly prepared for their academic role (includes preparation for engaging in research, teaching and service). The survey will also ask about publications, conference presentations, interventions and/or other evidence of applied work, and invited talks.

**Ph.D. dissertation and Masters project or thesis (a,c)**

The project/thesis of M.S. graduates and the dissertation of Ph.D. graduates will be evaluated for evidence of 1) the student's ability to engage in basic or applied research, 2) their understanding of the biological and social influences on the behavior in question, 3) whether their approach is inter- or intra-disciplinary in nature, and 4) the degree to which the question asked, methodological approach taken, interpretation of the results, etc. are appropriate and innovative.

**Teaching performance and undergraduate mentoring (b,c)**

**Mentoring undergraduates in a faculty member's laboratory:** Both M.S. and Ph.D. graduates will be assessed for their ability to mentor undergraduates in a research setting. For the semesters in which the graduate student mentors undergraduates in a faculty member's research

laboratory, the undergraduates will submit an evaluation of the graduate student's performance. The faculty member responsible for the research lab will also submit an evaluation of the graduate student's performance mentoring students in the research lab.

**Performance teaching undergraduate courses:** Graduates' performance as instructors in undergraduate courses will be assessed through end-of-semester student evaluations.

**Performance in Teaching of Psychology Course:** Graduate student performance in the (elective) Teaching of Psychology course will be used to assess their understanding of pedagogy, ability to create classroom activities/teaching tools, and effectiveness in communicating course content to others.

### **Student publications and presentations (a,c)**

The number of publications and presentations on which the graduate student is an author will be monitored to assess 1) the student's progress as a researcher 2) the degree to which they engage in inter- or intra-disciplinary research, 3) they degree to which they have developed and maintained expertise in a content area, and 4) their ability to conduct research in a creative and flexible fashion.

### **5. Individuals who have primary responsibility for administering assessment activities**

The Chair of the Department of Psychology, the Chair of the Department Assessment Committee and the Coordinator of the Graduate Program will serve as the Graduate Program Assessment Committee.

Initiation of the alumni survey is the responsibility of the Assessment Chair. The Assessment Chair will be responsible for the collection of the surveys and initial statistical analysis. Each member of the Assessment Committee will read the open-ended questions on each individual survey. The Assessment Committee will then prepare a report summarizing the results.

Assessment of the Masters projects/theses and Ph.D. dissertations and student publications/presentations will be the responsibility of the faculty member advising the student and at least one other faculty member with expertise in the research area relevant to the project/thesis or dissertation. The Assessment Chair will be responsible for collection and analyses of these data.

Assessment of performance in the faculty research labs, undergraduate instruction, and work in the (elective) Teaching of Psychology course will be the responsibility of the Assessment Committee. Evaluations of performance in faculty research laboratories and instruction of undergraduate courses will occur at the end of each semester in which the graduate student is engaged in these activities.

## **6. Procedures to be used to translate assessment results into program changes**

The Assessment Committee will meet at least once during the year the assessment report is compiled and submitted to discuss whether substantive changes in the curriculum are warranted to meet the program goals. If the assessment instruments suggest that such changes are necessary, the Assessment Committee will prepare recommendations for modifying graduate training so that program goals are successfully met. The recommendations will be presented to the psychology department faculty who will then determine which recommendations will be implemented. Once implemented, the impact of the changes will be evaluated using the assessment instruments described earlier.

**(4) Library Review**



**Kresge Library**  
Rochester, Michigan 48309-4401

*A teaching library with an outstanding student-centered  
information literacy program*

## MEMORANDUM

**To:** Ranald Hansen, Department of Psychology

**From:** Shawn V. Lombardo, Coordinator of Collection Development, Kresge Library  
Kristine Condic, Library Liaison to the Department of Psychology, Kresge Library

**Re:** Library Collection Evaluation for Proposed M.S. and Ph.D. in Psychology

**Date:** March 1, 2011

In developing this collection evaluation, we reviewed the draft proposal for a Ph.D. and Master of Science in Psychology, dated January 31, 2011, as well as standard core journal title lists and the holdings of other institutions in Michigan with similar doctoral programs. Below is a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional library resources.

### Currently Available Resources

#### *Indexes*

As noted in the program proposal, psychology is a highly interdisciplinary research area. To access the journal and monograph literature in this field, Kresge Library maintains subscriptions to a number of online indexes; these include *PsycINFO*, as well as *Medline (PubMed)*, *Mental Measurements Yearbook*, *ABI/Inform* and *Business Source Elite* (two business databases that provide full-text access to numerous journals focusing on personnel psychology, social psychology, and organizational psychology), *Web of Science* (which contains the citation databases *Social Sciences Citation Index* and *Science Citation Index*), *ERIC*, *Linguistics and Language Behavior Abstracts*, *Communication and Mass Media Complete* and *Dissertations & Theses*. Other, more general databases that encompass scholarly and popular sources include *WilsonSelect Plus* and *Academic OneFile*, both of which provide access to a large number of full-text articles. All of the databases provide easy linking to Oakland's full-text and print journal subscriptions through the library's openURL link resolver (i.e., the *Get It* links found in most library databases). In fact, the library maintains subscriptions to all of the core psychology-related indexes listed in *Magazines for Libraries*, an annual publication that provides recommendations for essential information sources in a wide range of disciplines and subjects.

#### *Journals*

Currently, the library subscribes to numerous journals in psychology (most of them available online) and, through its full-text databases, provides access to many more.

Appendix A provides just a sample of the psychology titles to which Oakland faculty and students have access, either in print or online. Most of these titles are made available through the library's online journal packages from SAGE, Wiley-Blackwell, Springer-Verlag, Elsevier (ScienceDirect), Oxford University Press and Cambridge University Press; in order to support the program adequately, it is critical that the library continue subscriptions to these journal packages. Also critical is the library's online access to the complete runs of journals published by the American Psychological Association and its affiliates through the *PsycARTICLES* database. In addition, the library maintains subscriptions to all of the journals published by the Association for Psychological Science (formerly, the American Psychological Society) and about half of the journals published by the Psychonomic Society, another prominent professional association whose focus is experimental/cognitive psychology. A few years ago, the library also purchased the complete backfiles to 66 psychology journals published by Elsevier to provide additional access to historical content in the field. Other historical content is included in the library's JSTOR subscription, which includes 15 important psychology titles beginning with their first issue.

A comparison of the library's holdings with the 2009 SCImago journal rankings (based upon data from Elsevier's *SCOPUS* database) of the most highly-cited journals in various subfields of psychology demonstrates the strength of the library's current journal collection. As shown in Table 1, below, the library's psychology periodicals collection is fairly comprehensive, although the comparison reveals weaknesses in the areas of neurological/physiological psychology and social psychology.

**Table 1 - Comparison of Kresge Library's Holdings to SCImago Rankings of Psychology Journals**

SCImago Subject Area	Library's Holdings - Top 50 Most-Cited Titles	Library's Holdings - Top 25 Most-Cited Titles
Experimental and Cognitive Psychology	80%	80%
Neurological and Physiological Psychology	53%	60%
General Psychology	75%	84%
Social Psychology	60%	72%
Developmental and Educational Psychology	78%	88%

The library's holdings also are strong when compared to a core psychology journals list created by the Association of College and Research Libraries' Education and Behavioral Sciences Section in 2007. This list includes titles that were highly cited in ISI's *Journal Citation Reports* (2005) as well as journals held by 500 or more libraries. Kresge Library currently has access to 154 of the 179 core psychology titles, or 86 percent. Though slightly dated, this list nonetheless provides additional evidence of the strength of the library's collection.



Finally, we compared the library's holdings to the core title list included in *Magazines for Libraries* (18<sup>th</sup> edition, 2010), a standard reference source that identifies core journals by subject. Kresge Library holds 84 percent of the titles included in the psychology section of *Magazines for Libraries*; many of the titles that are not held tend to have a narrow focus (e.g., *Media Psychology*, *American Journal of Forensic Psychology*).

#### *Monographs and Reference Sources*

Currently, the library allocates approximately \$1,000 each year to purchase the Department of Psychology's recommendations for monographs for the library's collection; with this funding, the library generally has been able to purchase most of the requests from department faculty. Other books on psychology are acquired through the library's approval plan with YBP, the library's primary book vendor, where recently published books are sent automatically to the library based upon a profile that the library has developed. In 2009-2010, the library acquired more than 125 titles in psychology through the approval plan, and numerous others in related areas of education, gender studies and more. In the past few years, the library also has purchased the annual eBook collections from Springer-Verlag, a science and technology publisher. The collections, covering almost all books published by Springer-Verlag from 2005-2011, contain more than 500 monographs and book series (e.g., the *Series in Anxiety and Related Disorders*, *Springer Series on Human Exceptionality*) in the behavioral sciences. The American Psychological Association publishes, on average, about 100 monographs annually; historically, the library has purchased half of these each year, either through the approval plan or through the departmental allocation for psychology.

Additional funding is allocated to purchase reference materials for the library. The library's reference collection contains a number of subject encyclopedias, handbooks and dictionaries in psychology, including the *Cambridge Dictionary of Psychology*, *Encyclopedia of Social Psychology*, *Oxford Companion to the Mind*, *Elsevier's Dictionary of Psychology Theories* (online), *The Encyclopedia of the Human Brain* (online), *The Cambridge Handbook of Sociocultural Psychology* (online), and *The Cambridge Handbook of Consciousness* (online). These online titles are part of the library's *CREDO Reference Online* subscription, which provides access to more than 400 reference works covering most disciplines. In addition, the library has numerous other reference titles that address the brain, social psychology, behavior and medicine. Because the field of psychology is interdisciplinary in nature, students and faculty in the department benefit from materials purchased through the departmental allocations of other programs, including the School of Medicine, sociology, business and education.

#### **Resources Needed**

##### *Indexes*

As noted above, the library provides good access to indexes covering the journal and monograph literature in psychology and related disciplines. However, one resource that should be added is the *Health and Psychosocial Instruments* database (*HaPI*, available on the EBSCO platform). This resource, produced by the *Behavioral Measurement Database Services*, is a comprehensive bibliographic database that provides information on more than 15,000 behavioral measurement instruments, including those addressing topics in physical and mental health, industrial/organizational behavior and education. Records contained in *HaPI* provide information on questionnaires, interview schedules, vignettes/scenarios, coding schemes, rating and other scales, checklists, indexes, tests, projective techniques, and more. Although the instruments themselves are not included as part of the database,

users can use *HaPI* to identify available tests and how to order and administer those tests. The database is modestly priced and therefore we have included it in the recommended library budget to support the new program (Appendix C).

### *Journals*

Based upon the analysis of the library's periodical collection in comparison to core title lists described above, we recommend that the library subscribe to a few additional journals to fill gaps in the collection and support faculty and student research adequately, especially in the areas of social psychology and neurological/physiological psychology; Appendix B provides a list of these titles. These recommendations for acquisition include journals that are indexed in *PsycInfo* and *Web of Science*, that support the curriculum of the proposed program, and that generally are included on one or more of the core titles lists to which the library compared its holdings. We also recommend adding subscriptions to the three Psychonomic Society titles to which the library does not currently subscribe; Wayne State University, for example, owns all three Psychonomic Society titles listed in Appendix B. In making these recommendations, we also took into account subscription costs. For example, according to the SCImago journal rankings, the *Journal of Alzheimer's Disease* was the second most-cited journal in the area of neurological/physiological psychology; however, this journal costs \$3,365 per year and therefore we did not recommend adding a subscription. For this and other important but expensive periodicals in psychology, the library's interlibrary loan service can provide quick access to articles for faculty and students. Finally, Appendix B includes four titles recommended by faculty in the Department of Psychology. Wherever possible, the library will provide online access to all titles.

### *Monographs and Reference Sources*

Because the library has focused primarily on supporting the undergraduate curriculum in psychology, there are gaps in the library's monograph collection. For example, the library's approval plan with YBP, its primary book vendor, in which books are acquired based upon a profile, has excluded books on genetic psychology, personality and self, and tests and testing, where much of the material is published for a more advanced readership level. Additional searches in the library's online catalog reveal a deficit of titles in the field of social psychology, as compared to the holdings of the libraries at Wayne State University. To strengthen the library's book collection in psychology, we recommend additional funding to expand the purchase of APA publications as well as titles published by other publishers. Another important publisher of monographs in psychology is Elsevier, which bundles its eBooks into packages (although their titles may also be purchased separately). Annual bundles of psychology titles from Elsevier cost, on average, approximately \$1,400 for 12-15 titles; funding to purchase a selection of these each year is built into the allocation for monographs in Appendix C. A portion of this monograph funding also will be used to expand the library's approval plan in psychology to receive books in previously excluded areas.

In addition, we have identified several widely-held and important reference works that should be acquired by the library to support the proposed curriculum; these include the *Sage Encyclopedia of Qualitative Research Methods* (\$438), *Encyclopedia of Statistics in Behavioral Science* (Wiley-Blackwell, \$1800), and the *Handbook of Social Psychology* (5<sup>th</sup> ed, \$180). Appendix C provides funding in the first year for a few of these basic reference titles. It should be noted that many monographs and reference materials may be purchased as

electronic books to provide flexible access to the library's resources; the library will work with the department in choosing the most appropriate format for new acquisitions.

### **Funding**

Table C provides the recommended library budget to support the proposed PhD and M.S. in psychology. The budget includes funding for one online database, as well as new journal subscriptions, monographs, and reference titles; annual inflationary increases are built into the budget for years two through five. As noted above, faculty and students in the Department of Psychology also benefit significantly from the library's current journal package subscriptions and online indexes; continued access to these resources is critical for the research, teaching and learning activities of faculty and students in the proposed program. Unfortunately, the library struggles each year to pay for these expensive resources. As it is in the best interest of the department for the library to be able to continue providing access to these resources, partial funding for these materials also is built into the proposed library budget.

C: Frank Lepkowski, Interim Dean of the Library  
Ronald Sudol, Dean of the School of Arts & Sciences  
Anne Switzer, Library Representative to the University Senate

**Appendix A**  
**A Sample of Current KL Journals to Support the Proposed MS/PhD in Psychology**

Title	Publisher/Access
Acta Psychologica	Elsevier(ScienceDirect)
Adaptive Behavior	Sage
Adolescence (ceased publication)	Libra Publishers
Advances in Child Development and Behavior	Elsevier(ScienceDirect)
Advances in Cognitive Psychology	PubMed Central
Advances in Experimental Social Psychology	Elsevier(ScienceDirect)
Advances in the Study of Behavior	Elsevier(ScienceDirect)
Aggressive Behavior	Wiley-Blackwell
American Journal of Community Psychology	Springer
American Journal of Orthopsychiatry	American Psychological Association
American Journal of Psychiatry	American Psychiatric Publishing
American Journal of Psychology	University of Illinois Press
American Psychologist	American Psychological Association
Annals of Behavioral Medicine	Lawrence Erlbaum Associates
Annual Review of Psychology	Annual Reviews
Applied Cognitive Psychology	Wiley-Blackwell
Applied Ergonomics	Elsevier(ScienceDirect)
Applied Psycholinguistics	Cambridge UP
Applied Psychological Measurement	SAGE
Attention, Perception and Psychophysics	Psychonomic Society
Behavior Genetics	Springer
Behavior Therapy	Elsevier(ScienceDirect)
Behavioral and Brain Sciences	Cambridge University Press
Behavioral Neuroscience	American Psychological Association
Behavioral Sciences and the Law	Wiley-Blackwell
Behaviour Research and Therapy	Elsevier(ScienceDirect)
Biological Psychology	Elsevier(ScienceDirect)
Brain and Cognition	Elsevier(ScienceDirect)
Brain and Language	Elsevier(ScienceDirect)
British Journal of Educational Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Mathematical and Statistical Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Psychiatry	Royal College of Psychiatrists/Highwire
British Journal of Psychology	British Psychological Society/Wiley-Blackwell
British Journal of Social Psychology	British Psychological Society/Wiley-Blackwell
Canadian Journal of Experimental Psychology	APA PsycArticles
Canadian Psychology, Psychologie Canadienne	Canadian Psychological Assoc./APA PsycArticles
Child Abuse and Neglect	Elsevier(ScienceDirect)
Child Development	Wiley-Blackwell
Childhood Education	Assoc. for Childhood Ed. Intrntnl/Academic OneFile
Clinical Psychology Review	Elsevier(ScienceDirect)
Cognition	Elsevier(ScienceDirect)
Cognitive Development	Elsevier(ScienceDirect)
Cognitive Linguistics	Mouton de Gruyter
Cognitive Psychology	Elsevier(Elsevier(ScienceDirect))
Cognitive Science	Wiley-Blackwell
Cognitive Systems Research	Elsevier(ScienceDirect)

Computers in Human Behavior	Elsevier(ScienceDirect)
Consciousness and Cognition	Elsevier(ScienceDirect)
Counseling Psychologist	SAGE
Criminal Justice and Behavior	SAGE
Criminology	Wiley-Blackwell
Current Psychology Letters: Behaviour, Brain and Cognition	Open access
Development and Psychopathology	Cambridge University Press
Developmental Psychology	American Psychological Association
Developmental Review	Elsevier(ScienceDirect)
Early Childhood Research Quarterly	Elsevier(ScienceDirect)
Educational and Psychological Measurement	SAGE
Educational Psychology Review	Springer
Emotion, Space and Society	Elsevier(ScienceDirect)
Evolution and Human Behavior	Elsevier(ScienceDirect)
Exceptional Children	Council for Exceptional Children/WilsonSelect
Experimental and Clinical Psychopharmacology	American Psychological Association
Experimental Psychology	APA PsycArticles
Forum der Psychoanalyse	Springer
Gesture	Communication & Mass Media Complete
Health Psychology	American Psychological Association
Human Development	McGraw-Hill - Dushkin
Human Resource Management	Wiley-Blackwell
Infant Behavior and Development	Elsevier(ScienceDirect)
Intelligence	Elsevier(ScienceDirect)
International Journal of Human Computer Studies	Elsevier(ScienceDirect)
International Journal of Psychoanalysis	Institute of Psychoanalysis/Wiley-Blackwell
International Journal of Psychology and Psychological Therapy	Open access
International Journal of Psychophysiology	Elsevier(ScienceDirect)
Journal of Abnormal Psychology	American Psychological Association
Journal of Applied Behavior Analysis	Society for the Experimental Analysis of Behavior
Journal of Applied Behavioral Science	SAGE
Journal of Applied Psychology	American Psychological Association
Journal of Applied Social Psychology	Wiley-Blackwell
Journal of Autism and Developmental Disorders	Springer
Journal of Behavioral Medicine	Springer
Journal of Child Psychology and Psychiatry (and Allied Disciplines)	Wiley-Blackwell
Journal of Classification	Springer
Journal of Clinical Psychiatry	Physicians Postgraduate Press
Journal of Clinical Psychology	Wiley-Blackwell
Journal of Community Psychology	Wiley-Blackwell
Journal of Comparative Psychology	American Psychological Association
Journal of Consulting and Clinical Psychology	American Psychological Association
Journal of Counseling Psychology	American Psychological Association
Journal of Cross-Cultural Psychology	SAGE
Journal of Educational Measurement (JEM)	Wiley-Blackwell
Journal of Educational Psychology	American Psychological Association
Journal of Educational Research	Heldref Publications
Journal of Environmental Psychology	Elsevier(ScienceDirect)

Journal of Experimental Child Psychology	Elsevier(ScienceDirect)
Journal of Experimental Education	Heldref Publications
Journal of Experimental Psychology: Animal Behavior Processes	American Psychological Association
Journal of Experimental Psychology: Applied	American Psychological Association
Journal of Experimental Psychology: General	American Psychological Association
Journal of Experimental Psychology: Human Perception and Performance	American Psychological Association
Journal of Experimental Psychology: Learning, Memory, and Cognition	American Psychological Association
Journal of Experimental Social Psychology	Elsevier(ScienceDirect)
Journal of General Psychology	Heldref Publications
Journal of Genetic Psychology	Heldref Publications
Journal of Health and Social Behavior	American Sociological Association/SAGE
Journal of Humanistic Psychology	SAGE
Journal of Mathematical Psychology	Elsevier(ScienceDirect)
Journal of Memory and Language	Elsevier(ScienceDirect)
Journal of Motor Behavior	Heldref Publications/WilsonSelect
Journal of Multicultural Counseling and Development	American Counseling Association/print
Journal of Neuroscience, Psychology, and Economics	APA PsycArticles
Journal of Organizational Behavior	Wiley-Blackwell
Journal of Personality	Wiley-Blackwell
Journal of Personality and Social Psychology	American Psychological Association
Journal of Psychology: Interdisciplinary and Applied	Heldref Publications
Journal of Religion and Health	Springer
Journal of Research in Personality	Elsevier(ScienceDirect)
Journal of School Psychology	Elsevier(ScienceDirect)
Journal of Social Issues	Wiley-Blackwell
Journal of Social Psychology	Heldref Publications
Journal of the American Academy of Child and Adolescent Psychiatry	Lippincott Williams and Wilkins/MD Consult
Journal of the American Psychoanalytic Association	American Psychoanalytic Association/SAGE
Journal of the Experimental Analysis of Behavior	Society for the Experimental Analysis of Behavior
Journal of the History of the Behavioral Sciences	Wiley-Blackwell
Journal of Vocational Behavior	Elsevier(ScienceDirect)
Journals of Gerontology. Series B: Psychological Sciences and Social Sciences	Gerontological Society of America/Oxford UP
Leadership Quarterly	Elsevier(ScienceDirect)
Learning and Individual Differences	Elsevier(ScienceDirect)
Learning and Instruction	Elsevier(ScienceDirect)
Learning and Motivation	Elsevier(ScienceDirect)
Memory and Cognition	Psychonomic Society/Springer
Memory Studies	Sage
Merrill-Palmer Quarterly	Wayne State University Press/Project Muse
Mind	Oxford University Press
Monographs of the Society for Research in Child Development	Wiley-Blackwell
Nebraska Symposium on Motivation	University of Nebraska Press/print
Neurobiology of Learning and Memory	Elsevier(ScienceDirect)
Neuropsychologia	Elsevier(ScienceDirect)
Neuropsychology	American Psychological Association

Neuropsychology Review	Springer
Organizational Behavior and Human Decision Processes	Elsevier(ScienceDirect)
Pastoral Psychology	Springer
Perceptual and Motor Skills	Ammons Scientific
Personality and Social Psychology Bulletin	SAGE
Personality and Social Psychology Review	SAGE
Personnel Psychology	Wiley-Blackwell
Physiology and Behavior	Elsevier(ScienceDirect)
Professional Psychology: Research and Practice	American Psychological Association
Psychiatric Clinics of North America	Elsevier(ScienceDirect)/MD Consult
Psychoanalytic Psychology	American Psychological Association
Psychological Assessment	American Psychological Association
Psychological Bulletin	American Psychological Association
Psychological Medicine	Cambridge University Press
Psychological Record	Psychological Record/Academic OneFile
Psychological Reports	Ammons Scientific
Psychological Review	American Psychological Association
Psychological Science	SAGE
Psychology and Aging	American Psychological Association
Psychology in the Schools	Wiley-Blackwell
Psychology of Learning and Motivation	Elsevier(ScienceDirect)
Psychology of Men and Masculinity	APA PsycArticles
Psychology of Women Quarterly	SAGE
Psychology Today	Sussex Publishers
Psychometrika	Psychometric Society/Springer
Psychonomic Bulletin and Review	Psychonomic Society/Springer
Psychophysiology	Wiley-Blackwell
Psychosomatic Medicine	Lippincott Williams and Wilkins
Psychotherapy: Theory, Research, Practice, Training	American Psychological Association
Quarterly Journal of Experimental Psychology	Psychology Press (Taylor and Francis)
School Psychology Review	Natl. Assoc. of School Psychologists/Acad. OneFile
Sex Roles	Springer
Social Cognitive and Affective Neuroscience	Oxford UP
Social Problems	University of California Press/JSTOR
Social Psychology Quarterly	American Sociological Association/SAGE
Social Science and Medicine	Elsevier(ScienceDirect)
Systems Research and Behavioral Science	Wiley-Blackwell
Transactions on Applied Perception	ACM Digital Library
Trends in Cognitive Sciences	Elsevier(ScienceDirect)
Youth and Society	SAGE

## Appendix B

## Journals Needed to Support MS/PhD in Psychology

Title	Publisher	Indexed in PsycInfo	Indexed in Web of Science	In Magazines for Libraries	ACRL Most Held	SCImago area/ranking	2011 Price	2012 Est. Price	Notes
Applied Neuropsychology	Taylor & Francis	✓		no	no	Neuro - 17	\$ 622	\$ 672	
Basic and Applied Social Psychology	Taylor & Francis	✓	✓	no	no	Social - 10	\$ 712	\$ 769	
Behavior Research Methods	Psychonomic Society	✓	✓	✓	✓	Exp/Cog - 17; Gen - 38	\$ 358	\$ 387	
Biology Letters	Royal Society	no	✓	no	no	no	\$ 1,588	\$ 1,715	requested by dept.; 1-year embargo in PubMed Central
Cognitive, Affective, & Behavioral Neuroscience	Psychonomic Society	✓	✓	no	no	no	\$ 356	\$ 384	
Developmental Neuropsychology	Lawrence Erlbaum/T&F	✓	✓	✓	✓	Exp/Cog - 18; Dev/Ed - 8	\$ 1,538	\$ 1,661	
Journal of Cognitive Neuroscience	MIT Press	✓	✓	✓	✓	no	\$ 871	\$ 941	
Journal of Social and Clinical Psychology	Guilford	✓	✓	no	no	Social - 9	\$ 785	\$ 848	requested by dept.
Learning and Behavior	Psychonomic Society	✓	✓	no	✓	no	\$ 283	\$ 306	
Self and Identity	Psychology Press/T&F	✓	✓	no	no	no	\$ 497	\$ 537	requested by dept.
Social and Personality Psychology Compass	Wiley-Blackwell	✓	no	no	no	no	\$ 1,093	\$ 1,180	requested by dept.
Teaching of Psychology	Sage	✓	✓	✓	✓	no	\$ 500	\$ 540	
							\$ 8,581	\$ 9,267	

## Appendix C

## Budget for Library Materials to Support Proposed PhD/MS in Psychology

	Year 1	Year 2	Year 3	Year 4	Year 5
HaPI database (1 user) <sup>1</sup>	\$ 900	\$ 972	\$ 1,050	\$ 1,134	\$ 1,224
Reference books	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Monographs <sup>2</sup>	\$ 2,000	\$ 2,100	\$ 2,205	\$ 2,315	\$ 2,431
New journal subscriptions <sup>1</sup>	\$ 9,267	\$ 10,008	\$ 10,809	\$ 11,674	\$ 12,608
Funding to support current resources <sup>1</sup>	\$ 3,000	\$ 3,240	\$ 3,499	\$ 3,779	\$ 4,081
	\$ 14,267	\$ 15,348	\$ 16,513	\$ 17,768	\$ 19,120
<sup>1</sup> Presumes 8% annual inflationary increase					
<sup>2</sup> Presumes 5% annual inflationary increase					



**(5) Laboratories and Laboratory Equipment**

The Department of Psychology currently has sufficient faculty office and laboratory space to conduct research. The Department currently has available sufficient space to provide graduate students with shared laboratory and office space. The Department has sufficient space to house a computer-based instructional lab. To most effectively and efficiently deliver our four required graduate statistics and research design courses, in addition to advanced elective courses in graduate statistics, the Department requests in this proposal 30 computers and associated software (e.g., IBM SPSS statistical package with Basic, Advanced, and AMOS components; E-Prime experiment software). These requests reflect practice standards typical of industry and academic settings in which graduates will be seeking career positions. Additional resources should be available in consequence of start-up packages offered to faculty hires.

## (6) Planning Narrative

**The proposed graduate program will promote the role and mission of Oakland University** (see [www.oakland/2020](http://www.oakland/2020))

- a. Prepare students to make meaningful and substantial contributions to society and the workplace. The proposed graduate program will provide students with opportunities beyond those available to undergraduates. A graduate degree, particularly the Ph.D. degree, is the “entry degree” in many domains available to people trained in psychological science. M.S. graduates will be well qualified to seek admission to Ph.D. degree programs or to participate in competent research and instructional tasks; Ph.D. graduates will be fully qualified to conduct research, teach and participate in interventions with the potential of significant societal impact. Graduates of this program will be able to work in a wide variety of private or public research settings. Graduates with the Ph.D. degree will be able to compete for positions in academic institutions or as managers and leaders of research units in private industry and public agencies.
- b. Advance reputation for programs of applied research that directly impact society and advance the frontiers of knowledge. The proposed graduate program in psychology is within the intersection of psychological, behavioral, biological, medical and social science. The M.S. and Ph.D. degrees are structured to emphasize the power of interdisciplinary collaboration in theory development, research and application, as well as teaching. The activities of the faculty, and the funding they have received for those activities, reflect both basic and applied interests. The proposed graduate program will increase the visibility of these activities and enhance the capabilities to attract visible and highly productive researchers to the faculty as well as the most qualified applicants for admission.
- c. Broaden a research-intensive agenda to enhance undergraduate, graduate and faculty research opportunities. One critical variable influencing external funding for research is the presence of a vital program of graduate education, particularly a program leading to the Ph.D. degree, such as that proposed here. The proposed graduate program increases the capacity of faculty to conduct research and successfully compete for external funding facilitative of cutting-edge research. It also increases the department’s ability to attract visible and highly productive researchers to the faculty. And, it is important to note that the opportunities generated by this process flow down to undergraduates. The number and quality of opportunities available to undergraduates for participating in research will be enhanced by implementation of the proposed program.

## (7) Benchmarking

Evaluation of graduate programs in psychology within the region (weighted more heavily within the state of Michigan) reveals two patterns of degree program structure. First, the research extensive institutions (Michigan State University, University of Michigan, Wayne State University) offers traditional degree programs (M.A., M.S. and Ph.D.) nested within a substantial number of subdisciplines. Importantly, the breadth and depth of these offerings are leveraged to provide an environment of intra-disciplinary collaboration across adjacent subfields. Thus, across-subfield collaboration is explicitly recognized in these programs as a valuable attribute of graduate training in contemporary psychological science. This feature, however, does not characterize graduate programs in a second group of institutions. These institutions offer niche graduate programs organized around one or a few subdisciplines. This second group of programs contrasts sharply with the proposed program for Oakland University with its explicit emphasis on the value and power of across-subdiscipline studies and research collaboration. The one exception to this pattern is the Ph.D. program at the University of Windsor that more closely resembles the program proposed here. Finally, it is important to note that achieving across-subdiscipline perspective in both of these schemes demands additional courses—typically organized into a two- or three-course distribution requirement—not required by the program proposed here. This is because the program proposed here is built on an across-subdiscipline foundation. In consequence, these programs tend to require more courses for degree completion than is the case for the program proposed here.

In short, the results of the survey indicated that competitive threats are not significant and that the proposed program is a distinctive offering. The findings of this survey are summarized below.

Institution	Degree(s) & Area(s) of Study	Credit hours
Bowling Green State University <a href="http://www.bgsu.edu/departments/psych/page31035.html">www.bgsu.edu/departments/psych/page31035.html</a>	Ph.D. Psychology (Clinical, Developmental, I-O, Neural & Cognitive Sciences)	90
	M.A. Psychology	30
Central Michigan University <a href="http://www.cmich.edu/chsbs/x18841.xml">www.cmich.edu/chsbs/x18841.xml</a>	Ph.D. Psychology (Clinical, I-O, Applied Experimental, Integrated Neuroscience)	90
	M.S. Psychology (Experimental, I-O, Integrated Neuroscience)	36
Eastern Michigan University <a href="http://www.emich.edu/psychology/programs-grad.html">www.emich.edu/psychology/programs-grad.html</a>	Ph.D. Psychology (Clinical)	90
	M.S. Psychology (General Experimental)	30
	M.A. Psychology (Clinical/Behavioral)	30

Northern Illinois University <a href="http://www.niu.edu/psyc/graduate/index.shtml">www.niu.edu/psyc/graduate/index.shtml</a>	Ph.D. Psychology (Clinical, Cognitive-Instructional- Developmental-School, I-O)	90
	M.A. Psychology	30
Northern Michigan University <a href="http://www.psychology.nmu.edu">www.psychology.nmu.edu</a>	Ph.D. none	
	M.S. Psychology (Experimental; Training, Development and Performance)	32
University of Detroit- Mercy <a href="http://www.liberalarts.udmercy.edu/programs/depts/psychology/graduate/index.htm">www.liberalarts.udmercy.edu/programs/ depts/psychology/graduate/index.htm</a>	Ph.D. Psychology (clinical)	96
	M.A. Psychology (Clinical, Experimental)	45
University of Michigan-Dearborn <a href="http://www.casl.umd.umich.edu/666001">www.casl.umd.umich.edu/666001</a>	Ph.D. none	
	M.S. Psychology (Clinical-Health, Health)	48
University of Toledo <a href="http://www.psychology.utoledo.edu/showpage.asp?name=graduate">www.psychology.utoledo.edu/ showpage.asp?name=graduate</a>	Ph.D. Psychology (Clinical, Experimental)	92
	M.S./M.A. none	
University of Windsor <a href="http://www.uwindsor.ca/psychology/graduate">www.uwindsor.ca/psychology/graduate</a>	Ph.D. Psychology (Applied Social, Community, Health, I-O, Clinical)	70
	M.A. (Social Data Analysis)	36
Western Michigan University <a href="http://www.wmich.edu/psychology/grad-programs.html">www.wmich.edu/psychology/grad-programs.html</a>	Ph.D. Psychology (Clinical, Behavior Analysis)	78
	M.A. Psychology (Behavioral Analysis, I-O)	36

## (8) Six-Year Budget

	Acct.	Budget Year 0	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>							
MS Headcount		0	12	24	36	36	36
PhD Headcount		0	4	8	12	12	12
Average credits per year per MS student		0	24	18	18	18	18
Average credits per year per PhD student		0	24	20	18	18	18
<b>Total Credit Hours</b>		<b>0</b>	<b>9216</b>	<b>10976</b>	<b>15552</b>	<b>15552</b>	<b>15552</b>
Graduate		0	288	432	648	648	648
Doctoral		0	96	160	216	216	216
<b>Total FYES</b>		<b>0.00</b>	<b>18.00</b>	<b>28.00</b>	<b>40.50</b>	<b>40.50</b>	<b>40.50</b>
Graduate (cr.+24)		0.00	12.00	18.00	27.00	27.00	27.00
Doctoral (cr.+16)		0.00	6.00	10.00	13.50	13.50	13.50
<b>Tuition Rate Per Credit Hour</b>							
Undergraduate (lower)		\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50
Undergraduate (upper)		\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25
Graduate		\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50
<b>Revenue</b>							
MS Tuition		\$ -	\$ 155,664	\$ 233,496	\$ 350,244	\$ 350,244	\$ 350,244
PhD Tuition		\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748	\$ 116,748
<b>Total Revenue</b>		<b>\$ -</b>	<b>\$ 207,552</b>	<b>\$ 319,976</b>	<b>\$ 466,992</b>	<b>\$ 466,992</b>	<b>\$ 466,992</b>
<b>Compensation</b>							
<b>Salaries/Wages</b>							
Faculty Inload Replacements	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Salaries	6101	\$ -	\$ -	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Overload	6301	\$ 4,550	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistantship Stipend	6311	\$ -	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000	\$ 168,000
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Wages	6401	\$ 5,760	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520
<b>Total Salaries/Wages</b>		<b>\$ 10,310</b>	<b>\$ 76,620</b>	<b>\$ 217,620</b>	<b>\$ 273,620</b>	<b>\$ 273,620</b>	<b>\$ 273,620</b>
Fringe Benefits	6701	\$ -	\$ -	\$ 37,400	\$ 37,400	\$ 37,400	\$ 37,400
<b>Total Compensation</b>		<b>\$ 10,310</b>	<b>\$ 76,620</b>	<b>\$ 255,020</b>	<b>\$ 311,020</b>	<b>\$ 311,020</b>	<b>\$ 311,020</b>
<b>Operating Expenses</b>							
Supplies and Services	7101	\$ 17,000	\$ 28,000	\$ 35,666	\$ 35,666	\$ 29,666	\$ 11,500
Graduate Assistant Tuition	7726	\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748	\$ 116,748
Travel	7201	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 3,000	\$ 3,000
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ 10,000	\$ 25,000	\$ 20,000	\$ 10,000	\$ 5,000	\$ 5,000
Library	7401	\$ -	\$ 14,267	\$ 15,348	\$ 16,513	\$ 17,768	\$ 19,120
<b>Total Operating Expenses</b>		<b>\$ 37,000</b>	<b>\$ 124,155</b>	<b>\$ 162,494</b>	<b>\$ 183,927</b>	<b>\$ 172,182</b>	<b>\$ 155,368</b>
<b>Total Expenses</b>		<b>\$ 47,310</b>	<b>\$ 200,775</b>	<b>\$ 417,514</b>	<b>\$ 494,947</b>	<b>\$ 483,202</b>	<b>\$ 466,388</b>
<b>Net</b>		<b>\$(47,310)</b>	<b>\$ 6,777</b>	<b>\$ (97,538)</b>	<b>\$ (27,955)</b>	<b>\$ (16,210)</b>	<b>\$ 604</b>

**(9) Budget Narrative**

The proposed graduate program is planned to start in Fall, 2012. The program anticipates first year admission of 12 applicants into the M.S. degree program and 4 applicants into the Ph.D. degree program (two in each concentration) with a full complement of 36 students in the M.S. program and a full complement of 12 students in the Ph.D. program (6 in each concentration) in the third year. Particularly in the early stages of the program, it is important to fully fund Ph.D. students. In consequence, the budget includes funds for a graduate assistantship stipend and tuition remission for each Ph.D. student. As faculty members are expected to increasingly seek external funding for research and new faculty are hired under the expectation they will seek external funding, these expenditures for graduate assistants would be augmented. Finally, note that the graduate program is expected to increase already significant undergraduate credit delivery in independent research course rubrics (currently averaging 300 credit hours per year); graduate assistantship delivery of undergraduate credit hours would yield additional revenue.

The faculty of the Department of Psychology has been considering the initiation of a graduate program in its recent hiring. As a result, the graduate program can be successfully launched with the addition of only one new faculty member, but this person should be a senior faculty member. A successful launch of the graduate program requires hiring a senior faculty member with experience in a graduate program, including mentoring graduate students. The academic visibility of a senior faculty member will significantly enhance the recruiting of graduate students and facilitate placement of graduates. In addition, a visible scholar would increase the probability of successful competition for external funding, ensuring a strong foundation for the new graduate program. The budget includes funds for this person. The budget also includes funds for a Graduate Program Coordinator as well as additional staff funding to support the Graduate Program Coordinator.

The budget for supplies and services includes a request for professionally generated traditional and electronic marketing materials sufficient to make the graduate program visible within the national academic communities of science from which applicants would be recruited. The request for travel funding also would be directed toward this goal. It should be noted that initial expenditures for these activities would occur in the year prior to program start date. Finally, because the computing capabilities (both hardware and software) are not sufficient to support the proposed graduate program, the budget includes funding for the software (supplies and services) and hardware (equipment) resources necessary to create a statistics and computing laboratory for graduate students within the department that also can serve as an instructional computing facility used by graduate assistants for undergraduate teaching and mentoring.

**Appendix A: Representative Graduate Course Syllabi**

College of Arts and Sciences  
Department of Psychology  
Oakland University

### Advanced Methods for Psychological and Behavioral Research 1

**Course:** PSY 501  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**Office Hours:**  
**E-mail:**

Credit Hours: 4 credits

**Course Description:** Advanced research methods used in non-experimental and quasi-experimental research. Topics include variable definition and measurement, surveying and sampling, internal and external validity, as well as the principles of ethical research. Designs covered include observational, archival, applied and qualitative, non-experimental, and quasi-experimental.

**Evaluation:**

**Exams:** Students will receive two non-cumulative essay exams during the semester worth **35%** of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week's required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards **30%** of the overall grade in the course.

**Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.



***Independent Work:*** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

***Attendance Policy:*** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### *Required Texts*

Babbie, E. R. (2010). *The Practice of Social Research*, Twelfth Edition. Belmont, CA: Wadsworth, Cengage Learning.

Whitney, B. E. (2002). *Principles of Research in Behavioral Science*, Second Edition. New York: McGraw Hill.

It is highly recommended that students possess the *Publication Manual of the American Psychological Association* (6th Ed). American Psychological Association

#### *Course Pack*

A collection of scientific papers and research articles.

#### *Moodle:*

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **Course Schedule**

Week 1	Hypotheses and Variables
	Defining and Measuring Variables
	Scales, Surveys and Interviews
	Observation and Obtrusiveness

- Week 2 & 3 Variables, Designs and Validity  
Internal and External Validity  
Scales and Reliability  
Extraneous Variables and Confounding  
Sampling, Selection and Assignment  
Threats to Validity
- Week 4 & 5 Ethical Conduct of Research  
Reporting Research  
Guidelines and Format  
Scientific context and writing
- Week 6, 7 & 8 Non-experimental Research Designs  
Archival and Case Studies  
Qualitative Research and Empirical Phenomenology  
Applied Research and Program Evaluation  
Observational Research and Field Studies
- Week 9 & 10 Correlational Research Designs  
Simple, Multiple and Partial Correlational Designs  
Simple, Multiple Linear and Hierarchical Regression Designs
- Week 11 & 12 Multivariate Designs  
Factor Analysis  
Path Analysis and Structural Equation Modeling  
Cluster Analysis and Discriminant Functions
- Week 13 & 14 Quasi-experimental Designs  
Ex post facto and Nonequivalent Groups Designs  
Longitudinal and Cross-sectional Designs  
Pre-test/Post-test, Panel and Time-series Designs
- Week 15 Summary

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **Advanced Methods for Psychological and Behavioral Research 2**

**Course:** PSY 502  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**Office Hours:**  
**E-mail:**

Credit Hours: 4 credits

**Course Description:** Advanced research methods used in experimental research. Topics include power and validity, parametric and nonparametric data, interpreting and reporting results. Designs covered include between- and within-subjects, univariate and multivariate, single case and small N.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative essay exams during the semester worth **35%** of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week's required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards **30%** of the overall grade in the course.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

***Independent Work:*** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

***Attendance Policy:*** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### *Required Texts*

Tabachnick, B. B., & Fidell, L. S. (2007). *Experimental Designs Using ANOVA*. Belmont, CA: Duxbury.

Babbie, E. R. (2010). *The Practice of Social Research, Twelfth Edition*. Belmont, CA: Wadsworth, Cengage Learning.

Whitney, B. E. (2002). *Principles of Research in Behavioral Science, Second Edition*. New York: McGraw Hill.

It is highly recommended that students possess the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed). American Psychological Association

#### *Course Pack*

A collection of scientific papers and research articles.

#### *Moodle:*

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **Course Schedule**

Week 1, 2 & 3 Between-subjects Designs

Two-group and Multiple-group  
Factorial

Matched and Independent Groups  
Control and Placebo Groups

Week 4, 5 & 6 Within-subjects Designs

One-way  
Factorial

Week 7 & 8 Mixed Designs

Week 9 & 10 Multivariate Designs

Week 11 & 12 Single Case and Small N Designs

ABA and Cross-over

Multiple-baseline and Changing Criterion

Discrete Trials

Week 13 & 14 Interpreting and Reporting Results

Statistical Conclusion Validity

Nonsignificant Findings and Power

Graphing, Effect Sizes, Confidence Intervals and  $p_{rep}$

Week 15 Summary

College of Arts and Sciences  
Department of Psychology  
Oakland University

### Advanced Statistics for Psychological and Behavioral Research 1

**Course:** PSY 511  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**Office Hours:**  
**E-mail:**

**Course Description:** This course is an investigation of the advanced statistical techniques to analyze quantitative and qualitative data. Topics investigated include normality check, reliability analysis, multiple regression model, and factor analysis. Students are expected to use statistical software, SPSS, take an active role in exploring their fictional data set, presenting their findings, discussing the way to describe by referring other published articles, and interpreting their results.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative exams during the semester worth **35%** of their overall grade.

**Take-home exam:** Twice during the semester, each student will receive two take-home exams regarding the computation problems. These exams will count towards **20%** of the overall grade in the course.

**Paper:** Students will prepare an APA style paper to demonstrate their writing skills, mainly for a statistical results section and Tables/Figures section using the fictional data set. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Revised paper:** **10%** of the grade will depend on revisions of the papers.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., paper revision, take-home exam).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### *Required Texts*

1. Field, A. (2009). *Discovering Statistics Using SPSS 3<sup>rd</sup> edition*. London: Sage Publications.
2. SPSS Software (17.0 or 18.0 Student version is recommended; however, any version is acceptable).

It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

#### **Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **Course Schedule**

DATE	SUBJECT (chapter title)	READINGS
Week 1	<b>Introduction to course:</b> SPSS overview; Review of model fit	Chapter 1
Week 2	<b>How to treat missing values and outliers:</b> How to treat different levels of measurement and variables Randomization How to treat skewed distribution	Chapters 2-3
Week 3	<b>Exploring data with graphs:</b> Scatter plot with regression lines Grouped frequency chart or bar chart	Chapter 4

Week 4	<b>Normality check:</b> P-P plot $Z_{\text{skewness}}$ Kolmogorov-Smirnov test Levene's test Transforming data (Log transformation)	Chapter 5
Week 5	<b>Correlations:</b> Non-parametric correlations Biserial correlations Partial correlations	Chapter 6
Week 6	<b>Regression, part I:</b> Simple regression Assessing goodness of fit ( $R^2$ ; F; $SS_M$ ; $MS_M$ ) Multiple regression (Forced entry)	Chapter 7
Week 7	<b>Regression, part II:</b> Hierarchical regression (Residuals, DFFit) Stepwise multiple regression Multicollinearity VIF	Chapter 7
Week 8	<i>Exam #1</i>	
Week 9	<b>Factor analysis, part I:</b> Principal component analysis Exploratory factor analysis Confirmatory factor analysis	Chapter 17
Week 10	<b>Factor analysis, Part II:</b> Communality Eigenvalues Rotation KMO	Chapter 17
Week 11	<b>Reliability analysis:</b> Item-Total analysis Cronbach's alpha coefficient	Chapter 17
Week 12	<b>Validity check:</b> Internal validity and external validity Factorial validity Content validity	Chapter 17



Week 13	<b>Applying the fictional data set, part I:</b> Developing a fictional scale relevant to own project Conducting a normality check Running a factor analysis	Chapters 1-7 & 17
Week 14	<b>Applying the fictional data set, part II:</b> Conducting a reliability check Developing a model Running a multiple regression analysis	Chapters 1-7 & 17
Week 15	<b>Summary:</b> Reviewing the relevant literatures Presenting the results effectively as APA format Presenting the results effectively as poster format	Chapters 1-7 & 17
Week 16	<i>Exam #2</i>	None

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **Advanced Statistics for Psychological and Behavioral Research 2**

**Course:** PSY 512  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:** TBD  
**Office Phone:** TBD  
**Office Hours:** TBD  
**E-mail:** [XXX@oakland.edu](mailto:XXX@oakland.edu)

**Course Description:** This course is an investigation of the advanced statistical techniques to analyze longitudinal and cross-sectional, and parametric and non-parametric data. Topics investigated include ANCOVA, repeated measures ANOVA, mixed design ANOVA, MANOVA, and path analysis. Students are expected to use statistical software, SPSS, take an active role in exploring their fictional data set, presenting their findings, discussing the way to describe by referring other published articles, and interpreting their results.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative exams during the semester worth **35%** of their overall grade.

**Take-home exam:** Twice during the semester, each student will receive two take-home exams regarding the computation problems. These exams will count towards **20%** of the overall grade in the course.

**Paper:** Students will prepare an APA style paper to demonstrate their writing skills, mainly for a statistical results section and Tables/Figures section using the fictional data set. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Revised paper:** **10%** of the grade will depend on revisions of the papers.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., paper revision, take-home exam).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### *Required Texts*

1. Field, A. (2009). *Discovering Statistics Using SPSS 3<sup>rd</sup> edition*. London: Sage Publications.
2. SPSS Software (17.0 or 18.0 Student version is recommended; however, any version is acceptable).

It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

### **Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **Course Schedule**

DATE	SUBJECT (chapter title)	READINGS
Week 1	<b>Introduction to course:</b> Reviewing t-test and simple regression analysis	Chapter 9
Week 2	<b>One-way ANOVA and Multiple Regression:</b> Post-hoc comparisons in one-way ANOVA Beta coefficient for multiple regression	Chapters 10
Week 3	<b>Curvilinear Model:</b> Polynomial contrast Trend analysis	Chapter 10

Week 4	<b>ANCOVA and Hierarchical Regression:</b> Post-hoc comparisons in ANCOVA Differences in R squared in hierarchical regression	Chapter 11
Week 5	<b>Factorial ANOVA:</b> Exploring interaction effects Simple effects analysis	Chapter 12
Week 6	<b>One-way Repeated-measures ANOVA:</b> SE and error bars for repeated measures designs Sphericity Mauchly's test Huynh-Feldt correction	Chapter 13
Week 7	<b>Factorial Repeated-measures ANOVA:</b> Mixed design ANOVA	Chapter 14
Week 8	<i>Exam #1</i>	
Week 9	<b>Non-parametric test, part I:</b> Mann-Whitney test Wilcoxon rank-sum test Wilcoxon signed-rank test	Chapter 15
Week 10	<b>Non-parametric test, part II:</b> Kruskal-Wallis test Friedman's ANOVA	Chapter 15
Week 11	<b>Chi-square test:</b> Residual analysis Odds ratio	Chapter 18
Week 12	<b>MANOVA:</b> Box's test Pillai's Trace Discriminant function analysis	Chapter 16
Week 13	<b>Path Analysis:</b> Interpreting R squared and F value Developing a path model	TBD
Week 14	<b>Structural Equation Modeling:</b> Interpreting model fitness values (e.g., RMSEA) Latent variables Measurement model and causal model	TBD

Week 15	<b>Summary:</b> Reviewing the relevant literatures Presenting the results effectively as APA format Presenting the results effectively as poster format	Chapters 1-18
---------	--	---------------

Week 16	<i>Exam #2</i>	None
---------	----------------	------

College of Arts and Sciences  
 Department of Psychology  
 Oakland University

### Proseminar in Biological and Basic Processes

**Course:** PSY 521  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** TBD  
**Office:**  
**Office Phone:**  
**Office Hours:**  
**E-mail:**

**Course Description:** This course provides an overview of the concepts, issues, areas of research and research methods that typify the subdomains comprising the biological and basic processes. The subdomains covered in this course include physiological psychology, sensation/perception, behavioral psychology, cognitive psychology, evolutionary psychology, psycholinguistics, motivation and emotion. Representative topics include brain function, pattern recognition, conditioning, memory, sexual selection, language, consciousness and motivation.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative essay exams during the semester worth **35%** of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week's required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards **30%** of the overall grade in the course.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing

information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance.

Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### **Readings:**

A course packet will be made available consisting of representative publications in each topic area discussed during the semester. It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

#### **Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **SCHEDULE**

<u>DATE</u>	<u>SUBJECT</u>	<u>READINGS*</u>
Weeks 1,2	Physiological Psychology	
Weeks 3,4	Sensation and Perception	
Weeks 5,6	Behavioral Psychology	
Weeks 7,8	Cognitive Psychology	
Weeks 9,10	Psycholinguistics	
Weeks 11,12	Evolutionary Psychology	
Weeks 13,14	Motivation and Emotion	

\*Each class session (two sessions per week), the class will read and discuss one or two empirical articles and one or two theoretical/review articles published in a peer-reviewed, scholarly journal and addressing the topics indicated. These articles will be selected by the professor and will be included in the required course packet. Thus, Weeks 1 and 2 will include four classes that address the area of physiological psychology, and the readings will include between 4 and 8 empirical articles and between 4 and 8 theoretical articles over the two-week period.

College of Arts and Sciences  
 Department of Psychology  
 Oakland University

### Proseminar in Social and Behavioral Processes

<b>Course:</b> PSY 531	<b>Instructor:</b> TBD
<b>Course Section:</b> TBD	<b>Office:</b>
<b>Class Time:</b> TBD	<b>Office Phone:</b>
<b>Class Location:</b> TBD	<b>Office Hours:</b>
	<b>E-mail:</b>

**Course Description:** This course provides an overview of the concepts, issues, areas of research, and research methods that typify the subdomains comprising social and behavioral processes. The subdomains covered in this course include social psychology, individual differences and personality, developmental psychology, community psychology, behavioral analysis and psychopathology, health psychology, and cross-cultural psychology. Representative topics include social influence, persuasion, personality traits, intelligence, parent-child relationships, sense of community and public health outcomes, behavioral assessments of narcissistic personality disorder, personality correlates of coronary heart disease, cross-cultural similarities and differences in post-traumatic growth.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative essay exams during the semester worth **35%** of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week's required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards **30%** of the overall grade in the course.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.



**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### **Readings:**

A course packet will be made available consisting of representative publications in each topic area discussed during the semester. It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

#### **Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

## **SCHEDULE**

DATE            SUBJECT and READINGS

### **Weeks 1,2    Social Psychology**

Kruglanski, A.W. & Sleeth-Keppler, D. (2007). The principles of social judgment. In

Kruglanski & Higgins (Eds.), *Social Psychology: Handbook of Basic Principles*, 2nd edition (pp. 116-137). New York: Guilford Press.

Taylor, S. (1998). The social being in social psychology. In Gilbert, Hall, & Lindzey (Eds), *Handbook of Social Psychology*, 4th edition (pp. 58-76). Boston: McGraw-Hill.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Boninger, D.S., Krosnick, J.A., & Berent, M.K. (1995). Origins of attitude importance: Self-interest, social identification, and value relevance. *Journal of Personality and Social Psychology*, 68, 61-80.

### **Weeks 3,4    Individual Differences and Personality**

Mishra, S., Lalumiere, M. L., & Williams, R. J. (2010). Gambling as a form of risk-taking: Individual differences in personality, risk-accepting attitudes, and behavioral preferences for risk. *Personality and Individual Differences*, 49, 616-621.

Shaw, T. H., Matthews, G., Warm, J. S., Finomore, V. S., Silverman, L., Costa, P. T. Jr. (2010). Individual differences in vigilance: Personality, ability and states of stress. *Journal of Research in Personality, 44*, 297-308.

Kwan, V. S. Y., John, O. P., Kenny, D. A., Bond, M. H., & Robins, R. W. (2004). Reconceptualizing individual differences in self-enhancement bias: An interpersonal approach. *Psychological Review, 111*, 94-110.

Blonigen, D. M. (2010). Explaining the relationship between age and crime: Contributions from the developmental literature on personality. *Clinical Psychology Review, 30*, 89-100.

### **Weeks 5,6      Developmental Psychology**

Baltes, P.B., Lindenberger, U., & Staudinger, U.M. (2006). Life-span Theory in Developmental Psychology. In W. Damon (Series Ed.) & R.M. Lerner (Volume Ed.) *Handbook of Child Psychology Vol. 1: Theoretical Models of Human Development 6<sup>th</sup> Ed.* (pp. 569-664). NY: Wiley.

Gelman, S. A. & Kalish, C. (2006). Conceptual Development. In W. Damon, R. M. Lerner, D. Kuhn and R.S. Siegler (Eds.), *Handbook of Child Psychology, Vol. 2: Cognition, Perception, and Language 6th Ed.* (pp. 687-734) NY: Wiley.

Dolores de Hevia, M. & Spelke, E. S. (2010). Number-Space Mapping in Human Infants. *Psychological Science, 21*, 653-660.

Fawcett, C. A. & Markson, L. (2010). Children reason about shared preferences. *Developmental Psychology, 46*, 299-309

### **Weeks 7,8      Community Psychology**

Perkins, D. D., Florin, P., Rich, R. C., & Wandersman, A. (1990). Participation and the social and physical environment of residential blocks: Crime and community context. *American Journal of Community Psychology, 18*, 83-115.

Izzo, C. V., Weissberg, R. P., Kaspro, W. J., & Fendrich, M. (1999). A longitudinal assessment of teacher perceptions of parent involvement in children's education and school performance. *American Journal of Community Psychology, 27*, 817-839.

Wandersman, A., & Nation, M. (1998). Urban neighborhoods and mental health: Psychological contributions to understanding toxicity, resilience and interventions. *American Psychologist, 53*, 647-656.

Kennedy, M.G., Mizuno, Y., Hoffman, R., Baume, C., & Strand, J. (2000). The effect of tailoring a model HIV prevention program for local adolescent target audiences. *AIDS Education and Prevention, 12*, 225-238.

### **Weeks 9,10 Behavioral Analysis and Psychopathology**

Friedman, R. S., & Forster, J. (2010). Implicit affectional cues and attentional tuning: An integrative review. *Psychological Bulletin, 136*, 875-893.

Mitte, K. (2008). Memory bias for threatening information in anxiety and anxiety disorders: A meta-analytic review. *Psychological Bulletin, 134*, 886-911.

Amir, N., Beard, C., Tayler, C. T., Klumpp, H., Elias, J, Burns, M., & Chen, X. (2009). Attention training in individuals with generalized social phobia: A randomized controlled trial. *Journal of Consulting and Clinical Psychology, 77*, 962-973.

Teachman, B. & Woody, S. (2003). Automatic processing in spider phobia: Implicit fear associations over the course of treatment. *Journal of Abnormal Psychology, 112*, 100-109.

### **Weeks 11,12 Health Psychology**

Morris, D.S., Rooney, M.P., Wray, R.J., & Kreuter, M.W. (2009). Measuring Exposure to Health Messages in Community-Based Intervention Studies: A Systematic Review of Current Practices. *Health Education & Behavior, 36*, 979-998.

Dedert, E.A., et al. (2010). Posttraumatic stress disorder, cardiovascular, and metabolic disease: a review of the evidence. *Annals of Behavioral Medicine, 39*, 61-78.

Bowen D.J., & Powers D. (2010). Effects of a mail and telephone intervention on breast health behaviors. *Health Education & Behavior, 37*, 479-489.

Maticka-Tyndale E.J. (2010). Sustainability of gains made in a primary school HIV prevention programme in Kenya into the secondary school years. *Adolescence, 33*, 563-573.

### **Weeks 13,14 Cross-Cultural Psychology**

Ambwani, S., Warren, C. S., Gleaves, D. H., Cepeda-Benito, A., & Fernandez, M. C. (2007). Culture, gender, and assessment of fear of fatness. *European Journal of Psychological Assessment, 24*, 81-87.

Gudykunst, W. B., & Nishida, T. (2001). Anxiety, uncertainty, and perceived effectiveness of communication across relationships and cultures. *International Journal of Intercultural Relations, 25*, 55-71.

Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, *108*, 291-310.

Ricciardelli, L. A., McCabe, M. P., Williams, R. J., & Thompson, J. K. (2007). The role of ethnicity and culture in body image and disordered eating among males. *Clinical Psychology Review*, *27*, 582-606.

College of Arts and Sciences  
Department of Psychology  
Oakland University

### **Neuroanatomy, Brain Development, and Neural Plasticity**

**Course:** PSY 624  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** Keith Williams  
**Office:** 224 Pryale Hall  
**OfficePhone:** 248-370-2308  
**Office Hours:** TBD  
**E-mail:** [william9@oakland.edu](mailto:william9@oakland.edu)

**Course Description:** This course will explore the biological foundations of behavior and introduce the student to the field of neuroscience. Foundation topics include neural signaling and neuroanatomy, brain development, and neural plasticity. Exploration topics may include language, sleep, emotion, sexual behavior, and memory.

#### **Evaluation:**

**Exams:** Students will receive 3 non-cumulative exams during the semester. The exams will primarily consist of short answer/essay questions. The exams will be worth **35%** of the overall course grade.

**Literature Review Paper:** Students will be required to write a literature review paper (approx. 15-20 pages) on a topic of interest using the neuroscience perspective to explain behavior. You will need at least 10 recent peer-reviewed empirical articles to complete this paper. The paper will be worth **35%** of the overall course grade.

**Oral Presentation:** Students will be required to choose a journal article from the literature review paper and give a 15-20 min oral presentation of the article. The article will be presented in a conference style format as though you were the author of the paper. Thus, you will need a detailed understanding of the article, its potential flaws, and present ideas for future directions of research. The oral presentation will be worth **20%** of the overall course grade.

**Participation:** On certain days, we will have planned discussion of selected journal articles. I will ask you to turn in 3 written questions on the journal article(s). The quality of your questions and your contributions to all discussion will contribute to the participation component. The participation component will be worth **10%** of the overall course grade

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services.

**Academic Conduct:** Students are expected to conduct themselves in a manner conducive to an environment of academic integrity and respect for the educational process and the safety and well-being of all members of the community. Adherence to the Student Code of Conduct will be expected; violations of this code (e.g., plagiarism, cheating) will be reported to the Dean of Students. The Code of Academic and Student Conduct can be found at <http://www4.oakland.edu/?id=68&sid=75>.

**Attendance Policy:** Although I will not take a “roll call”, class attendance is encouraged and part of your grade depends upon the quality of your participation in class discussion. Consequently, students are expected to come to class each day prepared to contribute to class discussion of the material.

**Class Materials:**

*Required Texts*

Purves, Dale, Augustine, George J., Fitzpatrick, David (Eds), *Neuroscience*, 4<sup>th</sup> ed., 2008.

Journal readings will be distributed as PDF articles posted on Moodle.

**Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students can access course documents (e.g., syllabus), class readings, grades, etc.

**Tentative Topic/Course Schedule**

**Neural Signaling and Neuroanatomy**

Chapter Readings:

2. Electrical Signals of Nerve Cells
3. Voltage-Dependent Membrane Permeability
4. Channels and Transporters
7. Molecular Signaling within Neurons
5. Synaptic Transmission
6. Neurotransmitters, Receptors, and Their Effects
9. The Somatic Sensory System
17. Upper Motor Neuron Control of the Brainstem and Spinal Cord
18. Modulation of Movement by the Basal Ganglia

**Exam 1**

**Brain Development and Neural Plasticity**

Chapter Readings:

22. Early Brain Development
23. Construction of Neural Circuits
8. Synaptic Plasticity

- 24. Modification of Brain Circuits as a Result of Experience
- 25. Repair and Regeneration in the Nervous System

## **Exam 2**

### Complex Brain Functions

#### Chapter Readings:

- 27. Speech and Language
- 28. Sleep and Wakefulness
- 29. Emotions
- 30. Sex, Sexuality, and the Brain
- 31. Memory

*Oral Presentations (during last week of class)*

## **Exam 3 (on final exam date determined by OU course schedule)**

College of Arts and Sciences  
Department of Psychology  
Oakland University

### Evolutionary Psychology and Animal Behavior

**Course:** PSY 652  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** Todd K. Shackelford  
**Office:** 112 Pryale Hall  
**Office Phone:** 248-370-2285  
**Office Hours:** TBD  
**E-mail:** [XXX@oakland.edu](mailto:XXX@oakland.edu)  
**Web:** [www.ToddKShackelford.com](http://www.ToddKShackelford.com)

**Course Description:** This course is an investigation of the key concepts, questions, and research issues related to the evolution of the mechanisms of mind and behavior in humans and non-humans. Topics investigated include mating, parenting, social exchange, and violence. Students are expected to take an active role in presenting, discussing, and developing the topics under consideration.

#### **Evaluation:**

**Exams:** Students will receive two non-cumulative essay exams during the semester worth **35%** of their overall grade. Students will need to bring a blue book to class to record their answers for the exam.

**Paper:** Students will prepare an APA style review paper and associated research proposal designed to investigate an unresolved issue in one of the content areas discussed in the course. The paper will consist of no more than 15 pages and count towards **35%** of the overall grade in the course.

**Presentation:** Twice during the semester, each student will be responsible for summarizing one of the week's required readings in a formal presentation and leading the class discussion on that reading during the class. The presentations will count towards **30%** of the overall grade in the course.

#### **Policies:**

**Examinations and Homework:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to homework assignments (e.g., the presentations, review paper, and reflection pieces).

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.



**Independent Work:** I expect all of the independent work you submit for a grade to be your own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by the university academic misconduct committee.

**Attendance Policy:** Because of the small size of the class and the importance of in class discussion to gain a deeper understanding of the content material, attendance is strongly encouraged in class and part of the grade depends upon classroom performance. Consequently, students are expected to come to class each day prepared to contribute to the class discussions and class work. As discussed previously, the discussion log grade will reflect the degree to which the student attended and contributed meaningfully to the class discussions and class work.

### **Class Materials:**

#### *Required Texts*

1. Dennett, D. C. (1995). *Darwin's dangerous idea: Evolution and the meanings of life*. New York: Simon & Schuster.
2. Buss, D. M. (Ed.) (2005). *The handbook of evolutionary psychology*. New York: Wiley.

It is highly recommended that students possess the Publication Manual of the American Psychological Association (6th Ed). American Psychological Association

### **Moodle:**

The Moodle resources will be used in this class. On the Moodle site, students will be able to turn in their assignments, access class readings, grades, and the syllabus.

### **Course Schedule**

<u>DATE</u>	<u>SUBJECT (chapter title)</u>	<u>READINGS</u>
Week 1	Introduction to course; discussion sign-up	None
Week 2	<b>Darwin's dangerous idea, part I:</b> Tell me why An idea is born Universal acid The tree of life	Dennett, chapters 1-4

Week 3	<b>Darwin's dangerous idea, part II:</b> The possible and the actual Threads of actuality in design space Priming Darwin's pump Biology is engineering	Dennett, chapters 5-8
Week 4	<b>Darwin's dangerous idea, part III:</b> Searching for quality Bully for Brontosaurus Controversies contained	Dennett, chap 9-11
Week 5	<b>Darwin's dangerous idea, part IV</b> The cranes of culture Losing our minds to Darwin The evolution of meanings	Dennett, chap 12-14
Week 6	<b>Darwin's dangerous idea, part V:</b> The emperor's new mind, and other fables On the origin of morality Redesigning morality The future of an idea	Dennett, chap 15-18
Week 7	<i>Exam #1</i>	
Week 8	<b>Foundations of evolutionary psychology, part I:</b> The emergence of evolutionary psychology Conceptual foundations of evolutionary psychology Life history theory and evolutionary psychology Domain specificity and intuitive ontology	Buss, Intro & Chapters 1-3
Week 9	<b>Foundations of evolutionary psychology, part II:</b> Methods of evolutionary sciences Controversial issues in evolutionary psychology Survival: Locating places Adaptations to predators and prey Adaptations to dangers from humans	Buss, Chapters 5-8

Week 10	<b>Mating:</b> Fundamentals of human mating strategies Physical attractiveness in adaptationist perspective Adaptations to ovulation Female infidelity and sperm competition Sexual coercion	Buss, Chapters 10-13
Week 11	<b>Parenting &amp; kinship:</b> Cooperation and conflict among kin Evolution of paternal investment Parental investment and parent-offspring conflict	Buss, Chapters 15-19
Week 12	<b>Group living, part I:</b> Neurocognitive adaptations for social exchange Aggression Managing in group and outgroup relationships Dominance, status, and social hierarchies	Buss, Chapters 20-23
Week 13	<b>Group living, part II</b> The evolution of cognitive bias The evolution of morality	Buss, Chapters 25-26
Week 14	<b>Evolutionizing traditional areas of psychology,</b> <b>part I:</b> Cognitive psychology Social psychology Developmental psychology Personality psychology	Buss, Chap 27-30
Week 15	<b>Evolutionizing traditional areas of psychology,</b> <b>part II:</b> Biological function and dysfunction Evolutionary psychology and mental health Literature and evolutionary psychology Evolutionary psychology and the law <i>Review paper/research proposal due</i>	Buss, Chapters 31-34
Week 16	<i>Exam #2</i>	None

College of Arts and Sciences  
Department of Psychology  
Oakland University

**Advanced Topics in Statistics for Psychological and Behavioral Research:  
Multivariate Analysis of Variance**

**Course:** PSY 711  
**Course Section:** TBD  
**Class Time:** TBD  
**Class Location:** TBD

**Instructor:** Debra McGinnis  
**Office:** 119 Pryale Hall  
**Office Phone:** 248-370-2319  
**Office Hours:** TBD  
**E-mail:** [XXX@oakland.edu](mailto:XXX@oakland.edu)

**Course Description:** This course addresses advanced Analysis of Variance procedures typical of experimental approaches in Psychology: Multivariate Analysis of Variance, Analysis of Covariance, and Repeated Measures Analysis of Variance (two factor, three factor), extending conceptual and computational knowledge obtained in Statistics I (Psy 511) and Statistics II (Psy 512). Covered extensively are the analyses of main effects, simple effects, interactions, error, and power.

**Required Texts**

Keppel, G. (2004). *Design and Analysis: A Researcher's Handbook*. Upper Saddle River, New Jersey: Prentice Hall.

**Evaluation**

**Labs:** Students will receive 8 laboratory assignments designed to enhance comprehension of the mathematical computation of ANOVA procedures; the use of these procedures in research; the interpretation of statistical outcomes (e.g., main effects, interactions, and the meaning of various relevant quantities commonly produced by statistical software). Labs will be completed using Statistical Software (e.g., SPSS, SAS, R, or Data Desk). Lab assignments will be graded on a 0-100 scale, and will comprise 20% of each student's overall grade.

**Paper:** Students will prepare an APA style review paper describing recent publications relevant to a topic included in this course. Examples of suitable topics are power and multivariate analysis of variance, post hoc comparisons, or an analysis of a particular multivariate approach to address issues in a specific subdomain in psychology. Students should plan on reading extensively in Quantitative Psychology journals (e.g. *Multivariate Behavioral Research*, *Applied Psychological Measurement*, *Psychometrica*, and/or *The British Journal of Mathematical and Statistical Psychology*). The paper will be at least eight pages in length. Students will prepare a Power Point Presentation, so they can share their findings and perspectives with their classmates. The paper will be graded on a 0-100 scale, and it will count towards 30% of the overall grade in the course, with 5% of the 30% reflecting the quality of the class presentation.

**Exams:** There will be three exams, requiring data analysis and interpretation. Tests may include questions requiring the use of Statistical Software or manual computations. Each of the three exams will be graded on a 0-100 scale, and will count towards 45% of each student's overall grade.

### **Policies**

**Due Dates:** Exams must be taken at the time indicated on the syllabus. Missed exams can only be made up if you provide documentation of a legitimate University-approved excuse (e.g., medical emergency) within **one week** of the missed exam. This also applies to laboratory and paper assignments.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible.

**Independent Work:** All of the work submitted must reflect each student's own work. Plagiarism of any kind, dual submissions (turning in an assignment for this course that you have already submitted for a grade in a different course), plagiarizing information from the internet, and cheating on exams will result in a failing grade for that assignment and (depending on the seriousness of the infraction) possible evaluation by Oakland University's Academic Conduct Committee. Students are referred to the policies available by viewing the Student Handbook online. <http://www.oakland.edu/handbook/>

### **Course Schedule**

<b>DATE</b>	<b>SUBJECT</b>	<b>READINGS</b>
Week 1	Introduction to course; Review of Experimental Design	Chapter 1
Week 2	Variance estimates, estimating treatment magnitude, power, effect sizes	Chapter 2, 3, 4
Week 3	Analytical comparisons, orthogonal comparisons, orthogonal polynomials	Chapter 6, 8
Week 4	Factorial designs, estimating population and treatment quantities	Chapter 9, 10
Week 5	Detailed analyses of main effects and simple effects	Chapter 11
Week 6	<i>Exam #1</i>	

Week 7	Interactions, analyzing partial interactions, unequal sample sizes	Chapter 12, 13
Week 8	Randomized Blocks, Analysis of Covariance, Choosing between RB and ANCOVA	Chapter 14
Week 9	Within Subjects Designs: Computing WS ANOVAs, Estimating treatment effects mathematically, removing practice effects from the error term	Chapter 15, 16
Week 10	Mixed Two-Factor Within Subjects Design: Overall ANOVA, simple effects involving the repeated factor, and simple effects involving the nonrepeated factor, analysis of interaction comparisons	Chapter 17, 18
Week 11	<i>Exam #2</i>	
Week 12	Higher Order Factorial Experiments: Three-way factorial designs, estimating treatment magnitude, analyzing simple interactions, interaction contrasts	Chapter 19, 20
Week 13	Additional Higher-Order Design Topics: Treatment effects in higher order designs, designating error terms	Chapter 21, 22
	<i>Multivariate ANOVA literature review due</i>	
Week 14	<i>Student Presentations of Multivariate ANOVA topics</i>	
Week 15	<i>Student Presentations of Multivariate ANOVA topics</i>	
Week 16	<i>Exam #3</i> <i>Note: Exam Content will include information from Student Presentations</i>	

---

## **Appendix B: Faculty Qualifications**

Faculty in the Department of Psychology have been successful in publishing peer-reviewed work and in securing external funding to support this research. In addition, faculty have received numerous prestigious awards recognizing research productivity and contributions to psychological science, including election as Fellows of the Association for Psychological Science and the American Association for the Advancement of Science. Faculty have published over 430 peer-reviewed articles and have secured over \$4,500,000 in external grants and contracts.

A brief summary of each faculty member's professional activities are provided below. Additional information about faculty academic and professional activities can be found in the "faculty annual report manager" at the Oakland University website for Academic Affairs [www.oakland.edu/?id=4488&sid=175](http://www.oakland.edu/?id=4488&sid=175) or at the Oakland University website for the Department of Psychology < [www.oakland.edu/?id=15736&sid=380#FullTime](http://www.oakland.edu/?id=15736&sid=380#FullTime)>

### **Ranald D. Hansen, Professor**

Ranald Hansen's research on social cognition and emotion has been funded by both the National Science Foundation and the National Institutes of Health and recognized for research excellence. Recently he has focused on processes for promoting innovation and entrepreneurship.

Ranald Hansen has had experience in graduate education at both the M.S. and Ph.D. levels, serving on multiple dissertation and thesis committees.

### **Andrea T. Kozak, Assistant Professor**

Andrea Kozak's research is oriented toward determining whether low distress tolerance (i.e., the inability to withstand aversive physiological and emotional states) contributes to weight gain before and after weight loss treatment. She is interested in the relationship between body mass index and health-related quality of life (HRQoL), and has begun to examine the association between HRQoL and heart failure, a cardiovascular disease in which the heart becomes enlarged and is unable to pump blood adequately.

### **Mary B. Lewis, Associate Professor**

Mary Lewis's research is focused on examining parent-adolescent relationships as contexts for adolescent development. Her research examines the way in which prosocial behavior is socialized in the framework of the family environment and the role of parental separation anxiety in adolescent socioemotional development during the transition to college.

Mary Lewis has had experience in graduate education at the M.S. level, serving on thesis committees.

### **Sylvie Adeline Lombardo, Associate Professor**

Sylvie Lombardo's work is centered on conducting community-based research and delivering services in a variety of settings, including the juvenile justice system, homeless shelters, grass root organizations, school-based mental health programs, and inpatient and outpatient hospital settings. Her research focuses on the measurement of sexual and

reproductive health, the impact of relationship contexts on sexual health, and the similarities in sexual health-related issues and service utilization across several aspects of sexual orientation.

**Debra Q. McGinnis, Associate Professor**

Debra McGinnis explores language comprehension in adulthood, with an emphasis on comparing adults around 70 years (young-old) with those around 80 years (old-old). Her research has explored the role of inferential processes during comprehension and how age differences in inferential processes may affect comprehension, particularly when young-old adults are compared to old-old adults. In addition, she has examined metacomprehension, proverb comprehension, and epistemic cognition in undergraduates.

**Scott M. Pickett, Assistant Professor**

Scott Pickett's research interests include identifying risk factors and consequences of psychological trauma. He employs experimental paradigms to investigate cognitive and behavioral vulnerabilities for psychopathology, emotion regulation, and sleep disruption as mechanisms of risk and resiliency for those exposed to psychological trauma. His research is aimed at further understanding the development and maintenance of anxiety disorders and improving treatments for these disorders.

**Dean G. Purcell, Professor**

Dean Purcell's research examines cognitive influences on very early visual perception. These include the detection of meaningful stimuli such as faces and 3-dimensional objects, and the early visual processing of emotional faces. He is a fellow of the American Association for the Advancement of Science and of the Association for Psychological Science.

**Michele Parkhill Purdie, Assistant Professor**

Michele Parkhill Purdie's primary research interests concern the social psychological processes involved in the relationship between alcohol and sexual assault perpetration, victimization, and AIDS-risk behaviors. She has established a program of research that focuses on both survey and experimental methodologies in examining how alcohol influences past sexual assault perpetration, the likelihood of engaging in sexual assault perpetration in the future, and the likelihood of engaging in sexual intercourse without a condom.

**Lakshmi Raman, Assistant Professor**

Lakshmi Raman's research focuses on children and adults' theories of health. One line of research examines the causal factors children and adults entertain in the manifestation of physical illnesses. A second line of research examines children's and adults' understanding of the impact of nutrition on health.

**Todd K. Shackelford, Professor**

Todd Shackelford's research addresses sexual conflict between men and women, with a special focus on testing hypotheses derived from sperm competition theory. Within the area of sexual conflict, Shackelford has investigated jealousy, infidelity, intimate partner



violence, sexual coercion, and homicide. In another area of research, Shackelford also investigates the evolutionary origins of religion and religious beliefs.

Todd Shackelford has had extensive experience with graduate education at both the M.S. and Ph.D. levels as a program director, major thesis and dissertation advisor, and committee member for numerous graduate students.

**Cynthia M. Sifonis, Associate Professor**

Cynthia Sifonis's research interests can be broadly construed as examining the interaction between category knowledge and category use. Of specific interest is how people use their knowledge of the world to generate new ideas. This interest is manifested in examining how the representation of existing knowledge interacts with the representation of the problem domain during analogical problem solving and idea generation to affect the creativity and practicality of generated solutions to a problem.

**Robert B. Stewart, Jr., Professor**

Robert Stewart's research has focused on attachment relationships within the family. He has investigated the ontogeny of sibling attachment bonds, the similarities and differences in sibling, best friend, and significant other bonds, and the role of sibling relationships across the life-span. His most recent research is centered on an investigation of enduring intimate relationships.

Robert Stewart has had significant experience with graduate education at the M.S. level as a thesis advisor, and committee member for multiple graduate students.

**Kanako Taku, Assistant Professor**

Kanako Taku has conducted quantitative and qualitative research on how people may or may not change psychologically, cognitively, socially, and spiritually after a traumatic event. Her research has centered on the construct of posttraumatic growth, personal growth experienced as a result of the struggle with major life crises or traumatic events. She has published a Japanese version of the Posttraumatic Growth Inventory. Her recent research interests include the ways posttraumatic growth is manifested or observed in different cultural backgrounds.

Kanako Taku has had experience in graduate education at the M.S. level, serving on thesis committees.

**Jennifer Vonk, Assistant Professor (start Fall, 2011)**

Jennifer Vonk's several programs of research are tied together by the common goal of understanding the phylogeny and ontogeny of human cognitive processes. Her primary research focuses on the extent to which non-humans share the human capacity for abstract thought, in the absence of human-like language. Additional research investigating early fraction learning is funded by the National Science Foundation.

Jennifer Vonk has had significant experience with graduate education at both the M.S. and Ph.D. levels as a major thesis and dissertation advisor, and committee member for multiple graduate students.

**Keith L. Williams, Associate Professor**

Keith Williams' research is focused on using rodent models to bridge the gap between the behavioral and biological components that modulate alcohol consumption and addiction. His interests include the pharmacological and behavioral mechanisms of drug reinforcement, drug craving, and drug discriminative stimulus properties. He is also interested in the influence of exercise and hormones on drug self-administration and contribution of food intake mechanisms on drug consumption.

**Virgil Zeigler-Hill, Assistant Professor (start Fall, 2011)**

Virgil Zeigler-Hill's research interests include self-concept, fragile self-esteem, narcissism and interpersonal relationships. His recent work has focused on links between self-esteem and narcissism.

Virgil Zeigler-Hill has had extensive experience with graduate education at both the M.S. and Ph.D. levels as a major thesis and dissertation advisor, and committee member for numerous graduate students.

College of Arts and Sciences  
 Program: Psychology Graduate Programs  
 Program Inception: FY13  
 Five-Year Budget: FY13-FY17  
 Fund: TBD  
 Date: March 2012

Attachment B

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>						
MS Headcount		12	24	36	36	36
PhD Headcount		4	8	12	12	12
Average credits per year per MS student		24	18	18	18	18
Average credits per year per PhD student		24	20	18	18	18
<b>Total Credit Hours</b>		<b>9216</b>	<b>10976</b>	<b>15552</b>	<b>15552</b>	<b>15552</b>
Graduate		288	432	648	648	648
Doctoral		96	160	216	216	216
<b>Total FYES</b>		<b>18.00</b>	<b>28.00</b>	<b>40.50</b>	<b>40.50</b>	<b>40.50</b>
Graduate (cr.+24)		12.00	18.00	27.00	27.00	27.00
Doctoral (cr.+16)		6.00	10.00	13.50	13.50	13.50
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate (lower)		\$ 331.25	\$ 331.25	\$ 331.25	\$ 331.25	\$ 331.25
Undergraduate (upper)		\$ 362.00	\$ 362.00	\$ 362.00	\$ 362.00	\$ 362.00
Graduate		\$ 578.25	\$ 578.25	\$ 578.25	\$ 578.25	\$ 578.25
<b>Revenue</b>						
MS Tuition		\$ 166,536	\$ 249,804	\$ 374,706	\$ 374,706	\$ 374,706
PhD Tuition		\$ 55,512	\$ 92,520	\$ 124,902	\$ 124,902	\$ 124,902
<b>Total Revenue</b>		<b>\$ 222,048</b>	<b>\$ 342,324</b>	<b>\$ 499,608</b>	<b>\$ 499,608</b>	<b>\$ 499,608</b>
<b>Compensation</b>						
<b>Salaries/Wages</b>						
Faculty Inload Replacements	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Salaries	6101	\$ -	\$ -	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Overload	6301	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistantship Stipend	6311	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000	\$ 168,000
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Wages	6401	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520
Total Salaries/Wages		\$ 76,620	\$ 132,620	\$ 273,620	\$ 273,620	\$ 273,620
Fringe Benefits	6701	\$ 728	\$ 728	\$ 38,128	\$ 38,128	\$ 38,128
<b>Total Compensation</b>		<b>\$ 77,348</b>	<b>\$ 133,348</b>	<b>\$ 311,748</b>	<b>\$ 311,748</b>	<b>\$ 311,748</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$ 28,000	\$ 19,000	\$ 19,000	\$ 13,000	\$ 11,500
Graduate Assistant Tuition	7726	\$ 55,512	\$ 92,520	\$ 124,902	\$ 124,902	\$ 124,902
Travel	7201	\$ 5,000	\$ 5,000	\$ 5,000	\$ 3,000	\$ 3,000
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ 25,000	\$ 20,000	\$ 10,000	\$ 5,000	\$ 5,000
Library	7401	\$ 14,267	\$ 15,348	\$ 16,513	\$ 17,768	\$ 19,120
Total Operating Expenses		\$ 127,779	\$ 151,868	\$ 175,415	\$ 163,670	\$ 163,522
<b>Total Expenses</b>		<b>\$ 205,127</b>	<b>\$ 285,216</b>	<b>\$ 487,163</b>	<b>\$ 475,418</b>	<b>\$ 475,270</b>
<b>Net</b>		<b>\$ 16,921</b>	<b>\$ 57,108</b>	<b>\$ 12,445</b>	<b>\$ 24,190</b>	<b>\$ 24,338</b>

**BACHELOR OF ARTS IN GRAPHIC DESIGN DEGREE  
A Recommendation**

1. **Divisions and Departments:** Academic Affairs, College of Arts and Sciences, Department of Art and Art History.
  
2. **Introduction:** The Department of Art and Art History proposes a program of undergraduate education including a Bachelor of Arts (B.A.) degree in Graphic Design. The proposed start date of the program leading to this degree is Fall 2012.

This program will offer a degree giving our students in-depth preparation for careers in graphic design. Over the four-year program of study, students will take courses in art history, design history and theory, materials and processes, design studio practice, and professional practices. It will include study of the two primary areas of media, print and the digital world. This program will be grounded in foundations classes, focused on giving students a firm understanding of the principles of visual organization, as well as color theory and application, in traditional and digital materials and processes. Students will study the history of image creation, in both art history and design history classes. In the progressive structure of major requirements, students will have course work developing their critical thinking skills within the context of applied studio practice. They will gain both depth and breadth in the field, from print-specific practices to case studies and projects in branding and identity; from the aesthetics, methodologies and tools of web design to create conceptually interesting, visually pleasing, and easily navigable web sites; to the technical and conceptual development of energetic and powerful motion graphics for the web, interactive applications, and film/television. Students will work with the latest industry-standard technology applications/approaches, preparing them with the skills and knowledge needed to function successfully within the professional graphic design workplace. The degree culminates with a capstone Senior Thesis project, for which students create a coherent body of professional-level design based on real-world work requirements.

This degree has been developed in conjunction with the philosophies and practices of the American Institute of Graphic Design (AIGA), the professional association for design, and the National Association of Schools of Art and Design (NASAD), the official accrediting body for art and design programs at the college level.

According to the Bureau of Labor Statistics, graphic design jobs are expected to be up 13% nationwide by 2018. Individuals with knowledge of web site design will have even more extensive opportunities. The BLS report on the graphic design field notes the better career opportunities for students with a bachelor's degree in graphic design, versus those with associate degrees or certificates in graphic design, which would only qualify them as assistants to graphic designers or technical positions. They also note

**Bachelor of Arts  
In Graphic Design Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

the benefits of a liberal arts education for producing effective, successful graphic designers.

Incoming and prospective students have shown a strong and consistent interest in the option of a graphic design major at Oakland University. This level of interest in the field has been reinforced by the success of our graphic design courses, first offered in 2007, and our graphic design minor, which began in 2009.

3. **Previous Board Action:** None.

4. **Budget Implications:** The proposed undergraduate program is planned to start in Fall 2012. The program anticipates first year admission of 20 majors into the B.A. degree program, with growth over five years to 80 majors. As a result of this anticipated growth, the budget includes funds for additional faculty and support staff, with the technical and media support being especially critical to a computer-intensive major. The budget also includes funds for the equipping of additional computer labs, as well as new and upgraded software for existing and new labs. The proposed undergraduate program, with conservative enrollment estimates, is budgeted to generate revenue from its first year.

The Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Graphic Design B.A. degree program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

5. **Educational Implications:** The proposed new B.A. in Graphic Design program is consistent with Oakland University's Strategic Plan and 2020 vision, including:

- a. **National University.** Graphic design programs have proved to be a strong and expanding component of national universities, and adding this major to our offerings will expand OU's presence as a 'destination school' with the programs students want. The program's goals are clearly to prepare its students "to make meaningful and substantial contributions to society and the workplace."
- b. **Professional Programs.** The graphic design major is aimed at graduating students who are well-prepared to enter the professional world. It will help fulfill OU's vision of programs that "meet marketplace demands," as there is clearly a high level of interest and demand for this degree and in this field. This program is designed to "deliver highly effective graduates who contribute directly to economic growth in the local community, region, state and nation."
- c. **Community Engagement and Partnership.** The proposed program's internship options, which will be highly encouraged as a design elective, will create a direct link between OU students and the community. These experiential opportunities will not only be a benefit to students, as they take on real-world responsibilities in

**Bachelor of Arts  
In Graphic Design Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

professional situations, but will also help create functional solutions to the needs of the hosting organizations, through the work of the interns.

- d. Student-Centered Learning Experience. Studio courses involve 'active-learning,' a key tenet of student-centered approaches. Active learning comes from students being directly involved in project-based problem solving. 'Learning by doing' ensures that design knowledge is based in progressive experiential processes. Graphic design courses emphasize critical thinking, creative problem solving, effective communication, technological expertise, and client-centered professional practices.
  - e. Future Growth. With our expectations that the B.A. in graphic design will be an extremely popular new major, we anticipate that this degree will be a highly positive component of OU's vision of increased enrollment and continued growth.
6. **Personnel Implications:** The Department of Art and Art History has faculty who are highly qualified to teach the courses that comprise the B.A. in Graphic Design. Due to the anticipated enrollment growth, the budget includes funds to hire two new full-time tenure-track faculty over the first five years of the program. The budget also includes funds for a Graphic Design Program Director as well as additional staff funding for a clerical position and technical and media support position.
7. **University Reviews/Approvals:** The proposal for a B.A. in Graphic Design was reviewed and approved by the College of Arts and Sciences Assembly, the Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.
8. **Recommendation:**

WHEREAS, the B.A. in Graphic Design is consistent with several objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the B.A. in Graphic Design will respond to academic and industry demand for graphic designers in Michigan, and that the degrees are consistent with Oakland University's objectives for Institutional Priorities; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the College of Arts and Sciences Department of Art and Art History to offer a B.A. in Graphic Design; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the B.A. in Graphic Design to evaluate academic quality and fiscal viability to determine whether the program should be continued.

**Bachelor of Arts  
In Graphic Design Degree  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4**

9. **Attachments:** Attachment A – Proposal for a B.A. in Graphic Design.


Submitted to the President

on 3/15, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/15, 2012  
to the Board for approval by



Gary D. Russi  
President

## **ATTACHMENT A**

### **PROPOSAL FOR A BACHELOR OF ARTS MAJOR IN GRAPHIC DESIGN**

**Department of Art and Art History  
College of Arts and Sciences  
Oakland University**

#### **COMMITTEE:**

Chair: Lynn Galbreath Fausone, Adjunct Assistant Professor, Department of Art and Art History

Members: Andrea Eis, Associate Professor and Chair, Department of Art and Art History

Susan Evans, Associate Professor, Department of Art and Art History

Approved by Department of Art and Art History  
October 14, 2009

Approved by College of Arts and Sciences Assembly  
April 12, 2011

Approved by Oakland University Senate  
March 9, 2012



**PROPOSAL FOR A BACHELOR OF ARTS DEGREE IN GRAPHIC DESIGN  
TABLE OF CONTENTS**

Abstract	1
<hr/>	
I. Program Description	2
A. Program Goals	2
B. Statement of Philosophy	2
C. Defining the Graphic Design Major at Oakland University	2
<hr/>	
II. Rationale for the Program	3
A. Graphic Design and Oakland University's Strategic Plan National University	3
B. Graphic Design and the Goals of the College of Arts and Sciences	3
C. Graphic Design and the Mission of the Department of Art and Art History	4
D. Strategy for Development of the Graphic Design Major	4
E. Evidence of Support for the Graphic Design Major	6
F. Career Opportunities for Graphic Design Majors	8
G. Source of Expected Students	8
H. Advice and Consent	9
<hr/>	
III. Self Study	9
A. Current Status of the Studio Art Major	9
B. Faculty/Staffing Needs	9
C. Faculty Qualifications	9
D. Library Report	10
E. Facilities	10
F. Equipment	10
G. Impact on the Studio Art Major	10
<hr/>	
IV. Program Plan	11
A. Requirements for a Graphic Design Major	11
B. Program Honors in Graphic Design	11
C. Requirements and Course Offerings in Graphic Design New Courses; Catalogue Course Descriptions	11
D. Sample Four-Year Curriculum for Graphic Design Majors and Transfer Credits For Community College students	15
E. Recruiting, Retention, Monitoring and Advising Students	16
F. Program Evaluation and Assessment	16
<hr/>	
V. Cost Analysis	17
A. SBRC Budget Format	17
B. Space Requirements	18
C. Equipment Requirements	18
<hr/>	
VI. Implementation: Five-Year Plan	19
A. Phasing in the Program	19
B. Annual Increase in Library Holdings	19
C. Equipment and Space	19
D. Implementation of New Internal Procedures	19
E. Predicted Enrollment Levels	20
F. Steady State of Operation of the Program	20
<hr/>	
VIII. Appendices	21
A. Current Full-Time Faculty Vitae	21
B. Current Part-Time Faculty Abbreviated Vitae	39
C. New Graphic Design Courses: Catalogue Copy, Descriptions and Objectives	45
D. Library Report	50
E. Student Survey Data	54
F. Letters of Support	56
G. Oakland University Assessment Plan	60

## **ABSTRACT**

The creation of the graphic image can be traced back to the cave drawings and pottery decorations of ancient times. The pictograms, the rebus, the ideogram, typography and movable type are key components of this history. We can trace graphic design schools, in a variety of formats, back to around the 16<sup>th</sup> century. The Bauhaus School of Design, unarguably the most famous, originated in Germany in 1919. In its professional understanding, graphic design and its study are most apparent since the early 20th century. With the rise of mass media, the interests in graphic design took off with whirlwind speed. Today, graphic design is ubiquitous, seen in every walk of life, on every street corner, in both the analogue and digital worlds.

The study of graphic design is one of the fastest growing art majors at the university level today. Earning a degree in graphic design allows the student to pursue a creative career in the arts, through employment in a wide range of professions and/or industries. Graphic design curriculums vary greatly from university to university. Technological, theoretical and interdisciplinary degree philosophies can be found throughout the country.

The Department of Art and Art History in the College of Arts and Sciences proposes a Graphic Design Bachelor of Arts major structured around interdisciplinary study. Required course work will focus on the connection between graphic design, fine art, and art history. The interdisciplinary study of graphic design encourages individualized investigation of medium, content, context and technology. It places emphasis on critical thinking, analytical reasoning, written and oral communication skills, integrity and ethics while instructing technology as a tool.

The proposed four-year undergraduate study of graphic design is intended to prepare students with the knowledge and skills required for a career in the field of graphic design. The proposed program is specialized, rather than broad-based; it is aimed at preparing the student for professional practice. The proposed program is also founded in liberal art studies, instructing students in image analysis, historical awareness, and critical thinking skills.

## I. PROGRAM DESCRIPTION

The Department of Art and Art History (AAH) within the College of Arts and Sciences at Oakland University seeks approval to offer a Bachelor of Arts major in Graphic Design (BA-GD). This new major will carry the rubric DES, already established for the new Graphic Design minor which was approved in winter 2009. The proposed degree will be founded in the philosophies and practices of the American Institute of Graphic Design (AIGA), the professional association for design, in conjunction with the National Association of Schools of Art and Design (NASAD), the official accrediting body for art and design programs at the college level.

### A. Program Goals

This program proposal is for a four year Bachelor of Arts Degree in Graphic Design (BA-GD). A BA-GD will continue to round out our studio art offerings, allowing students to grow even further in an interdisciplinary educational environment. A BA-GD will include the course load hours needed for the in-depth study of both theory and applied methods. Over the four-year program of study, students will take classes in art history, design history and theory, materials and processes, design studio practice, and professional practices, as well as the option for a semester-long internship. Engagement in relevant interdisciplinary inquiry and practice will also be encouraged.

The proposed graphic design program will include the study of the two primary areas of media: print and the digital world. This program will be grounded in foundation classes, focused on giving students a firm understanding of the principles of visual organization (working with two and three dimensions), color theory and application. Students will learn the latest industry standard technology applications/approaches, preparing them with the skills and knowledge needed to function within the graphic design professional workplace. The degree culminates with a capstone Senior Thesis Project.

The Graphic Design program will offer three levels of degree study:

- A minor in Graphic Design (already approved and implemented)
- An Interdisciplinary Bachelor of Arts in Graphic Design.
- A Studio Art Bachelor of Arts with Art Education K-12 Certification with a concentration in Graphic Design.

It is the goal of the AAH Department to eventually propose a Bachelor of Fine Arts major, which would be submitted for accreditation from NASAD. The BFA-GD would be a professional degree program. Students seeking a BFA-GD would enter the Graphic Design Program as a Bachelor of Arts student; during the third year of study, the student would apply for BFA status. This degree structure allows for student success at a variety of levels.

### B. Statement of Philosophy

AAH intends to offer a degree grounded in design studio practice as well as the study of theory and history of design, from an interdisciplinary perspective. The Department of Art and Art History has always included an interdisciplinary course requirement for its majors — studio art students are required to take courses in Art History; art history students are required to take a studio art course. The graduating capstone projects for Art History and Studio Art include a combined effort through the joint symposium. This interdisciplinary approach, with the close association between the philosophies and class structures, is one of our department's strengths. This contemporary approach to higher academic learning is being implemented in many of our peer institutions as well as at many of our neighboring Michigan colleges and universities. The interdisciplinary method of study will continue be our mission and our philosophical approach to course development. Offering a BA-GD within these same interdisciplinary guidelines will enhance our current AAH department.

### C. Defining the Graphic Design Major at Oakland University

This BA in Graphic Design is a four-year degree program that will consist of 64 semester hours of course work to be completed within the field of the major. This equates to 51% of the overall 124 credits required for a Bachelor of Arts degree at Oakland University. The curriculum has been designed to incorporate sound pedagogical practices based upon recommended models by the American Institute of Graphic Arts (AIGA) and the National Association of Schools of Art & Design (NASAD).

Curricular requirements begin with entry level foundation studio work. As an introduction to the discipline, lower level studio courses will focus on materials and processes (both traditional and digital), building a solid foundation of media knowledge and skills. During their first and second years, students will study the history of

image creation, both in art history and design history classes. They will be instructed in the digital applications needed for upper level courses. They continue with mid-level studio course work on critical thinking in the context of studio practice, concentrating on the development of design theory and critical practice. Instruction at all levels will be through lectures, studio practice and critiques. The program culminates with advanced level studio course work as well as professional practices, internship options, and a Capstone Senior Thesis Project.

The program will teach creative thought processes and solutions, both in individual and group applications. Students will learn effective design methods and practices and develop their critical thinking regarding aesthetics and the language of graphic design. Through professional practices, students will be immersed in the business applications of design. The internship program will build relationships, establish connections and introduce the student to the diverse fields in which graphic designers operate.

## II. RATIONALE FOR THE PROGRAM

### A. *Graphic Design and the Oakland University Strategic Plan*

The formation of a Graphic Design major at Oakland University will correspond with the following components of the University's "2020 Vision":

- National University: The creation of a BA-GD will be another step in Oakland University's vision of itself as a national university. Graphic Design programs have proved to be a strong and expanding component of most national universities, and adding this major to our offerings will expand OU's presence as a "destination school" with the programs students want. The ability of graphic design graduates to create a continuing presence for OU on a variety of levels (local, regional, state and national) through their professional practice is an additional incentive in developing a graphic design program. The program's goals clearly will be to prepare its students "to make meaningful and substantial contributions to society and the workplace."
- Professional Programs: The BA-GD is a degree aimed at graduating students who are well-prepared to enter the professional world. It will expand OU's professionally-oriented programs overall, and in the Department of Art and Art History specifically. It will help fulfill OU's vision of programs that "meet marketplace demands," as there is clearly a high level of interest and demand for this degree and in this field. This program is designed to "deliver highly effective graduates who contribute directly to economic growth in the local community, region, state and nation."
- Community Engagement and Partnership: In multiple ways, the BA-GD program will "develop partnerships that form solutions to community needs" and "create and expand experiential opportunities for OU students." The internship options, which will be highly encouraged as a design elective, will create a direct link between OU students and the community. These experiential opportunities will not only be a benefit to students as they take on real-world responsibilities in professional situations but will also help create functional solutions to the needs of the hosting organizations through the work of the interns.
- Student-Centered Learning Experience: The course design, assignment structure, and learning objectives of the Graphic Design courses emphasize critical thinking, creative problem-solving, effective communication, technological expertise, and client-centered professional practices. These approaches fit exceptionally well with the expectations that OU has for creating graduates who will be able to move into the workplace "able to think critically and creatively, communicate effectively, manage and use information technology, and interact well with others."
- Future Growth: With our expectations that the BA-GD will be an extremely popular new major, we anticipate that this degree will be a highly positive component of OU's vision of increased enrollment and continued growth.

### B. *Graphic Design and the Goals of the College of Arts and Sciences*

The proposed BA-GD corresponds to many of the 'Tactics' articulated by the College of Arts and Sciences (<http://www2.oakland.edu/cas/characteristic.cfm>), including the opportunities for undergraduate research and creative endeavor, for internships as an integral component of the undergraduate educational experience, to understand and appreciate how culture and the arts enrich and inform all aspects of human endeavor, and to complete an integrated capstone experience. As a field that inherently combines research, creative activity, culture, and professional practice, Graphic Design is an excellent mix of interests, intentions, and needs for a new CAS degree program. The BA-GD program also expands on the CAS goals (found on the University Unit Goals website, <http://www4.oakland.edu/?id=5223&sid=24>) of supporting "students' need to achieve professional goals, civic engagement, creative problem-solving and entrepreneurial impulses." As noted above, the BA is a professionally-oriented degree based in the liberal arts; it requires engagement with the community is based in creative problem solving; and, through its career orientation, is a foundation for entrepreneurial practice.

C. *Graphic Design and the Mission of the Department of Art and Art History*

The proposed degree program, a BA in Graphic Design, is consistent with the educational mission of the Department of Art and Art History:

The department's curriculum encompasses art making as an aesthetic expression of intellectual vision, and contextual study and research into the exceptional range of aesthetic expression throughout history. Majors and non-majors can develop their knowledge and understanding of the history and practice of the visual arts, gain a solid grounding in aesthetic and critical theory, develop technical skills in a variety of artistic media, and expand their abilities to conceptualize and communicate their own vision through aesthetic means.

Graphic design, as developed in this major, will combine the same aspects of aesthetic expression, intellectual vision and contextual study and research as other departmental majors, within a professionally aimed course of study. The combination of aesthetic and critical theory with the development of technical, conceptual, and communication skills is parallel in studio art and graphic design.

D. *Strategy for Development of the Graphic Design Major*

This proposal was developed after an analysis of available graphic design program options in our immediate area. The following charts indicate the universities, colleges and community colleges in Oakland County and in the Detroit Metropolitan Area and what their graphic design degree offerings are.

*Graphic Design study in Michigan*

Currently, there are a total of 7 universities/colleges in the Detroit Metropolitan Area offering degrees in graphic design, of which only three are in Oakland County (with asterisks).

UNIVERSITIES/COLLEGES TEACHING GD IN DETROIT METROPOLITAN AREA		
Institute	Location	
The Art Institute of Michigan (unaccredited)	Novi	AAS Graphic Design
International Academy of Design and Technology (unaccredited)*	Detroit	BFA Graphic Design
Baker College of Auburn Hills*	Auburn Hills	BS Digital Design Media
College For Creative Studies	Detroit	BFA Graphic Design
Lawrence Technological University*	Southfield	BFA Graphic Design
Madonna University	Livonia	BA Graphic Design
Wayne State University	Detroit	BFA Graphic Design

Currently, there are a total of 3 community colleges in the Detroit Metropolitan Area offering an associates degree in graphic design, of which only one is in Oakland County (with asterisk).

COMMUNITY COLLEGES TEACHING GD IN DETROIT METROPOLITAN AREA		
Institute	Location	
Henry Ford Community College	Dearborn	AA Graphic Design
Macomb Community College	Warren	AAS Design and Layout; AAS Interactive Web Media
Oakland Community College*	Auburn Hills (also Orchard Ridge)	AAS Graphic Design

One of the fastest growing fields of study in the arts at the university level is the study of Graphic Design. Earning a degree in graphic design allows the student to pursue creative careers in the arts and new media. There is high demand among incoming college students for professional degrees in the arts. Graphic Designers are employed in a number of professions/industries, but students graduating with an Associates Degree in Graphic Design may be limited to a technical position. Art Directors, Chief Designers, and Creative Directors more often than not have earned either a BA or a BFA in Graphic Design.

This chart indicates state universities offering a degree in graphic design and reinforces our need to offer such a program at OU. (Community Colleges are not listed below.) Students do have many options throughout the state

of Michigan, but very few of the following Michigan institutions offer a BA – GD degree with an interdisciplinary approach. We believe our philosophical differences present a significant opportunity to attract students with an interest in graphic design.

<b>Michigan Universities</b>	<b>Minor</b>	<b>B.S.</b>	<b>B.A.</b>	<b>B.F.A.</b>	<b>Notes</b>
Central Michigan University	No	No	No	Yes	
College for Creative Studies	Yes	No	No	Yes	
Eastern Michigan University	No	No	No	Yes	
Ferris State University	No	Yes	No	Yes	BFA is at Kendall
Grand Valley State University	No	No	No	Yes	
Lake Superior State University	No	No	Yes	No	BA with Graphic Design Concentration
Lawrence Technological Univ.	No	No	No	Yes	
Marygrove College	No	No	No	No	Computer Graphics Certificate Program
Michigan State University	No	No	Yes	Yes	
Michigan Technological Univ.	No	No	No	No	
Northern Michigan University	No	No	No	No	NMU does offer a BFA, BA, BS and minor, but they are all Graphic Communication, not Graphic Design
Saginaw Valley State University	Yes	No	Yes	Yes	
University of Michigan, Ann Arbor	No	No	No	No	University of Michigan's BFA and BA are integrated 'Art and Design' degrees, not separate design degrees.
University of Michigan, Dearborn	No	No	No	No	
University of Michigan, Flint	No	No	No	Yes	BFA is in Visual Communication with a graphic design concentration available; minor has a graphic design concentration available
Wayne State University	No	No	No	Yes	
Western Michigan University	No	No	No	Yes	

*Graphic Design majors at peer institutions*

This proposal required our evaluation of the graphic design programs offered at Oakland University Peer institutions. This list is under constant revision. As of Fall 2008, our peer institutions outside the State of Michigan are:

Wright State University	<a href="http://www.wright.edu">www.wright.edu</a>
Wichita State University	<a href="http://www.wichita.edu">www.wichita.edu</a>
University of Nevada: Las Vegas	<a href="http://www.unlv.edu">www.unlv.edu</a>
University of Akron	<a href="http://www.uakron.edu">www.uakron.edu</a>
Cleveland State University	<a href="http://www.csuohio.edu">www.csuohio.edu</a>
Indiana State University	<a href="http://www.indstate.edu">www.indstate.edu</a>
University of Missouri: St. Louis	<a href="http://www.umsl.edu">www.umsl.edu</a>

The following table represents a comparative list of undergraduate programs in Graphic Design at our Peer institutions. (This information was compiled by web search for the following universities, as of 10/09.)

<b>Peer Institutions</b>	<b>Minor</b>	<b>B.S.</b>	<b>B.A.</b>	<b>B.F.A.</b>	<b>Additional</b>
Wright State University	No	No	No	No	BA in Studio Art with Graphic Design Certificate from Saint Clair Community College
Wichita State University	No	No	No	Yes	
University of Nevada: LV	No	No	No	No	BA and BA available in Digital Media with a focus of placing graduates in the graphic/digital media industries.
University of Akron	No	No	No	Yes	

Cleveland State University	No	No	No	No	Non-degree Certificate program concentration available in GD/COM and FILM/GD.
Indiana State University	Yes	Yes	No	Yes	
University of Missouri: St. Louis	Yes	No	No	Yes	Minor in Studio Art, with an emphasis in Graphic Design.

The following table indicates the division of credit hours needed for a BA-GD at our Peer Institutions. This information was compiled by web search for the following universities, as of 10/09.

Peer University	Division of credit hour requirements for Graphic Design. If not applicable, closest area of study is listed.
<b>Wright State University</b>	BA is Studio Art with a Graphic Design Certificate available through Sinclair Community College. Degree with GD certification; course requirements are: 34 credits split between graphic design and visual communications. COM offers a BA in Mass Communications with the following studio course requirements: Drawing 1, Introduction to Color, Desktop Technical Publishing, Graphics I, Communication Graphics, Photographic Communication.
<b>Wichita State University</b>	BFA in Graphic Design. Degree course requirements are: Foundation – 19 credits, Art History – 9 credits, Art Distribution – 9 credits (1 class in 2D art, 1 class in 3D art and 1 class in Art G), Introductory Graphic Design/Design Studies – 9 credits, Graphic Design Emphasis – 24 credits, BFA Graphic Design Electives – 15 credits. Total Art/Design credits needed: 85. Total university General Education Requirements: 42 credits. Total for degree 127 credits. BA in Art with emphasis in GD also offered.
<b>University of Nevada, LA</b>	BA and BFA in Digital Media. Studio Art students approaching completion of their BA degree may elect to apply to the BFA program. The BFA is a 5-year degree.
<b>University of Akron</b>	BFA in Graphic Design is one of the largest and most popular offerings in the Myers School of Art. Degree course requirements are: Studio Art – 21 credits, Art/Design History – 14 credits, Graphic Design – 45 credits; Total Art/Design credits – 83. Total General Education Credits – 45. Total university BFA GD credits – 128.
<b>Cleveland State Univ.</b>	Non-degree certificate programs are offered in Graphic Design. This Studio Art with a Concentration in Graphic Design is earned in 24 semester hours that break out accordingly: Intro to Typography, Principles and Design, Intro to Macintosh, Advanced Raster Image, Advanced Vector Image, Advanced Typography and Design, Intro to Digital Media, Special Topics in Graphic Design. Certificate course requirements are: Studio Art – 16 credits, Art History – 8 credits, Graphic Design – 24 credits.
<b>Indiana State Univ.</b>	BS and a BFA in Graphic Design. BFA degree course requirements are: Core Curriculum – 18 credits, Studio Art – 18 credits, Art History – 11 credits, Graphic Design – 27 credits, Graphic Design Special Topics – 2-15 credits, Additional Studio Art – 15 – 28. BFA Major Studio Art/Design/Art History Total – 86 credits.
<b>Univ. Miss., St. Louis</b>	BFA in Graphic Design. BFA degree course requirements are: Studio Art – 30 credits, Art History – 15 credits, Graphic Design – 45 credits. Total Studio Art/Design/Art History – 75. Total General Elective – 45. Total BFA Degree – 120.

#### E. Evidence of Support for the Graphic Design Majors

There is a strong interest in both the university and community at large to offer a degree in Graphic Design. Annually, the university receives hundreds calls of inquiry regarding degrees in Graphic Design. SA130 Introduction to Graphic Design (originating in 2007) was first instated to fulfill the Graphic Design requirement for a Bachelor of Arts degree in Studio Art with K-12 Art Education Certification. It is consistently full. Our records show students from all studio art specializations take this course to round out their fine art educational experience. Our records also show registration from other CAS majors, as well as SBA and SECS programs.

A key component of the ongoing development towards this major was the proposal and approval of the new Minor in Graphic Design, which began in fall 2009. The initiation of this proposal came from keen awareness of educational needs in our surrounding geographic area. This twenty-four credit minor includes 2 of the courses

also required in the major: SA102 Foundations of Studio Art and SA104 Foundations of Media Art; SA130 Introduction to Graphic Design (a course that will be phased out with the introduction of DES130 Foundations of Graphic Design and SA1xx Introduction to Graphic Design for Non-Majors); and three 200/300 level graphic design courses (DES230 Graphic Design I, DES330 Web Design, and DES335 Typography). The immediate success of this minor in attracting students has clarified the interest in and support for a graphic design major.

The total number of students who have enrolled in graphic design courses further reinforces the support for offering this new major.

<b>Total Number of Students Currently Taking Graphic Design</b>	
Students enrolled in SA130 Introduction to GD since Winter 2007 (inception).	127
Total minors in GD since Fall 2009 (inception).	21

#### *Student Support*

Summer I term of 2009, the Studio Art Department conducted a questionnaire on student support for a new Bachelor of Arts major in Graphic Design. Written comments are included in this section. The actual questionnaire can be found in *Section VIII. Appendices, E. Student Survey Data*.

#### Student Written Comments:

Students were given space on the back of their Scantron forms to write comments if they wanted. Out of 56, 20 students chose to do so.

1. I would very much encourage adding a graphic design major to OU. Many people are interested in majoring in graphic design and many jobs require a degree in graphic design.
2. I am more interested in studio art itself rather than graphic design, however I still believe it'd be very good if OU offered such a major.
3. I think that this is a big field of work that many many people are interested in and jobs will be lining up for them we should offer it.
4. Graphic Design would be a neat major. It's becoming more popular and can offer a good career. OU should get this major.
5. A graphic design major is a good idea here. I know a lot of people that chose another school because we don't have one. However, I'd rather just have the studio art classes. I don't specialize in graphic design.
6. I was very, very excited when I learned that OU w would have a graphic design program; it is exactly what I was looking for in a minor. I'm very pleased and hope that the program expands in competition with schools like CCS or Kendall.
7. I am a g.d. minor, but had the major been offered sooner, I'd have double majored. I think it's a great idea.
8. This is a good class. The professor is very excited about teaching and is open to new ideas about concepts.
9. I think a Graphic Design Major would be very beneficial to the University. I feel that a lot of students would choose it as a major.
10. Offering a Graphic Design major would be a valuable asset to many students and their future careers.
11. With the minor in place it would make sense to offer the major to allow students to further their edu. At Oakland and not look to transfer to another college or university.
12. I think it would be a great idea. I would have loved to be a part of it but I am graduating this spring and I don't even have time for the minor, which I would have, love to have.
13. I would love to get a minor in graphic art however with my K-12 major it may be overwhelming. I feel OU would benefit from offering a graphic design major, it is a growing field and OU students should be offered the opportunity.
14. I am currently specializing in drawing, and would probably keep it that way. If I were starting new at OU and there was a Graphic Design Major where I cold specialize in Industrial Design I would have chosen that as a major instead. I am very interested in the new minor program though.
15. I originally wanted a Graphic Design Major but settled for New Media since it was close. I think a Graphic Design degree at OU would be filled. I teach at OCC and many students expressed desire in the degree.
16. I know many people that would major in Graphic Design if Oakland offered it. I would also consider majoring in both Graphic Design and Photography. I believe that it would be a great asset for Oakland to offer the Graphic Design major.



17. If OU added a major/minor in Graphic Design it would rank more competitively with other colleges. Many, Many students are interested in Design and w would enroll in the program. The Art Dept. is obviously growing and needs to expand. I only hope the OU administration listens to the students.
18. I feel adding a Graphic Design major would be great for the art department at OU. If OU added Graphic Design I would definitely consider getting a second bachelors at OU once I finish getting my first bachelors.
19. If a major is offered, I think it would be a great opportunity. The only problem I see is the space the art department has. I am probably going to minor in GD and I'm considering a double major. With the addition of this program it would give many students more opportunities.
20. A graphic design major would get a program towards those people seeking out a more commercially viable skill (one that can get you a job). A good thing.

#### F. Career Opportunities for Graphic Design Majors

The world of graphic design is constantly changing, as are the web and graphic design careers available in the field. Below is a current listing of a few of the many design careers for which students with a BA-GD from Oakland University would be qualified.

Art Director	Graphic Design Instructor (K-12)
Book Designer	Graphics Marketing coordinator
Brand Identity Designer	Digital Illustrator
Brand Manager	Interactive Production Artist
Creative Director	Logo Designer
Desktop Publishing	Magazine Publication
Digital Artist	Motion Graphics Designer
Digital Imaging Specialist	Packaging Designer
Exhibit Designer	Production Director
Graphic Designer	Production Manager
Graphic Design for Television	Type Designer
Web Media Designer	

According to the State of Michigan Employment Forecasts (<http://www.milmi.org>) graphic design jobs are expected to be up 8.9% in Michigan by 2018, from the 2008 employment level. While the jobs forecast is not broken down enough to check employment possibilities for all of the jobs listed above, art director positions are expected to be up 7.9%, set and exhibit designers up by 9.1%, commercial and industrial designers up by 3.6%.

According to the Bureau of Labor Statistics (<http://www.bls.gov/oco/ocos090.htm>), occupational outlook as of May 17, 2010), graphic design jobs nationwide are expected to be up 13% by 2018, from the 2008 employment level, with individuals with web site design knowledge having additional opportunities. Graphic designers within motion picture and video industries can expect a 17% increase from 2008 levels by 2018 (<http://www.bls.gov/oco/cg/cgs038.htm>).

The Bureau of Labor Statistics graphic design report also noted that the median annual wages for graphic designers as of May 2008 were \$42,400, with the highest 10% earning almost \$75,000; and that a bachelor's degree in graphic design is usually required, even for most entry-level jobs. They also noted that, along with specific design courses, "a liberal arts education that includes courses in art history, writing, psychology, sociology, foreign languages and cultural studies, marketing, and business are useful in helping designers work effectively." They note the better career opportunities for students with a bachelor's degree in graphic design, versus those with associate degrees or certificates in graphic design, who would "normally qualify as assistants to graphic designers or for positions requiring technical skills only."

#### G. Source of Expected Students

The BA-GD major will be attractive to entering freshmen, transfer students, and to nontraditional students in southeastern Michigan. For entering freshmen with an enthusiasm for two dimensional graphic design, GD studies is an academic program that offers intellectual challenges, clear contemporary relevance, and career opportunities in a variety of fields. We anticipate that these factors will attract students who may have previously chosen to pursue degrees at other universities. (Note that this assumption is based on the frequent queries sent to the AAH Department, OU Admissions Office, and Registrar's Office by high school and potential transfer students with an interest in a graphic design major.) A significant source of students will be from the area community colleges, especially Oakland Community College and Macomb Community College.

Finally, the questionnaire survey results, as reported above in section *E. Evidence of Support for the Graphic Design Majors; Student Support*, indicate that Graphic Design studies will become a popular major course of study for entering and current Oakland University students with a passion for design.

#### *H. Advice and Consent*

Full-time faculty members of the Art and Art History departments have been involved with the creation of this proposal. These individuals have studied existing graphic design programs at a variety of academic institutions during the development of the curriculum and objectives of this program. Faculty of the Department of Art and Art History have reviewed this proposal and approved the Graphic Design major as described in this document.

### **III. SELF STUDY**

#### *A. Current Status of the Department*

In the fall of 2003, Oakland University reinstated the Bachelor of Arts degree in Studio Art, a major that has experienced significant, steady growth since that time. Enrollment in fall 2010 exceeded 230 majors. Another significant growth in the AAH program can be attributed to the BA in Studio Art with K-12 Art Certification. This degree (new in the fall of 2006) is offered in affiliation with the School of Education and Human Services. About one third of the Studio Art majors are also in the K-12 Art Education Certification program. The studio art major has shown the fastest five-year enrollment growth of all CAS majors (+212%). The Department of Art and Art History as a whole has shown a steady and continual growth in the last six years (2005 – 88 majors; 2006 – 118; 2007 – 166; 2008 – 214; 2009 – 236; 2010 – 265).

#### *B. Faculty/Staffing Needs*

As of Fall 2010, one full-time Studio Art department faculty member (Lynn Galbreath Fausone) and three part-time instructors (Gary Hesse, Bonnie Zielinski, and Hui Yang) teach all courses required to earn a minor in graphic design. Both Lynn Galbreath Fausone and Gary Hesse also instruct studio art courses. Upon approval of this new major, Associate Professor Andrea Eis will also start teaching graphic design courses. There will be additional curricular demands requiring the hire of one full-time tenure-track faculty member specializing in the field of Graphic Design in Year 2, and another full-time tenure-track faculty member in Year 4, and additional part-time/adjunct instructors.

The Graphic Design major will require a Graphic Design Program Director who would receive a stipend equivalent to one summer course, as well as one course release if it were deemed appropriate by the department. The compensation would come out of the Graphic Design new program budget.

Staff support needs include one 19-hour clerical position to manage day-to-day administrative duties and one 19-hour technical and media support position for the Graphic Design program. Currently, AAH department staff supports the administration of the DES minor, as well as the AH and SA majors. The major will produce a significant time stress on these individuals, due to the considerable needs of the AAH department and the scheduling, classroom and technology requirements of DES courses. The increasing number of duties brought on by the inception of the BA-GD major therefore will require the addition of part-time clerical help, and technical help to maintain the additional digital lab requirements. This technical support person would also assist in special events related to the BA-GD program. Our anticipated time frame for these two positions is within the second year of implementation.

#### *C. Faculty Qualifications*

The SA department currently has faculty on staff with a significant amount of experience in two-dimensional graphic design and who have earned terminal degrees (MFA) in the field of the arts. Lynn Fausone is an Adjunct Assistant Professor with a terminal degree (MFA) in Painting. Professor Fausone's professional experience in the field of graphic design is very extensive in the areas of print, multi-media, television/video and radio. Key highlights of her graphics profession are available in the section: VII. Appendices, A. *Current Full-Time Faculty Vitae*. Associate Professor Andrea Eis, who will teach in the major, has extensive free-lance graphic design experience and motion graphics teaching experience. Her abbreviated vita is included in this section as well.

Additional current faculty holding qualifications in graphic design include Gary Hesse (web design instructor), Bonnie Zielinski (typography instructor), Hui Yang (introduction to graphic design instructor). Both Ms. Zielinski and Ms. Yang, new to the department Fall 2010, bring extensive experience with them and are qualified to teach a variety of graphic design courses. They have earned terminal degrees (MFA) in Graphic Design and each

comes with a background in the professional and instructional fields of graphic design. Gary Hesse has earned a terminal degree (MFA) in photography and has substantial experience in web design development and page layout. Key career highlights of part-time instructors are available in the section: *VII. Appendices, B. Current Part-time Faculty Abbreviated Vitae.*

#### *D. Library Report*

A report on the materials and resources needed for the OU Kresge Library to support a major in Graphic Design was prepared by Shawn Lombardo and is reprinted in full in *Appendix C*. This report proposes increases in book, monograph and DVD acquisitions and journal subscriptions.

Also noted is the need for a digital art image collection, and the report details the costs for ARTstor, "the largest and most widely held collection." Please note that this Library report was done prior to recent one-time funding from the University to AAH, which paid for the one time purchase cost for ARTstor. Yearly access fees are currently going to be covered out of the Studio Art budget, but if this major is approved, we would split this yearly fee (currently \$9,425) between Studio Art and Graphic Design. Although the ARTstor costs were separated out for a future expenditure in the library report, we have decided to include this in our projected budget, with the acknowledgement that it might need to be removed, pending actual major enrollments.

#### *E. Facilities*

Additional classroom space will be necessary shortly after the start-up of the Graphic Design major. Because the major will have controlled enrollment to start, the needs are less extensive than if we would allow open enrollment. The new 4<sup>th</sup> floor Wilson Hall 20-seat digital lab/classroom, which opened for winter 2011 classes, will probably give us sufficient classroom space for the first year of the major. The upper level classes, which would be lower in enrollment (serving those students who are already at OU), would be held in the current 10-student lab in 110WH. The new 20-station lab in 409WH would then be used by the lower level design classes.

However, since the 409WH lab is shared with Studio Art and Modern Languages, by the second year of the Graphic Design major at least one more digital lab/classroom would be needed, with 20 student stations for Mac computers, along with printing and scanning equipment. The development of this additional large lab would open up extra time in the 4<sup>th</sup> floor WH lab, allowing more studio art sections to be housed in that lab. So this additional classroom/lab would have an extremely positive impact on studio art as well as enabling the development of the graphic design major.

If enrollment is not capped, it is likely that even more facilities will be needed. Current intentions are to cap the BA-GD at 80 students (cohorts of 20 per year). We have seen how the open enrollment in studio art has created severe stress on studio space, since we are trying to fit over 230 majors into studio spaces intended for no more than 90 total majors. Therefore, we will keep the cap on the GD major, unless multiple additional classroom/labs become available.

The classroom/lab would need to be equipped with Level 3 technology with teaching station and projection equipment, as well as the desks, computers, printers and scanners noted in the equipment section, and other standard classroom needs. Software licenses would need to be purchased for all of the computers, and these would need to be upgraded as necessary. The costs for software, which are extensive in a technology-based program, are noted in a separate line item in the budget.

#### *F. Equipment*

Because the department will already have equipped all of the computer labs needed for the first year, our first year equipment costs can be kept low enough to be supported by the tuition from the 20 students expected in first year enrollment. Equipment needs in that first year will include such items as Wacom tablets and monitor calibration equipment. Second year needs would include outfitting a new lab with Mac computers, laser and ink jet printers and large format scanners, as well as digital projection equipment, an upgraded server, and various storage and furniture needs. Some of these equipment needs can be spread over several years, but the first year with a new lab would require higher one-time expenditures to ensure a fully functional lab for class session and out-of-class work time.

#### *G. Impact on the Studio Art Major*

The startup of a graphic design major is expected to have an impact on the studio art major. In discussions with current graphic design minors, it is clear that many of them are delaying graduation, hoping that the department will be able to offer a GD major in the next year. However, most of these students are already so far along in

their studio art major that they are likely to double major\* rather than dropping their studio art major. We assume, however, that a number of FTIACs might be drawn to graphic design once it becomes available, when they might have previously chosen studio art. However, the studio art major is already heavily enrolled compared to both our expectations and our determination of the best numbers of majors for the program, so we do not feel that some drawing away of majors is a significant problem. Also, since we are intending a slow build up of major numbers in the BA-GD, due to portfolio review admissions, the immediate impact will not be large.

\*As noted below in IV.A., only students already enrolled at OU prior to the startup of the Graphic Design major would be allowed to double major in SA/DES.

#### **IV. PROGRAM PLAN**

##### *A. Requirements for a Graphic Design Major*

The Graphic Design major will require a total of 64 credits distributed as follows:

Foundation Studies: 16 credits  
Art History and Design History: 12 credits  
Required Design Studies: 28 credits  
Design Elective: 8 credits

Design portfolio reviews and DES major requirement audits are required for all students before they can register for Senior Thesis. Students planning to take thesis in a fall semester must schedule their review in the first two months of the prior fall semester; for winter thesis, the review must be scheduled in the first two months of the prior winter semester.

Only major courses in which the student has earned a grade of at least a 2.8 may be counted towards the BA-GD major. Only 16 transfer credits may be counted towards the BA-GD major.

For students currently attending Oakland University, a double major status in SA/DES would be permitted. Starting with the first year in which students may enroll in the major, FTIACS in that year and subsequent years are not allowed to double major in SA/DES. Currently enrolled students with the DES minor who want to switch to the BA-GD will be able to substitute SA130 for DES130, if they took that prior to the approval of the major.

Total credits needed for the BA-GD major break out accordingly:

Studio Art, Art/Design History, Graphic Design: 64 credits. College of Arts and Sciences Exploratory [12 credits] is fulfilled within major requirements.  
General Education: 36 credits [4 of the 40 required credits are fulfilled within major requirements]  
Overall Electives: 24 credits

##### *B. Program Honors in Graphic Design*

Graduating seniors who have completed 20 credits of DES courses at Oakland University with a GPA of 3.65 or higher in the major will be considered for departmental honors. Graphic Design faculty will review students' DES491 capstone work and vote on whether to award honors.

##### *C. Requirements and Course Offerings In Graphic Design*

Within this proposal, the AAH Department proposes instruction in the following degrees:

Bachelor of Arts in Graphic Design, and Bachelor of Arts in Graphic Design with Art Education K-12 Certification (the minor in Graphic Design is already established). Since all three are a critical component of this proposal, curriculum examples for each are listed.

The following courses are requirements for the major in BA-GD. Courses with no asterisk already exist and are being taught on a regular basis. Courses with one asterisk (\*) are new courses specific to this degree and required; courses with two asterisks (\*\*) are new courses specific to this degree that can be added over time as electives.

#### **Bachelor of Arts in Graphic Design Major Requirements**

##### **Foundations: (16 credits)**

SA102            Foundations of Studio Art (4)  
SA104            Foundations of Media Art (4)

SA201 Beginning Drawing (4)  
DES130 Foundations of Graphic Design (4)\*

**Art History: (12 credits) [fulfills CAS Exploratory]**

AH101 Introduction to the History of Western Art II (4) [General Education Arts]  
AH291 Concepts in Modern & Post Modern Art (4)  
AH3xx History and Theory of Design (4)\* [Writing Intensive in the Major]

**Graphic Design Studio: (28 credits)**

DES230 Graphic Design I (4)  
DES330 Web Design I (4)  
DES335 Typography (4)  
DES350 Graphic Design II (4)\*  
DES360 Motion Graphics (4)\*  
DES480 Graphic Design III (4)\*  
DES491 Senior Thesis in Graphic Design (4)\* (Capstone)

**Graphic Design Electives: (8 credits)**

DES325 Design Illustration (4)\*\*  
DES355 Web Design II (4)\*\*  
DES399 Internship in Graphic Design (4)\*\*  
DES390 Topics In Graphic Design (4)\*\*

**Liberal Arts Major In Studio Art with a concentration in Graphic Design and K-12 Certification Course Requirements** (AED with K-12 Certification and a Concentration in GD) (160 Total Credits - 80 in SA/AH/DES, 44 in Art Education, 36 in General Education.)

**Foundations: (24 credits)**

SA102 Foundations of Studio Art (4)  
SA104 Foundations of Media (Art 4)  
SA201 Beginning Drawing (4)  
SA216 Beginning Painting (4)  
DES130 Foundations of Graphic Design (4)\*  
SA160 Photography for Non-Majors (4)

**Art History: (16 credits)**

AH100 Introduction to the History of Western Art I  
AH101 Introduction to the History of Western Art II (4)  
AH104 Introduction to Arts of Asia/Islamic World (4)  
AH3xx History and Theory of Design (4)\*

**Graphic Design Studio: (24 credits)**

DES230 Graphic Design I (4)  
DES330 Web Design I (4)  
DES335 Typography (4)  
DES350 Graphic Design II (4)\*  
DES360 Motion Graphics (4)\*  
DES491 Senior Thesis in Graphic Design (4)\*  
DES elective (4)

**Co-requisite Three-dimensional Art Courses (12 credits)**

Art education candidates must also take the following courses at Macomb Community College or Oakland Community College (or equivalent):

Ceramics/pottery (hand-built)  
Ceramics/pottery (wheel-thrown)  
Sculpture  
Jewelry/metalworking

**The K-12 program also includes the following sequence of undergraduate course work in education (44 credits):**

EED 310 Public Education for the Future (4)  
SED300 Introduction to Secondary Education (4)

RDG338	Teaching Reading in the Content Area (4)
SE355	Identifying Learning and Behavior Differences in Students (4)
EED420	Managing the Classroom Community for U.S. Diverse Learners (4)
FE406	Child Development, Variability and Learning (4)
AED301	Visual Culture and Theories in the Teaching of Art (2)
AED302	Theory and Practice of Teaching Art in the Elementary School (4)
AED303	Theory and Practice of Teaching Art in the Middle School (2)
AED304	Theory and Practice of Teaching Art at the Secondary Level (4)
AED455	Internship (1 semester): (12): 7-1/2 weeks of Kdg – Gr 5/6 7-1/2 weeks of Gr 6/7 – 12

**BA Minor in Graphic Design Requirements:** (already approved and in place; however, with the implementation of the Graphic Design major, DES130 would replace SA130 in the minor)

**Foundations: (12 credits)**

SA102	Foundations of Studio Art (4)
SA104	Foundations of Media Art (4)
DES130	Foundations of Graphic Design (4)*

**Graphic Design Studio: (12 credits)**

DES230	Graphic Design I (4)
DES330	Web Design I (4)
DES335	Typography (4)

**CATALOGUE COURSE DESCRIPTIONS**

The following courses are requirements or electives for the BA in Graphic Design or the BA Graphic Design with K-12 Art Education Certification. Courses with no asterisk already exist and are being taught on a regular basis. Courses with one asterisk (\*) are new courses specific to this degree and required; courses with two asterisks (\*\*) are new courses specific to this degree that can be added over time as electives.

**FOUNDATIONS (SA)**

**SA102 Foundations of Studio Art (4)**

Students explore the basic elements of design and the principles of art in black and white and color in two- and three-dimension.

**SA104 Foundations of Media Art (4)**

Students explore the aesthetic, conceptual and technological transformations of media passing into, through and out of the digital domain.

**SA1xx Introduction to Graphic Design for Non-Majors (4)**

An overview of the theory and practice of graphic design as applied art form, through traditional hands-on and digital assignments. Prerequisite: SA 102.

[Not a class for the BA; will replace SA130 Introduction to Graphic Design for SA K-12 Art Ed in non-graphic design specializations and will be open to other students around the university]

**SA160 Photography for Non-Majors**

Introduction to the technical, intellectual, inventive and expressive possibilities of a broad range of traditional and non-traditional photographic processes. Cannot be used to fulfill any studio art requirements for the major or minor, but does fulfill a core requirement for majors in the studio art education K-12 degree program.

**SA201 Beginning Drawing (4)**

The fundamentals of drawing, through accurate observation of the physical world, are explored: tools, techniques, rendering linear and atmospheric perspective and chiaroscuro. Prerequisite: SA 102.

**SA206 Beginning Painting (4)**

Introduction to the technical, intellectual, inventive and expressing possibilities of oil painting on canvas. Prerequisite: SA201.

## **ART HISTORY (AH)**

### **AH 100 Introduction to the History of Western Art I (4)**

History and analysis of the visual arts of Western Europe from prehistoric times through the Medieval period. *Satisfies the university general education requirement in the arts knowledge exploration area.*

### **AH101 Introduction to the History of Western Art II (4)**

History and analysis of the visual arts of Western Europe from the Renaissance to the present. *Satisfies the university general education requirement in the arts knowledge exploration area.*

### **AH104 Introduction to Arts of Asia and the Islamic World (4)**

Introduction to the monuments of Asia, including India, China, Japan and the Islamic world, including the Near East and North Africa.

### **AH291 Concepts of Modern and Postmodern Art (4)**

Overview of major movements, artists and critical themes of twentieth century art and introduction to the theme of contemporary critical discourse. Prerequisite: AH 101.

### **AH3xx History and Theory of Design (4)\***

History and theory of design, including major movements, designers and critical issues in design discourse. *Satisfies the university general education requirement for a writing intensive course in the major. Prerequisite for writing intensive: completion of the university writing foundation requirement.* Prerequisite: AH 101 and SA100.

## **DESIGN (DES)**

### **DES130 Foundations of Graphic Design (4)\***

Students will explore the professional practice of graphic design as applied art form. Emphasis will be placed on image, text, and grid system structures. Students will be introduced to graphic design history and theory. Prerequisite: SA 102 and 104.

### **DES230 Graphic Design I (4)**

Conceptual and technical approaches to graphic design. Print-specific assignments will address concept through basic applied practices of print/digital production. Prerequisite: DES130. [existing course; new course description]

### **DES325 Design Illustration (4)\*\***

Students explore illustration concepts and techniques in traditional media and digital applications for use in design work. Prerequisite: DES 230.

### **DES330 Web Design I (4)**

Aesthetics, methodologies, and tools of web design. Students will learn to balance technical skills with artistic skills to create web pages that are conceptually interesting, easily navigable, visually pleasing, and functional. Prerequisite: DES130 [existing course; new course description and prerequisite]

### **DES335 Typography (4)**

Exploration of typography as used in applied and fine art forms through traditional hands-on and digital design assignments. Emphasis placed on type as form. Prerequisite: DES130. [existing course; new prerequisite]

### **DES350 Graphic Design II (4)\***

Branding and Identity class. Through case studies and projects, students will explore effective solutions to a series of independent and group projects specifically designed to develop critical thinking skills. Prerequisite: DES230.

### **DES355 Web Design II (4)\*\***

Advanced web page design techniques including scripting and site design issues such as scalability, maintenance, and integration of web technologies into business and organizational context. Prerequisite: DES 330.

### **DES360 Motion Graphics (4) \***

Students explore conceptual and technical approaches to motion graphics through scripted processes. Emphasis will be placed on text, object, and the interaction between the two over time. Prerequisite: DES 335.

**DES390 Special Topics In Graphic Design (4)\*\***

Current issues and contemporary approaches in the areas of Graphic Design for which no regular course offerings exist. Topic, instructor and prerequisite will be announced before each offering. May be repeated for 4 additional credits.

**DES399 Internships In Design (4)\*\***

Internship field experience assignment with graphic design, advertising agency, print production or promotional firm. Prerequisite: permission of instructor.

**DES480 Graphic Design III (4)\***

In-depth individual and group studies/critiques as students work on coherent body of professional-level design work. Prerequisite: DES350.

**DES491 Senior Thesis In Graphic Design (4)\***

Directed individual study. Each student completes a coherent package of advanced graphic design work, culminating in a thesis exhibition and thesis paper. *Satisfies the university general education requirement for the capstone experience.* Prerequisite: DES 360, 401 and 480, and permission of instructor.

**SUMMARY NEW COURSE LIST****REQUIRED FOR ALL STUDENTS IN THE MAJOR**

- AH3xx History and Theory of Design (4)
- DES130 Foundations of Graphic Design
- DES350 Graphic Design II (4)
- DES360 Motion Graphics (4)
- DES480 Graphic Design III (4)
- DES491 Senior Thesis In Graphic Design (4)

**ELECTIVES – can be phased in as needed**

- DES325 Design Illustration (4)
- DES355 Web Design II (4)
- DES390 Special Topics In Graphic Design (4)
- DES399 Internships In Design (4)

*D. Examples of Four-Year Curriculum for Graphic Design Major and Transfer Credits for Community College students*

<b>COURSE SEQUENCING FOR A BA IN GRAPHIC DESIGN</b>	
<b>Year 1 first semester</b>	<b>Year 1 second semester</b>
SA102 Foundations of Studio Art (4)	SA201 Beginning Drawing (4)
SA104 Foundations of Media Art (4)	DES130 Foundations of Graphic Design (4)
2 courses in Gen. Ed. (8)	2 courses in Gen. Ed. studies (8)
<b>Year 2 first semester</b>	<b>Year 2 second semester</b>
AH101 Intro to Western Art II (4)	DES335 Typography (4)
DES230 Graphic Design I (4)	AH291 Concepts of Modern/Post Modern (4)
2 courses in Gen. Ed. (8)	2 courses in Gen. Ed. (8)
<b>Year 3 first semester</b>	<b>Year 3 second semester</b>
DES350 Graphic Design II (4)	DES360 Motion Graphics (4)
AH3xx History/Theory of Design (4)	DES330 Web Design I (4)
Open elective (4)	2 open electives (8)
1 course in Gen. Ed. (4)	



Year 4 first semester	Year 4 second semester
DES480 Graphic Design III (4)	2 open Electives (8)
2 DES electives (8)	DES491 Senior Thesis in Graphic Design (4)
Open elective (4)	

*Community College Transfer Equivalencies toward a BA-GD*

Students can transfer a total of 16 credit hours toward the BA-GD major. This is parallel with all other SA discipline transfer guidelines. There are currently several courses that may be transferred in with direct transfer equivalencies from our local community college. These courses, in most instances, will fulfill foundation course requirements and art history course/s where applicable for the proposed BA-GD major. Although there are obviously more than two community colleges to which this formula applies, we have used Oakland Community College and Macomb Community College in the two following transfer equivalency charts. Only direct transfer equivalencies are listed. [There are twelve credits of 3-D requirements that must be taken at the community college for the SA Art Education with K-12 Certification which are not listed here and are considered outside of this transfer total.]

OAKLAND COMMUNITY COLLEGE				
Subject	Number	Title	Credits	OU Equivalency
ART	1520	Basic Design	3	SA102 Foundations of Studio Art
ART	1700	Islamic & Asian Art	3	AH 104, Intro. To Arts of Asia/Islamic World
ART	2520	Advanced Drawing	3	SA201 Beginning Drawing

Macomb Community College				
Subject	Number	Title	Credit	OU Equivalency
MACA	1020	Fundamentals of Design	3	SA102 Foundations of Studio Art
ARTT	1360	Color and Design 1	3	SA102 Foundations of Studio Art
ARTT	2620	Art of the Western World 2	3	AH101 Introduction to Western Art II

Oakland University has established educational relationships with the local community colleges and we continue to nurture this academic partnership. The AAH Department strives to make student transition as easy as possible. Many of our current studio art students have transferred Associate Degrees and credit hours in this manner.

*E. Recruiting, Retention, Monitoring and Advising Students*

As the results of the survey of students enrolled in Oakland University studio art classes indicate, interest in a Graphic Design major is high, and we anticipate that many students will be recruited into this major who are currently in the Graphic Design minor. We will work with Admissions to make sure that the major is part of OU's informational materials, and with our graphic design students to create informational brochures (paid for out of our proposed Supplies and Services budget) to distribute at student open houses and new student convocations, and an expanded web presence on the current AAH web site. We will also work with Oakland Community College and Macomb Community College, to make sure that students from these colleges know about the major, distributing our informational brochures and the website address.

As the number of faculty regularly teaching graphic design courses is quite small, we anticipate staying in close contact with Graphic Design majors and, by so doing, offering regular advising about students' course of study and progress toward the degree.

As with our strategy for retention, our close professor-to-student contact in Graphic Design classes (similar to the Studio Art classes) will allow for regular informal monitoring and advising. The proposed curriculum, in which Graphic Design majors must progress through a sequence of course work, will also enable faculty to monitor progress toward the degree. All students will be required to meet with a department faculty advisor when enrolling in the major and will be encouraged to stay in contact with that advisor as they progress through the curriculum.

*F. Program Evaluation and Assessment*

Assessment instruments for the Graphic Design Major have been developed to include both direct and indirect measures tied to student learning outcomes (see *Appendix F*).

Direct assessment will include rubric-based evaluations of all of the capstone projects. An indirect measure for assessing the measure will be an Exit Survey of graduates at the conclusion of their capstone Senior Thesis course.

Beginning with the first graduating class, the results of all assessments administered will be compiled biennially by the director of the major and shared with Graphic Design faculty. The Graphic Design curriculum committee will analyze the results and recommend program changes.

## V. Cost Analysis

### A. SBRC Budget Format

College of Arts and Sciences

Program: Major in GRAPHIC DESIGN

Program Inception: TBD

Five-Year Budget

Fund: tba

Date: 11/2010 REV

Corrected number of credits, updated tuition rate, added work study student and portfolio coordinator

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>						
Headcount		20	40	60	80	80
Average credits per year per major		32	32	32	32	32
<b>Total Credit Hours</b>		<b>600</b>	<b>1200</b>	<b>1920</b>	<b>2560</b>	<b>2560</b>
Undergraduate (lower)		640	640	960	1280	1280
Undergraduate (upper)			640	960	1280	1280
Graduate						
<b>Total FYES</b>		<b>20.00</b>	<b>42.67</b>	<b>64.00</b>	<b>85.33</b>	<b>85.33</b>
Undergraduate (cr.÷30)		21.33	42.67	64.00	85.33	85.33
Graduate (cr.÷24)		0.00	0.00	0.00	0.00	0.00
Doctoral (cr.÷16)		0.00	0.00	0.00	0.00	0.00
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate (lower)		\$331.25	\$331.25	\$331.25	\$331.25	\$331.25
Undergraduate (upper)		\$362.00	\$362.00	\$362.00	\$362.00	\$362.00
Graduate		\$578.50	\$578.50	\$578.50	\$578.50	\$578.50
<b>Revenue</b>						
Tuition		\$212,000	\$443,680	\$665,520	\$887,360	\$887,360
Other						
<b>Total Revenue</b>		<b>\$212,000</b>	<b>\$443,680</b>	<b>\$665,520</b>	<b>\$887,360</b>	<b>\$887,360</b>
<b>Compensation</b>						
<b>Salaries/Wages</b>						
Faculty Inload Replacements (\$4,000/section)	6301					
Faculty Salaries	6101	\$-	\$50,000	\$50,000	\$100,000	\$100,000
Faculty Overload (Director Stipend)	6301	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Part-time Faculty (\$4,244/section)	6301	\$33,952	\$33,952	\$33,952	\$33,952	\$33,952
Visiting Faculty	6101					
Administrative (Portfolio Coordinator)	6201	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Administrative - IC	6221					

Clerical (19 hr wk)	6211	\$-	\$14,820	\$14,820	\$14,820	\$14,820
Wages (lab tech 19hr a wk)	6401	\$-	\$15,000	\$15,000	\$15,000	\$15,000
Student	6501	\$1,050	\$1,050	\$1,050	\$2,100	\$2,100
Graduate Assistant Stipends	6311					
Out of Classification	6401					
Overtime	6401					
Total Salaries/Wages		\$49,002	\$128,822	\$128,822	\$179,872	\$179,872
Fringe Benefits	6701	\$4,035	\$33,323	\$33,323	\$53,973	\$53,973
<b>Total Compensation</b>		<b>\$53,037</b>	<b>\$162,145</b>	<b>\$162,145</b>	<b>\$233,845</b>	<b>\$233,845</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$4,000	\$6,000	\$8,000	\$10,000	\$10,000
Software (new and upgrades)	7101	\$10,000	\$30,000	\$10,000	\$30,000	\$10,000
Visiting artists	7101	\$10,000	\$10,000	\$16,000	\$18,000	\$18,000
Facilities Rental (\$200/cr)	7101	\$-	\$-	\$-	\$-	\$-
Travel	7201	\$2,000	\$4,000	\$4,000	\$5,000	\$5,000
Telephone	7301	\$200	\$400	\$400	\$500	\$500
Equipment	7501	\$8,300	\$75,000	\$20,000	\$20,000	\$50,000
Library	7401	\$3,150	\$1,735	\$1,869	\$2,013	\$2,171
Half yearly ARTstor access fee			\$4,700	\$4,700	\$4,700	\$4,700
Design/Applied Arts Index			\$2,279	\$2,279	\$2,279	\$2,279
<b>Total Operating Expenses</b>		<b>\$37,650</b>	<b>\$127,135</b>	<b>\$67,248</b>	<b>\$92,492</b>	<b>\$102,650</b>
<b>Total Expenses</b>		<b>\$90,687</b>	<b>\$289,280</b>	<b>\$229,393</b>	<b>\$326,337</b>	<b>\$336,495</b>
<b>Net</b>		<b>\$121,313</b>	<b>\$154,400</b>	<b>\$436,127</b>	<b>\$561,023</b>	<b>\$550,865</b>

Notes:

Headcount of 20 in the first year is an incremental count; we assume at least 30 total

Headcount of 40 in the second year is an incremental count; we assume at least 50 total

Varying software costs account for significant upgrade costs every two years.

Varying equipment costs account for new lab facilities in the second year, and significant upgrades by Year 5.

Rate	1	2	3	4	5
	0.00	0.00	0.00	0.00	0.00
0.413	0.00	20,650.00	20,650.00	41,300.00	41,300.00
0.08	640.00	640.00	640.00	640.00	640.00
0.1	3,395.20	3,395.20	3,395.20	3,395.20	3,395.20
0.413	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
0.5019	0.00	7,438.16	7,438.16	7,438.16	7,438.16
0.08	0.00	1,200.00	1,200.00	1,200.00	1,200.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
<b>Total</b>	<b>4,035.20</b>	<b>33,323.36</b>	<b>33,323.36</b>	<b>53,973.36</b>	<b>53,973.36</b>

**B. Space Requirements**

The budget is done with the assumption that no construction costs would be incurred for the new classroom, only equipment costs (see below).

**C. Equipment Requirements**

The equipment costs for outfitting the new classroom are incorporated into the budget in the "equipment" line, spread out in a prioritized structure over the five years of the budget. Costs include new, replacement

and upgraded computers, software upgrades, as well as additional improvements of the other digital equipment involved in this highly technological program, to keep the lab up-to-date with appropriate required equipment.

## **VI. Implementation: Five-Year Plan**

### *A. Phasing in the Program*

The BA-GD major can begin immediately upon approval of this proposal. Many core and elective courses already exist and are offered regularly. Nine of the courses needed for this new major are currently in place, five of which are requirements for the minor in GD. There will be one new art history course, the History and Theory of Design. The other required courses can either be offered immediately, or phased in as students get to the point at which they need the courses. The new elective courses noted in the proposal will be added over time.

The BA-GD program will begin with an enrollment count of 20 new students per academic year. We are confident in these numbers due to the significant interest in the new major from current Oakland students and the community at large.

Space allocation remains a problem that must be addressed within the phasing in of this program. GD will need, at a minimum, one additional digital Mac Lab by the beginning of the second year. Planning is underway to determine an appropriate location for this additional Mac lab. Before the third year after approval, the university will need to take another look at growing space needs, including more of the combined drawing table/digital labs so crucial for concept development schematics. This new major will not only impact GD courses but all Art History, Foundations, and Digital Imaging course requirements that are interdisciplinary within the department. With stringent restrictions on enrollment, this major could continue with the current space and the one additional lab. However, if the department were given additional space, this major could be allowed to grow extensively. So the actual growth of this major is dependent on university-level decisions on possibilities for expanding departmental facilities.

### *B. Annual Increase in Library Holdings*

According to the Library Report of current holdings and future needs in graphic design studies, a graphic design major at Oakland University will require a year 1 budget of \$3,150; year 2, \$1,735; year 3, \$1,869; year 4, \$2,013; and year 5, \$2,171. In addition, if the estimated headcount for majors is accurate, the budget calls for the addition of ARTstor and the Design and Applied Arts Index (CSA) in year 2 (\$30,5790). Note that, as explained in *Section III Self Study D. Library Report*, the costs for ARTstor will be considerably lower because of the one-time funding for ARTstor since the Library Report was completed.

### *C. Equipment and Space*

As noted above, offering a BA-GD will require additional digital lab/classroom space by the beginning of the second year. See *Section III.F.* for more detailed specifics of the needs and the budgetary phasing in.

### *D. Implementation of New Internal Procedures*

Recommendations for new courses, part-time faculty, equipment purchases and the day-to-day operations of the Graphic Design major would be made by the Director of Graphic Design, in consultation with the Chair of the Department of Art and Art History, and, when needed the faculty of the department.

The new advising system will take place immediately upon the establishment of the major, based on the advising structure currently in place for the Studio Art major. Depending on the number of majors, and minors, advising will be performed either by the Chief Academic Adviser of the department or by the Director of Graphic Design in combination with the Chief Academic Adviser.

If the number of incoming students requesting to declare a graphic design major exceeds departmental abilities to instruct due to current space limitations, the department will immediately implement an online Entrance Portfolio Review. At the start of the program, a pre-DES code would probably be useful to ensure this ability to control enrollment, since we expect significant interest in this major.

#### Proposed Entrance Portfolio Review (if needed):

Upon deciding to major in DES, all incoming candidates must submit 9 images to an online portfolio site prior to

the first day of class of their first semester. These 9 images must reflect the candidate's best efforts in the following three areas. Online portfolios will be reviewed by DES faculty within the first month of the first semester of OU enrollment. Candidates will be notified by the mid term point of that semester.

- 3 drawing pieces
- 3 graphic design pieces
- 3 additional pieces of student choice

**E. Predicted Enrollment Levels**

This proposal is based on a varying student annual enrollment count beginning with 20 new students (with an assumption that 10 current students would also enroll in the major) and topping out at a total of 80 majors.

Year	New	Already Attending	Actual
One	20	10	30
Two	40	10	50
Three	60		60
Four	80		80
Five	80		80
<i>If enrollment numbers exceed our projection, the department will institute portfolio reviews for students to remain in the major. See above.</i>			

**F. Steady State of Operation of the Program**

The BA in Graphic Design program should achieve 'steady state' operation in the fourth year of the major, unless there is a substantial increase in departmental facilities allowing for continued enrollment growth.

**Conclusion**

It is the goal of AAH to offer a BA-GD well grounded in theoretical application and real project experience. This program will equip the BA-GD student with the skill and knowledge needed to succeed within the field of graphic design. Throughout the BA-GD study, the student will learn to communicate effectively in visual form, while developing personal aesthetic and design values. Students will develop a visual language utilizing typography, traditional and digital imagery. Students will create communications in various media formats, 2, 3 and 4 dimensional. The curriculum offers a recommended internship opportunity, which places advanced students, in local design studios and agencies for real life career experience. Graduating candidates will complete their study with a capstone senior thesis project and exhibition. AAH is confident that the development of this new major will continue to fulfill the growing and changing needs of the students of the future.

**VII. Appendices**

*A. Current Full-Time Faculty Vitae*

**Lynn Galbreath Fausone  
Curriculum Vitae**

**I. Biographical Data**

- a. Name: Lynn Galbreath Fausone
- b. Department: Art and Art History
- c. Rank: Adjunct Assistant Professor

**II. Education**

Degree	Institution	Date	Subject
M.F.A.	Wayne State University Detroit, Michigan	1986	Painting
B.A.	Western Michigan University Kalamazoo, Michigan Perm. Education Certification	1975	Studio/AED K-12

**III. Professional Experience**

**a. Teaching Experience-not as a graduate student:**

Institution	Rank	Dates	Full/Part Time
Oakland University	Adjunct Assistant Prof.	2007-Present	Full Time
College for Creative Studies	Lecturer	2007	Part Time
Oakland University	Special Lecturer	2001-2007	Part Time
Oakland University	Lecturer	2000- 2001	Part Time
University of Detroit School of Architecture	Lecturer	2003	Part Time
Macomb Community College	Lecturer	1999-2001	Part Time
Bloomfield University	Instructor/Councilor	1977-1985	Full Time
Dominican High School	Instructor	1976	Part Time

**b. Graphic Design Professional Experience:**

Institution	Rank	Dates	Full/Part Time
Walton, Kleene and Jensen, Inc.	Senior Art Director/ Project Manager	1985-1990	Full Time
GT Creative, Inc.	Vice President/ Senior Art Director/ Project Manager	1990-1995	Full Time
GR Design	President/ Senior Art Director	1995-2002	Full Time
Bloomfield University School	Art Dept Chair/ Yearbook Pub. Study Abroad Program Director	1977-1985	Full Time

**d. Oakland Appointment Record:**

- i. Rank and date of initial appointment: Adjunct Assistant Professor, August 15, 2007
- ii. Date(s) of reappointment: N/A
- iii. Rank and date(s) of promotion: N/A
- iv. Date(s) of Spring/Summer Teaching:

Term	Class	Enrollment	Reviewed
SP04	SA 115	11	yes
S04	SA 115	7	yes
SP05			
S05	SA 115	4	yes
SP06	SA 106	9	yes
S06	SA 106	14	yes
SP07	SA 380	2	yes
	SA 215	5	yes
	SA 102	5	yes
S07	SA 130	7	yes
SP08	SA 130	10	yes

S08	SA 130	8	no
S09	SA 130	10	no
	SA 300	9	no
S10	SA130	10	-
	SA130	12	yes

v. Date(s) and type(s) of leave: N/A

e. Oakland Instructional Record:

Term	Class	Enrollment	Reviewed
F10	SA491	11	active
	DES230	11	active
W10	SA215	12	yes
	SA130	14	yes
	DES335	13	yes
F09	SA130	14	yes
	DES230	13	yes
	SA300	10	yes
W09	SA130	10	yes
	SA300	10	yes
	SA392	12	yes
F08	SA 130	10	yes
	SA 300	8	yes
	SA	7	yes
W08	SA 491	9	yes
	SA 300	12	yes
	SA 130	10	yes
F07	SA 130	9	yes
	SA 220	15	yes
	SA 106	13	yes
W07	SA 130	10	yes
	SA 206	11	yes
	SA 102	10	yes
F06	SA 392	15	yes
	SA 206	13	yes
	SA 115	17	yes
W06	SA 106	19	yes
	SA 215	9	yes
	SA 310	14	yes
F05	SA 392	13	yes
	SA 106	14	yes
	SA 106	13	yes
	EED 316	30	yes
W05	SA 106	16	yes
	SA 308	15	yes
F04	SA 206	7	yes
	SA 106	13	yes
	SA 106	15	yes
	EED 316	30	yes
W04	SA 115	13	yes
	SA 206	15	yes
	SA 310	16	yes
F03	SA 115	17	yes
	SA 306	10	yes
W03	SA 106	17	yes
	SA 106	18	yes
F02	SA 106	12	yes
	SA 106	27	yes
W02	SA 206	19	yes
F01	SA 206	16	yes
W01	SA 206	15	yes
F00	SA 306	8	yes
W00	SA 206	19	yes

#### IV. Research, Scholarship, Publication and Related Activities:

a. **Doctoral Dissertation:** N/A

b. **Master's Thesis:**

Lynn Galbreath, "On Developing Content," December 1985, Wayne State University

c. **Books, journals, exhibition catalogues published or in press:**

International Drawing Annual 2008 Exhibition in Print, Manifest Gallery, Cincinnati, Ohio

Lynn Galbreath and Andrea Eis, Christine Hill, *The Gallery Journal, Marygrove College*, Volume Seven, Number One, 2008, Marygrove College, Detroit, MI.

Lynn Galbreath, *Image and Text*. Rochester, MI.

Meadow Brook Art Gallery, Oakland University, 2008), pp 1-12. ISBN. Invited.

Lynn Galbreath, *Search*. Rochester, MI.

Meadow Brook Art Gallery, Oakland University, 2006), pp 1-12. ISBN. Invited.

Lynn Galbreath, *Transitions In Time: New Paintings by Lynn Galbreath*. Rochester, MI.

Meadow Brook Art Gallery, Oakland University, 2001), pp 1-12. ISBN. Invited.

d. **Articles published or in press:** N/A

e. **Oral presentations; exhibitions:**

1. **Oral Presentations**

"Lynn Galbreath Discusses the Work", *Lynn Galbreath and Andrea Eis*, Student Gallery Talk, *The Marygrove Gallery*, Marygrove College, Detroit, MI, 2008

"Image and Text; Panel Discussion," *Oakland University Art Gallery*, Oakland University, Rochester, MI, 2008

"Becky Heart, Curator of Contemporary Art Detroit Institute of Arts and the Founder's Society," *Studio 201*, Pontiac, MI, April 26, 2006

"Mini Grant Review Panel," *Michigan Council for Arts and Cultural Affairs*, Pontiac, Michigan, April, 2006

"Trajectories and Transitions," Panel Discussion," *Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, January 2006

"The Art of Drawing, Fine Art's Day," *Madonna University*, Detroit, Michigan, February 18, 2003

"Eccentric Conversations, Eccentric Objects," *Birmingham Bloomfield Art Association*, Birmingham, Michigan June 17, 2002

"The Development of Content," *Meadow Brook Art Gallery*, Oakland University, Rochester Hills, Michigan November 27, 2001

"Symposium: How to Survive as an Artist," *Meadow Brook Art Gallery*, Oakland University, Rochester Hills, Michigan, March 31, 2001

"Finding your Facture," *The Gallery*, Mary Grove College, Detroit, Michigan, October, 1999

"Rhymes & Riddles — Riddles & Rhymes," *Oasis Gallery*, Marquette, Michigan, August, 1998

"Grant Writing Seminar," *Oasis Gallery*, Marquette, Michigan, August, 1998

"Landscape Painting in Detroit," *Community Arts Gallery*, Wayne State University, Detroit, Michigan, November, 1992

2. **Solo and Two Person Exhibitions**

"Lynn Galbreath and Andrea Eis," *Marygrove Gallery*, Marygrove College, Detroit, Michigan, 2008. Invited.

"Lynn Galbreath and Andrea Eis," *Beyond Words*, Marygrove College, Detroit, Michigan, 2008. Invited.

"Beyond The Border," *Birmingham Bloomfield Art Association*, Birmingham, Michigan, 2005. Invited.

"Illusive Landscapes," *District Arts Center*, Birmingham, Michigan, 2004. Invited.

"Graphite," *Madonna University*, Detroit, Michigan, 2003. Invited.

"Transitions In Time," *Meadow Brook Art Gallery*, Oakland University, Rochester Hills, Michigan, 2001. Invited.

"Ten Paintings – One Year," *Suites of Governor John Engler*, Detroit, Michigan, 2000. Invited.

"Recent Works," *Flatlander's Gallery*, Blissfield, Michigan, 1998. Invited.

"Rhymes & Riddles/Riddles & Rhymes," *Oasis Gallery*, Marquette, Michigan, 1998. Invited.

"Lynn Galbreath Presents," *Michigan Department of Consumer & Industry Services*, Lansing, Michigan, 1998. Invited.

"Lynn Galbreath & Connie Samaras," *Detroit Focus Gallery*, Detroit, Michigan, 1989. Invited.

3. **Annual Group Exhibitions:** N/A

4. **Group Exhibitions:**

"ArtiFacts," Curated by Vince Mountain and Brian Nelson, Gallery Project, Ann Arbor, MI. Invited. 1/2/2011

"UnderWear," Curated by Jack Summers and Erick Elenko, The Detroit Artist Market (DAM), Detroit,



MI. Invited. 6/1/2011

"Oakland University Biennial Faculty Exhibition," Oakland University Art Gallery, Rochester, MI. Invited. 10/2010

"Politics of Fear," Gallery Project, Ann Arbor, MI. Invited. 9/2010

"Faux Real," Gallery Project, Ann Arbor, MI. Invited. 6/2010

"12<sup>th</sup> Faces International Exhibition," Upstream People Gallery, Omaha, NE, U.S.A. Invited. 2/2010

"WSU at DAM," Detroit Artist Market, Detroit, MI. Invited. 3/2010

"Mind," Curated by Rocco DePietro and Gloria Pritschet, Gallery Project, Ann Arbor, MI. Invited. 2/2010

"Wordage," Curated by Jack Summers, Detroit Artist Market, Detroit, MI, Invited. 6/2010

"International Drawing Exhibition", Manifest Gallery, Cincinnati, Ohio. Invited. 11/2009

"Faculty/Student Art Exhibition," President's Gallery, Oakland University, Rochester, MI. Invited.

"Actual Size Biennial," Contemporary Art Institute of Detroit (CAID), Detroit, MI. 11/17/2009

"sought/found," Oakland at Pontiac Arts Center, Pontiac, Michigan, 2009, Invited.

"The Chrysler Group Exhibits," Work on loan for one year. *Chrysler Corporation*, Southfield, Michigan. 2008. Invited.

"Image and Text," *Oakland University Art Gallery*, Rochester, Michigan, Upcoming, 2008. Invited.

"Driven, Copper Harbor Art Gallery," *Copper Harbor Art Center*, Michigan, 2007. Invited.

"Actual Size," *Contemporary Art Institute of Detroit*, Detroit, Michigan, 2007. Invited.

"The Collection," *Children's Hospital of Michigan*, Detroit Medical Center, Detroit, Michigan, 2007. Invited.

"n-turpt," *Northville Art House*, Northville, Michigan, 2006. Invited.

"Do Not Fold, Bend, Spindle or Mutilate - Computer Punch Card Art," *Washington Pavilion of Arts and Sciences*, Sioux Falls, South Dakota, 2006. Invited.

"Wish You Were Here," *Birmingham Bloomfield Arts Association*, Birmingham, Michigan, 2006. Invited.

"Search," *Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, 2006. Invited.

"Michigan Artists," *Gallery On Main*, Bay Harbor, Petoskey, Michigan, 2006. Invited.

"Group Show," *Ambient Gallery*, Grosse Pointe, Michigan, 2006. Invited.

"Actual Size," *Contemporary Art Institute of Detroit*, Detroit, Michigan, 2005. Invited.

"The Art of Healing," *Detroit Receiving Hospital*, Detroit, Michigan, CD available, 2005. Invited.

"The Hitchhiker, Collaboration with Jim Pallas," <http://www.jpallas.com/hh/>, 2005. Invited.

"Summer Group Exhibition," *District Arts Gallery*, Birmingham, Michigan, 2005. Invited.

"Group Show," *Ambient Gallery*, Grosse Pointe, Michigan, 2005. Invited.

"Untitled, (ARTSHOW)," *175 Cezar Chavez*, Pontiac, Michigan, 2005. Invited.

"Femmes Detroit," *Ceres Gallery*, 27th Street, Chelsea, New York, 2004. Invited.

"Actual Size," *The Detroit Museum of Contemporary Art*, Detroit, Michigan, 2003. Invited.

"New Faces," *Robert Kidd Gallery*, Birmingham, Michigan, 2003. Invited.

"Eccentric Objects," *Birmingham Bloomfield Art Center*, Birmingham, Michigan, 2001. Invited.

"Actual Size," *The Detroit Museum of Contemporary Art*, Detroit, Michigan, 2001. Invited.

"The Cathartic Circle," *Meadow Brook Art Gallery*, Oakland University, Auburn Hills, Michigan, 2000. Invited.

"Making Marks — Making ReMarks," *The Gallery*, Mary Grove College, Detroit, Michigan, 1999. Invited.

"Beyond The Surface," *Paint Creek Art Center*, Rochester, Michigan, 1999. Invited.

"Inaugural Upload & Gallery Opening Invitational," [www.lmstudio.com/gallery](http://www.lmstudio.com/gallery), 1997. Invited.

"Ambient Luminosity," *Detroit Artists Market (DAM)*, Detroit, Michigan, 1997. Invited.

"Water," *The Michigan Gallery*, Detroit, Michigan, 1995. Invited.

"Boxes," *The Willis Gallery*, Detroit, Michigan, 1995. Invited.

"Subject To Change", Contemporary Art Institute of Detroit, *The Willis Gallery*, Detroit, MI. 1995

"New Landscapes," *Michigan Bell World Headquarters*, Troy, Michigan, 1995. Invited.

"Michigan Painters," *Rubiner Gallery*, Farmington Hills, Michigan, 1992. Invited.

"Screens Unfold," *Troy Place*, Troy, Michigan, 1992. Invited.

"Landscapes," *The Paint Creek Gallery*, UAW Regional Headquarters, Auburn Hills, Michigan, 1992. Invited.

"Message and Medium," *The Detroit Artists Market*, Detroit, Michigan, 1992. Invited.

"The Exquisite and the Expressive," *Meadow Brook Art Gallery*, Oakland University, Auburn Hills, Michigan, 1992. Invited.

- "Unseen Landscapes," *Wayne State University*, Detroit, Michigan, 1992. Invited.
- "Salon de Refuse," *The Detroit Artists Market*, Detroit, Michigan, 1991. Invited.
- "Michigan Sesquicentennial," *Detroit Artists Market*, Detroit, Michigan, 1987. Invited.
- "New Talent," *The Michigan Gallery*, Detroit, Michigan, 1984. Invited.
- "Detroit Area Artists – The Market Presents," *The Detroit Artists Market*, Detroit, Michigan, 1983. Invited.
- "Michigan Artists," *The Flint Institute of Art*, Flint, Michigan, 1980. Invited.
5. **Paintings and Drawings in Public Collections:**  
 DuMouchelle Art Galleries, Detroit, Michigan  
 Oakland University Art Gallery, Oakland University  
 Detroit Receiving Hospital, The Campus of The Detroit Medical Center  
 Children's Hospital of Detroit, The Campus of The Detroit Medical Center  
 Numerous private collections
6. **Performance — Video and Film:**  
 "The Eve of St. Agnes: Sue Carman Vian and the Cathartic Circle," *Marygrove College*, Detroit, Michigan, 2008.  
 Costume Design, "Short & Sweet: An Evening of Short Performances and Media Works," Video Costume Design, Video by Sue Carman-Vian, *Marygrove College*, Detroit, Michigan, 2006.  
 Costume Design, "Candy Store," Video by Sue Carman-Vian, *Marygrove College*, Detroit, Michigan, 2006.  
 Film Actor, "Tableese," Performance by Sue Carman, *Marygrove College*, Detroit, Michigan, 2000.  
 Design Assistance, "It Takes One To Be One," Performance by Susan Carman Vian, *Marygrove College*, Detroit, Michigan, 1999.  
 Design Package, "Heaven," Performance by Sue Carman-Vian, Detroit, *Marygrove College*, Detroit, Michigan, 1995.  
 Senior Art Director, "Octoberfest," *Citizen's Insurance of Michigan*, Howell, Michigan, 1990
- f. **Book reviews published or in press:** N/A
- g. **Abstracts published or in press:** N/A
- h. **Research in progress:**  
 Lynn Galbreath: ongoing Web site development, fine art  
 Lynn Galbreath: ongoing Web site development, graphic design  
 Painting: ongoing production of bodies of work  
 Drawing: ongoing production of bodies of work  
 "The Art of Healing," Collaboration with Children's Hospital, on the campus of The Detroit Medical Center, Detroit, MI  
 "Femmes Detroit," Collaboration with group of Detroit artists, Detroit Metropolitan Area, MI  
 "The Cathartic Circle," Collaboration with group of Detroit artists, Detroit Metropolitan Area, MI
- i. **Grants: source, date and amount of award:**  
 "Travel Abroad Fee Funding, Winter Break," (\$1,500). Collaboration between the AAH Department and the School of Education, Oakland University, 2010  
 Course Fee Funding, (\$35,000.00). Department of Art and Art History, College of Arts and Sciences, Oakland University, Rochester, MI  
 Creative Artist's Grant, Michigan Council for the Arts, (\$8,000). 1998/9  
 Michigan Individual Artist Grant Recipient, Michigan Council For The Arts, (\$10,000.00). 1991/2
- j. **Publications featuring art work by Lynn Galbreath Fausone:**  
 Beale, Graham W. J.. "The Healing Work of Art," *From the Collection of Detroit Receiving Hospital*, Detroit Medical Center, Detroit, Michigan. ISBN 978-0-9798818. 2007. (p. 57)  
 Luckey, Jim. "Message and Medium," *The Detroit Artists Market Journal of Exhibitions*, April 1992. (p.5)  
 Nawara, Jim. "Unseen Landscapes," Wayne State University Gallery Publication, December  
 "Images Unfold," *Troy Place and the Detroit Artist's Market Catalogue*, Troy, MI. April, May 1992.  
 "WSU in Michigan - An Alumni Exhibition," *Community Arts Gallery Catalogue*, Wayne State University, Detroit, MI. November 1986. (P. 14)
- k. **Critical reviews of exhibitions of art by Lynn Galbreath Fausone (selected list):**  
 Cantu, John Carlos. "Gallery Project exhibit tackles the 'Politics of Fear' " [www.annarbor.com](http://www.annarbor.com), Gallery Project, Ann Arbor, MI, October 5, 2010  
 Cantu, John Carlos. "Gallery Project exhibit examines what's Faux Real," [www.annarbor.com](http://www.annarbor.com), Gallery Project, Ann Arbor, MI, August 10, 2010  
 Carducci, Vince. " "Wordage" @ DAM." *Motown Review of Art*, [motownreviewofart.blogspot.com](http://motownreviewofart.blogspot.com), Detroit Artist Market, Detroit, MI. July 14, 2010

Meade, Amanda. "Faculty Showcases Art, sought/ found," Pontiac Center for the Arts, Pontiac, MI. Oakland Post. 11/18/2009

Gordon, Ann. "Search @ Meadow Brook Art Gallery," [www.detroitartsblog.com](http://www.detroitartsblog.com), January, 2006

Lui, Jacques. "Search @ Meadow Brook Art Gallery," [www.thedetroiter.com](http://www.thedetroiter.com), January, 2006

Sousanis, Nick. "Overview of Gallery Group Show," [www.thedetroiter.com](http://www.thedetroiter.com), December, 2005

DeSloover, Rose. "Transitions In Time: The Paintings of Lynn Galbreath", *Transitions In Time*, Meadow Brook Art Gallery Catalogue, November 2001, pp. 3-9.

Samory, Jeff. "Studio Art Instructor to Exhibit in New York," Oakland University *The News @ OU Faculty and Staff*, April 26, 2004

Plowman, Cara. "Objects of Desire," *The Oakland Post*, November 28, 2001

Mannisto, Glen. "Telltale Eyes," *The Metro Times*, December 12, 2001

Sauger, Jeffrey. "An Eccentric Circle," *The Detroit Free Press*, March 2001

McGhee, Allie. "Making Remarks," *The Detroit News*, 2000

Colby, Joy Hakanson. "It's a Real Light Show at Detroit Artists Market," *The Detroit News*, 1999

Staff Writer. "Rhymes and Riddles," *The Mining Journal*, July 27, 1998

Moran, Michelle. "Grants Available For State Artists," *Sunday Newspapers*, April 26, 1998

Colby, Joy Hakanson. "Galbreath-Samaras," *The Detroit News*, 1998

Bates-Rudd, Rhonda. "Artists Make Time To Show Original Art Work," *The Detroit News*, May, 1997

Celmer, David. "Overview of Gallery Group Show," *Ground Up*, April, 1997

Colby, Joy Hakanson. "Hidden Assets Hold Clues to These Artistic Questions," *The Detroit News*, April

Colby, Joy Hakanson. "Detroit Artists Market Exhibit is Proof That Opposites Attract," *The Detroit News*, April

Chomin, Linda Ann. "Water Moves Local Artists to Creative Expression," *The Observer*, June 8, 1995

Miro, Marsha. "Overview of Gallery Group Show," *The Detroit Free Press*, April

Klemic, Mary. "Realism Seen In New Light," *The Detroit News*, October

Miro, Marsha. "Strong Landscapes Fill the Walls at WSU Exhibit," *The Detroit Free Press*, December

Colby, Joy Hakanson. "Overview of Gallery Group Show," *The Detroit News*, December, 1989

Miro, Marsha. "Overview of Gallery Group Show," *The Detroit Free Press*, January, 1983

**I. Project Management and Graphic design by Lynn Galbreath Fausone (selected list):**

"Visiting Artists 2007-8," Department of Art and Art History, Oakland University, Rochester, Michigan

"School of Business Administration Donor Lobby Design," Oakland University, Rochester, Michigan

"History of the Rehabilitation Institute of Michigan," Detroit Medical Center: Project Manager/Designer of transportable historical display honoring their 50 Years of Excellence in the field of Medicine

"Honoring The Employee," Harper University Hospital, Detroit Medical Center: Project Manager/Designer – from informational print to multi-media transportable Campaigns

"Look 2000, Fairlane Town Center," Designer of State-wide Sales Campaign 2000.

Point-of-purchase displays, billboards, direct mail, maps, kiosks

"In Support of Woman," Woman's Survival Center ID package design included but was not limited to: agency catalogues, brochures, annual reports and all annual fund raising event print support material. All design work donated to this worthy cause.

"The New POH," POH Medical Center - Senior Designer/Producer of VIP Reception for the 1996 replacement hospital. Attended by 5000, mailed to 1500.

Pontiac Osteopathic Hospital - Senior Designer/Producer of four year public image campaign: medical student recruitment package, physician profiles, brochures, billboards, print ads and newsletters.

ISI/W&M - Designer of all corporate (internal and external) material for the international merger between ISI Robotics and W&M Robotics.

Hasco Springs Company; an international manufacturer of spring components - Designer/Producer of all corporate material (internal and external) .

Citizen's Insurance Company - Art Director for six-year statewide Television campaign. Included design and production of all print publications, bulletins and billboards.

Greenfield Village and Museum - Art Director for a two year Public Service Announcement campaign incorporating all historical perspectives throughout the museum and the village.

The Detroit Zoological Society Hard Hat Ceremony – Event coordinator, designer and producer of exhibition posters and print material for the new Chimpanzee exhibit grounds.

Tiger Stadium National Event – Coordinated on-field ceremony and reception. Designer and producer Hall of Fame poster, appearing in Newsweek, Time Magazine and Sports Illustrated national magazine print ad campaign.

- m. Television Senior Art Direction and Production (selected list)**
- "Citizens Best Growth," 30 Second Television Advertisement starring: Ernie Harwell, Ruston Ayres, Becky McIntrye *Citizen's Insurance of Michigan*, Howell, Michigan, 1989
  - "Homegrown," 30 Second Television Advertisement starring: Ernie Harwell, *Citizen's Insurance of Michigan*, Howell, Michigan, 1989
  - "Claims," 30 Second Television Advertisement starring: Tim Allen (star of Home Improvement), *Citizen's Insurance of Michigan*, Howell, Michigan, 1989
  - "Season Tips," 30 Second Television Advertisement starring: Ruston Ayres, Becky McIntrye, Evelyn Orbach *Citizen's Insurance of Michigan*, Howell, Michigan, 1989
  - "Summer Fly Fishing," 30 Second Television Advertisement starring: Ruston Ayres, Becky McIntrye, Evelyn Orbach *Citizen's Insurance of Michigan*, Howell, Michigan, 1989
  - "Christmas Spirit," Greenfield Village 15 minute Public Service Announcement, *Greenfield Village*, Dearborn, Michigan, 1985
  - "The Wright Brothers," 30 Second Television Advertisement, *Greenfield Village*, Dearborn, Michigan, 1985
  - "Family Outing," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1985
  - "Fall Memories," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1985
  - "Christmas," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1984
  - "Concerned: Summer," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1983
  - "Concerned: Spring," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1985
  - "Concerned Citizens," 30 Second Television Advertisement, *Citizen's Insurance of Michigan*, Howell, Michigan, 1981
- n. Publications, selected list of designed publications.**
- "Gallery Project," Design and Production of on-line and in-print brochure on the fine art collaborative. Its mission is to provide a venue for contemporary art that is culturally aware, individualistic, courageous, and thought provoking. Ann Arbor, MI, 2010
  - "Revolutionizing Cultural Identity," Design and Production of exhibition catalogue, *Oakland University Art Gallery*, Oakland University, Rochester, Michigan, 2008
  - "The Encyclopedia of Latin American Culture and History," Cover Design and Direction for six volume series, *Cengage Learning, Global Production and Manufacturing Services*, Farmington Hills, Michigan, 2007
  - "Search: Faculty Exhibit," Catalogue Design, *Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, 2006
  - "The School of Business Administration Presents The Executive In Residence Program," Information Design, *The School of Business Administration*, Oakland University, Rochester, Michigan, 2006
  - "Portraiture," *The Michigan Endoscope Center*, Farmington Hills, Michigan, 2006
  - "Health Enrichment Medical Weight Management," and "Comprehensive Bariatrics Surgery," Information Package Design, *Sinai Grace Hospital*, Detroit, Michigan, 2005
  - "Dyna Trends International, Inc.," Company Information Brochure and Teaser Design, *Dyna Trends International*, Automotive Manufacturing, Southfield, Michigan, 2002
  - "Hasco Spring Industries," Company Information Brochure Design, *Hasco Spring Industries*, Southfield, Michigan, 2002
  - "Meadow Brook Hall Concourse," Complete Design Package, *Meadow Brook Hall*, Rochester, Michigan, 2002
  - "Fairlane Town Center," Design of State-wide Sales Campaign Package including point-of-purchase displays, billboards, direct mail, maps, kiosks, *Fairlane Town Center*, Dearborn, Michigan, 2002
  - "Founder's Day At Oakland University," Entire Event Package Design, *Department of Communications*, Oakland University, Rochester, Michigan, 2001, 2000, 1999, 1998, 1997
  - "Transitions In Time," Catalogue Design, *Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, 2001
  - "Rituals," Catalogue Design, *Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, 2001
  - "Meadow Brook Hall Today," Information Design Package, *Communications and Marketing*, Oakland University, Rochester, Michigan, Spring 2001, 2000
  - "Macomb Town Hall Lecture Series," Information Design Package, *Communications and Marketing*, Oakland University, Rochester, Michigan, Spring 2001, 2000

- "Leonard Woodcock China Seminar," Invite and Information Design Package, *Communications and Marketing*, Oakland University, Rochester, Michigan, 2001
- "President's Colloquium, Race, Gender and Mental Stability In America," Information Invitation Design, *Communications and Marketing*, Oakland University, Rochester, Michigan, 2001, 2000, 1999
- "Honoring 50 Years of Excellence in the Field of Medicine," Design of Transportable Information Display, *Rehabilitation Institute of Michigan*, Detroit Medical Center, 2000
- "The NEW POH Medical Center," Gala Opening Promotion Package Design, *POH Medical Center*, Pontiac, Michigan, 2000
- "The Sharf Golf Course," Dedication, Invitation and Program Design Package, *Communications and Marketing*, Oakland University, Rochester, Michigan, 2000
- "A Christmas Carol," Holiday Invitation Design, *Office of The President*, Oakland University, Rochester, Michigan, 2000
- "Musical Dance Comedy Explosion, Fosse/Cabaret/Art/Martin Gueire/Footloose," Design, *Fisher Theatre*, Detroit, Michigan, 2000, 1999
- "The Oakland Center," Dedication Invite and Catalogue Design, *Communications and Marketing*, Oakland University, Rochester, Michigan, 1999
- "To The Point," Information Design, *The Smith Group*, Detroit, Michigan, 1998
- "Tiffany: Essence of Light, The Meadow Brook Hall Collection," Design, *The Meadow Brook Art Gallery*, Oakland University, Rochester, Michigan, 1998
- "Hard Hat Ceremony," Chimpanzee Exhibition Opening, The Detroit Zoological Society, *The Detroit Zoo*, Design of Promotional Material and Signage, Southfield, Michigan, 1998
- "Hall of Fame Poster," Illustration and Design, Newsweek, Time Magazine and Sports Illustrated, Tiger Stadium National Event, *Citizens Insurance of Michigan*, Howell, Michigan, 1998

**V. Public and University Service**

**a. Public service:**

Names of Activities	Dates	Role in Activity
Woman's Survival Center annual fund raising event, design package	2000	Senior Art Director
Woman's Survival Center Non-Profit Identification Package, design package	2000	Senior Art Director
Art Instruction St. Regis Church, Art and Religious Education	1990	Art Instructor

**b. Professional Service:**

Names of Activities	Dates	Role in Activity
"Faux Real" Gallery Project, Ann Arbor, MI	2010	Co-curator
"Politics of Fear" Gallery Project, Ann Arbor, MI	2010	Co-curator
"Animal Farm" Gallery Project, Ann Arbor, MI	2010	Collaborator
"What's So Funny" Gallery Project, Ann Arbor, MI	2010	Collaborator
"Warp" Gallery Project, Ann Arbor, MI	2010	Collaborator
"Artifacts" Gallery Project, Ann Arbor, MI	2010	Collaborator
"Mine/Yours" Gallery Project, Ann Arbor, MI	2010	Collaborator
Scholastic Art and Writing Awards, Painting, Wayne County, MI	2010	Judge
Scholastic Art and Writing Awards, Design, Southeastern MI	2010	Judge
Scholastic Art and Writing Awards, Gold Portfolio, College Scholarship NYC, NY, Southeastern, MI & Macomb County, MI	2010	Judge
CAID Contemporary Art Institute of Detroit, MI		Core Member
Art Director's Club of Detroit, MI		Member
Oakland County Mini Grant Panel Pontiac, MI	2006	Member

**c. University Service:**

Names of Activities	Dates	Role in Activity
Design Concept for new President Hallway and Exhibition Area	2008	Concept Development
Counselor of educational trips abroad in conjunction with the School of Education.	2004-Present	Advisor
	2005 - Rome, Florence	
	2006 - Barcelona, Madrid, Bilbao	
	2007 - Amsterdam, Brussels, Paris	
	2008 - Berlin, Dresden, Prague, Vienna	
	2009 - Rome, Sienna, Florence	
	2010 - Madrid, Barcelona, Bilbao	
	2011 - London, Paris	
Rochester Legacy Project, Studio Art	2008-Present	Participant

**d. College Service (College of Arts and Sciences):**

**e. Department Service (Art and Art History):**

Names of Activities	Dates	Role in Activity
Studio Art Assessment Comm.	2010	member
General Ed Assessment Comm.	2010	member
Michigan Credit Union Student Exhibition	2008-9	collaborator
Senior Thesis, Capstone Project	W2010	Student Mentor
Senior Thesis, Capstone Project	W 2009	Student Mentor
Senior Thesis, Capstone Project	F 2008	Student Mentor
Curriculum Development Committee	2007-present	Chair
assigned to design and initiate a Bachelor of Fine Arts major in Graphic Design.		
Academic Advisor, Art Education (K-12) Major.	2007-present	Advisor
Student Studio Art Exhibition Committee. Assigned to place studio art work throughout the community.	2007-present	Chair
Visiting Artist Committee	2007-2009	Member
Studio Art Curriculum Development Committee assigned to design and initiate core class load for the Art Education (K-12), Certification Program.	2004-present	Member
<i>Russian Icons</i> , Meadow Brook Art Gallery Exhibition		Collection Facilitator
Student Exhibitions, Galleria of Oakland County, Pontiac, MI	2005-6	Faculty Sponsor
Student Exhibition, Museum of New Art, Pontiac, MI	2005-7	Faculty Sponsor
Student Exhibition, Piazza di Bocce, 2006 Auburn Hills, MI		Juror

**VI. Any Other Relevant Activities**

**a. New courses development, courses revised, and other teaching activities:**

Name of Course	Dates	Role in Activity
<i>New Courses under development</i>		
AH2xx History of Graphic Design	2007-Present	Course development
DES130 Foundations of Graphic Design	2010-Present	Authored Course
DES350 Graphic Design II	2007-Present	Authored Course
DES325 Design Illustration	2007-Present	Authored Course
DES399 Internship in Graphic Design	2007-Present	Co-Authored Course
DES401 Portfolio Presentation in DES	2010	Authored Course
DES480 Graphic Design III	2010	Authored Course
DES491 Senior Thesis Graphic Design	2007-Present	Authored Course

*New Courses Developed, Approved and Implemented*

DES230	Graphic Design I	2007-Present	New Course Developed
DES335	Typography	2007-Present	New Course Developed
SA392	ST: Typography	2009	New Course Developed
SA 300	Professional Practices & Portfolio Design	2007	New Course Developed
SA130	Intro to GD	2007	New Course Developed
SA1xx	Intro to GD, Non-major	2011	Course Revision
SA392	ST: The Professional Artist	2008	New Course Developed
SA392	ST: Illustration	2006	New Course Developed
SA102	Foundations of Studio Art	2006	New Course Co-Developed

**b. Alternative Education**

Names of Activities	Dates
Michigan Credit Union, Student off site, community Exhibition	F 2008-10
20 Banner Designs, Collaborative Effort with Children's Hospital of Michigan	F 2008
Design and Project Management by Intro to Graphic Design course	
Mural, Oakland University Writing	2006
Studio 2006, Topics In Illustration Assignment: The Butterfly Garden	
Students Promoting Interest In Nature (SPIN) Four Part Exterior Mural Design	2006
Art X'Libris: Design and Creation of 5 piece design package. Collaboration between Kresge Library and SA130 Introduction to Graphic Design	2007
The Legacy Project, Design and Creation of Identification Package. Collaboration between the Downtown Rochester Business Commission and SA130 Introduction to Graphic Design	2007/8

**Andrea Eis**  
**Abbreviated CV**

**I. BIOGRAPHICAL DATA**

- a. **Name:** Andrea Eis  
b. **Department:** Art and Art History  
c. **Rank:** Associate Professor

**II. EDUCATION**

Degree	Institution	Date	Subject
M.F.A.	Cranbrook Academy of Art Bloomfield Hills, Michigan	1982	Photography
B.F.A.	Minneapolis College of Art and Design, Minneapolis, Minnesota	1980	Photography, Film and Video
—	University of Minnesota Minneapolis, Minnesota (Graduate studies, M.A. level)	1974-75	Archaeology and Classics
B.A.	Beloit College Beloit, Wisconsin	1974	Anthropology and Classics
—	College Year in Athens Athens, Greece	1971-72	Archaeology and Modern Greek

**III. PROFESSIONAL EXPERIENCE**

**a. Teaching Experience not as a graduate student**

Institution	Rank	Dates	Full or Part Time
Oakland University	Associate Professor	2005-Present	Full Time
Oakland University	Special Instructor	2000-2005	Full Time
Cranbrook Academy of Art	Visiting Artist	2004	Part Time
University of Detroit-Mercy in Volterra, Italy	Visiting Artist	July 2004	Part Time
Oakland University	Visiting Special Inst.	1999-2000	Full Time
Oakland University	Special Lecturer	1983-1999	Part Time
Cranbrook Academy of Art	Visiting Artist	1997-1998	Part Time
Minneapolis College	Visiting Artist	1986	Part Time

of Art and Design			
Center for Creative Studies	Adjunct Faculty	1993-1999	Part Time
Oakland Community College	Adjunct Faculty	1993-1996	Part Time
Cranbrook Academy of Art	Instructor	1986-1988	Part Time

**b. Teaching Experience as a graduate student**

Institution	Rank	Dates
Pontiac Art Center	Instructor	1983-1984
Cranbrook Academy of Art	Graduate Teaching Assistant	1982
Roeper City and Country School	Instructor	1981-1982
Minneapolis College of Art and Design	Teaching Assistant (undergraduate teaching exp.)	1980
University of Minnesota	Graduate Teaching Assistant	1976

**c. Other relevant professional experience**

Institution	Rank/Title	Dates
Eis/Rost Associates	Graphic Designer	1987-present
Creative Arts Center	Curator of Exhibitions	1991-1993
Minneapolis College of Art and Design	Artist-in-Residence	1986
Detroit Artists Market	Project Director	1985-86
Cranbrook Academy of Art Museum	Bookstore Manager	1983-85
Minneapolis Institute of Art	Slide Archivist	1980
Dain Bosworth Inc.	Communications Assistant	1975-1978

**d. Oakland appointment record**

**i. Rank and date of initial appointment**

Special Instructor, August 15, 2000

**ii. Date(s) of reappointment**

August 15, 2004 with job security

August 15, 2002

**iii. Rank and date(s) of promotion**

August 15, 2005 promotion and tenure (Associate Professor)

**IV. RESEARCH, SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES**

**a. Doctoral dissertation: n/a**

**b. Master's thesis**

A. Eis, "The French New Wave and Conceptual Photography: Time and Memory in Art," December 1982.

**c. Books, book chapters, monographs, journals, exhibition catalogs published or in press**

A. Eis, "Contemporary Art and the Past: Repetition or Rhyme?" [forthcoming] (Athens, Greece: Institute for Research and Education) Peer review.

A. Eis, editor, *Multiplicity, Connection and Divergence: African Art from the John F. Korachis Collection*, (Rochester: Oakland University Art Gallery, 2011). ISBN 978-0925859-54-9. Invited.

A. Eis, "From Ancient Subtext to Modern Context: An Artist Re-Visions the Art Historical," *From the Remote to the Recent Past*, eds. Kenneth E. Hendrickson, Nicholas C.J. Pappas. (Athens, Greece: Athens Institute for Research and Education, 2008). ISBN 978-960-6672-42-2. Peer review.

A. Eis, editor, *Harmony in Variation: Form and Meaning in Native American Art* (Rochester: Meadow Brook Art Gallery, Oakland University, 2002). ISBN 0-925859-15-X. Invited.

A. Eis, "Rituals," *Sally Schluter Tardella: New Works* (Rochester: Meadow Brook Art Gallery, Oakland University, 2001), pp 2-9. ISBN 0-925759-13-3. Invited.

A. Eis, editor, *Resonance: Andrea Eis* (Rochester: Meadow Brook Art Gallery, Oakland University, 2000). ISBN 0-925859-09-5. Invited.

A. Eis, editor, "Gender Issue[s]," *Michigan Photography Journal*, No. 7, 1995. Invited.

A. Eis, *Ancient Finds* (Royal Oak, Michigan: Eleusinian Publications, 1993; distributed by Printed Matter, New York City, NY). Refereed.

A. Eis, editor, "Urban Views," *Michigan Photography Journal*, No. 6, 1993. Invited.

A. Eis, editor, "Michigan Friends of Photography Tenth Anniversary, 1982-1992," *Michigan Photography Journal*, No. 5, 1992. Invited.

**d. Articles published or in press**



- A. Eis, "Letter to the Editor: A Child's Wish: To Touch Antiquity, Once," *The New York Times*. January 31, 2004. Sec. A, p. 16. Refereed.
- A. Eis, "Noteworthy November," *Michigan Friends of Photography Newsletter*, No. 1183. October 2000, pp. 4-5. Invited.
- A. Eis, "The Epicenter," *Michigan Photography Journal*, No. 7, 1995, pp. 8-13. Invited.
- A. Eis, "On Living with Art," *Michigan Photography Journal*, No. 4, 1990, pp. 3-4. Invited.
- A. Eis, "What is a Best Boy, Anyway," *Detroit Film Society Newsletter*, Detroit Public Library, December 1989, pp. 1-2. Invited.
- A. Eis, "Memorable Women," *Detroit Film Society Newsletter*, Detroit Public Library, 1988, pp. 1-2. Invited.
- A. Eis, "The Modern Marlowes," *Detroit Film Society Newsletter*, Detroit Public Library, 1987, pp. 1-2. Invited.

**e. Oral presentations; exhibitions**

**1. Oral Presentations**

- "The Safe Zone: Suggestions for Successfully Navigating the Tenure Process," Mid-America College Art Association Conference, Detroit, MI. Peer review. Upcoming, Fall 2012.
- "Conversations with the Silence of the Past: Art and Marginalia," Qualitative Inquiry as Global Endeavor: Eighth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, IL, Upcoming, May 2012. Peer reviewed.
- "Tiered Assessment: Separating Technical Proficiency from Concept-Appropriate Technique," Assessment in the Arts Conference, Rocky Mountain School of Art, Denver, CO, July 2011. Peer reviewed.
- "Will You Friend Me? Social Media Possibilities, Responsibilities, and Challenges in Art Administration and Teaching," College Art Association Conference, New York, NY, February 2011. Invited. Co-presented with Cora Lynn Deibler, University of Connecticut; Kim Russo, Ringling College of Art; and Georgia Strange, University of Georgia.
- "Will You Friend Me? Social Media Possibilities, Responsibilities, and Challenges in Art Administration and Teaching, National Council of Arts Administrations Conference, Austin, TX, November 2010. Invited. Co-presented with Cora Lynn Deibler, University of Connecticut; Kim Russo, Ringling College of Art; and Georgia Strange, University of Georgia.
- "Contemporary Art and the Past: Repetition or Rhyme?" 1<sup>st</sup> International Conference on Fine and Performing Arts, Athens Institute for Research and Education, Athens, Greece, June 2010. Peer reviewed.
- "Symbolic City: International Forum," Songjiang Art Museum, Shanghai, China, November 2009. Sponsored by Songjiang Art Museum, Shanghai Municipal Education Commission, and People's Government of Songjiang District, Shanghai, China. Invited.
- "From Ancient Subtext to Modern Context: An Artist Re-Visions the Art Historical," 5<sup>th</sup> International Conference on History: From Ancient to Modern, Athens Institute for Research and Education, National Archaeological Museum, Athens, Greece. December 2008. Peer reviewed.
- "Girl with a Pearl Earring," American Psychoanalytic Society, New York City, NY. January, 2006. Invited.
- "Andrea Eis: Re-envisioning Sculpture," Detroit Institute of Arts, Detroit, MI. October 2005. Invited.
- "Film and the Visual Arts: A Response," College Art Association National Conference, Atlanta, GA. February 2005. Invited.
- "Narrative Resonance Imaging: Re-visioning the Short Story in Video Art," National Conference on Liberal Arts and the Education of the Artist, New York City, NY. October 2004. Refereed. Co-presented with Maureen Dunphy, Department of English, Oakland University.
- "Ancient Subtext, Modern Context: An Artist's Contribution," College Art Association National Conference, Seattle, WA. February 2004. Refereed.
- "Re-directing a Director: *Emma* on Film," Michigan Psychoanalytic Society Conference, Rochester, MI. February 2003. Invited.
- "Focus on Indian Filmmaker Mira Nair," "A Woman's Work is Never Done," and "From Birth to the Ballot Box," panelist, Margaret Mead Film Festival, Cranbrook Institute of Science, Bloomfield Hills, MI, October 20, 2001. Invited.
- "Ancient Sites, Contemporary Art," International Academy Enrichment Program, Athens, Greece, April 2001. Invited.
- "Art[ist] History: A Studio Artist's Reading of Aesthetic Choice in Maya Relief Sculpture," Midwest Art History Society Conference, Tulsa, Oklahoma; April 7, 2000. Refereed.
- "Imagemaker Presentation: Andrea Eis," Society for Photographic Education Midwest Regional Conference, Bloomfield Hills, Michigan; November 5, 1993. Refereed.
- "Detroit Focus Billboard Project in the Detroit Public Schools: A Dialogue," Detroit Institute of Arts,

Detroit, Michigan; April 25, 1993. Invited.

## 2. Solo Exhibitions

- Marginalia*, Kingswood Gallery, Bloomfield Hills, MI, 2009. Invited.
- A Tangible Past*, International Center for Hellenic and Mediterranean Studies, Athens, Greece, 2008. Invited.
- Inscriptions*, Oakland County Galleria, Pontiac, MI, March 2006. Invited.
- ABB Sponsors FIRST Robotics Teams*, Technology Days, ABB USA, 2005. Invited.
- Andrea Eis: Video Art and Works-in-Progress* La Etrusca, Volterra, Italy, 2004. Invited.
- Photographs*, Andrea Eis, Cranbrook Academy of Art, Bloomfield Hills, Michigan, 2004. Invited
- Selective Memory*, Au Courant Gallery, Ferndale, Michigan, 2003. Invited
- Andrea Eis: Photographs and Installations*, Kingswood Gallery, Bloomfield Hills, Michigan, 2001. Invited.
- Resonance: Photographs and Installations by Andrea Eis*, Meadow Brook Art Gallery, Rochester, Michigan, 2000. Invited.
- Labyrinthine: Billboard by Andrea Eis*, Revolution, Ferndale, Michigan, 1999. Invited.
- Andrea Eis: Films*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 1998. Invited.
- Andrea Eis: Films*, Center for Creative Studies, Detroit, Michigan, 1996. Invited.
- Mythologies*, DeWaters Art Center, Flint, Michigan, 1992. Invited.
- Film/Poetry*, Compartments Discussion Group, Birmingham, Michigan, 1991. Invited.
- Andrea Eis: Wall Pieces and Photo Installation*, Kingswood Gallery, Bloomfield Hills, Michigan, 1990. Invited.
- Andrea Eis: Films*, College of Architecture and Design, Lawrence Technological University, Southfield, Michigan, 1987. Invited.
- Andrea Eis: Photographs*, The Gallery at Is Inc., Pontiac, Michigan, 1986. Invited.
- Andrea Eis: Visiting Artist*, Center for Creative Studies, Detroit, Michigan, 1986. Invited.
- Andrea Eis: Photographs*, Wayne State University, Detroit, Michigan, 1984. Invited.
- Andrea Eis: BFA Thesis Exhibition*, Student Gallery, Minneapolis College of Art and Design, Minneapolis, Minnesota, 1980. Invited.
- 'I Always Squint in the Sun': A Film by Andrea Eis*, Gallery Film/Video, Minneapolis College of Art and Design, 1980. Invited.

## 3. Group Exhibitions

- Behind the Mask: Women, Men, and Masculinities*, University of Detroit Mercy, Detroit, MI and University of Windsor, Windsor, Ontario, Canada. Upcoming, 2012. Refereed.
- Language and the City*, Studio Couture Detroit, Detroit, MI. 2012. Invited.
- Fears and Phobias*, The Target Gallery, Torpedo Factory Art Center, Alexandria, VA. 2012. Refereed.
- Library Thoughts*, Raday Könyvesház & Gallery, Budapest, Hungary. 2011. Refereed.
- SPIN7: Look Forward*, Houston Center for Photography, Houston, TX, 2011. Open call.
- Inside Outside: A Broad Interpretation of Space and Place on the Edge and in Between*, GoggleWorks Center for the Arts, Reading, PA. 2011. Refereed.
- Artists' Choice*, Detroit Center for Contemporary Photography, Detroit, MI. 2011. Invited.
- Gender Matters/Matters of Gender*, Freedman Gallery, Reading, PA. 2011. Refereed.
- Oakland University Biennial Faculty Exhibition*, Oakland University Art Gallery, Rochester, MI, 2010. Invited.
- Wordage*, Detroit Artists Market, Detroit, MI, 2010. Invited.
- Gendered Space/s*, Loranger Art and Architecture Center, The University of Detroit, Mercy, Detroit, MI. 2010. Invited.
- Mind*, Gallery Project, Ann Arbor, MI, 2010. Invited.
- In Spite of the Evidence*, Gallery Project, Ann Arbor, MI, 2010. Invited.
- Symbolic City*, Songjiang Art Museum, Shanghai, China, 2009. Invited.
- Paradigm Shift*, MCAD Gallery, Minneapolis, MN, 2009. Invited
- Andres Serrano Picks Detroit*, Center Galleries, Detroit, MI, 2008. Refereed (juried by Andres Serrano)
- Lynn Galbreath/Andrea Eis*, The Gallery at Marygrove, Detroit, MI, 2008. Invited.
- Wilson Hall Student/Faculty Art Exhibition, President's Hallway*, Oakland University, Rochester, MI, 2008. Invited.
- Image + Text*, Oakland University Faculty Exhibition, Oakland University Art Gallery, Rochester, MI, 2008. Invited.
- A Spring Happening*, Next Step Studio, Ferndale, MI, 2008. Invited.
- Michigan Women's Invitational Exhibition*, University Gallery, Saginaw Valley State University, Saginaw, MI, 2006. Invited.
- Art Out of the Box*, Northville Downs, Northville, MI, 2006. Invited.

*Search*, Meadow Brook Art Gallery, Rochester, Michigan, 2006. Invited.

*Exide Technologies and Robotics*, Automotive Aftermarket Industry Conference, Las Vegas, Nevada, 2003. Invited.

*Detroit@00:00:55*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 2003. Refereed.

*MCAD Alumni Film Festival*, Minneapolis College of Art and Design, Minneapolis, Minnesota, 2003. Refereed.

*Dickensian London and the Photographic Imagination*, Meadow Brook Art Gallery, Rochester, Michigan, 2003. Invited.

*Members' Invitational*, Detroit Artists Market, Detroit, Michigan, 2003. Invited.

*Image, Object, Site*, International Academy, Bloomfield Hills, Michigan, 2003. Invited.

*Image Transfer*, Sisson Gallery, Dearborn, Michigan, 2002. Invited.

*On Language: Text and Beyond*, Center Galleries, Detroit, Michigan, 2001. Invited.

*Latent Image: Detroit in Time*, Center Galleries, Detroit, Michigan, 2000. Invited.

*MFP at the BBAC*, Birmingham Bloomfield Art Center, Birmingham, Michigan, 2000. Invited.

*Progressions*, Meadow Brook Art Gallery, Rochester, Michigan, 2000. Invited.

*Art for the Park*, Detroit Contemporary, Detroit, Michigan, 1999. Invited.

*Friends and Family*, Buckham Gallery, Flint, Michigan, 1999. Invited.

*Invention and Imitation*, Meadow Brook Art Gallery, Rochester, Michigan, 1999. Invited.

*Photoflux: Lynn Cazabon, Andrea Eis, Steven Rost, Rik Sferra*, Network Gallery, Pontiac, Michigan, 1998. Refereed.

*Michigan Book Artists*, Graduate Library, University of Michigan, Ann Arbor, Michigan, 1998. Invited.

*The Clarity of Seduction*, Network Gallery, Pontiac, Michigan, 1998. Refereed.

*The Clothes Show*, Center Galleries, Detroit, Michigan, 1997. Invited.

*Faculty Exhibition*, Center for Creative Studies, Detroit, Michigan, 1996. Invited.

*Out of Solitude*, Michigan Gallery, Detroit, Michigan, 1996. Invited.

*Photo Transitions*, Paint Creek Center for the Arts, Rochester, Michigan, 1996. Invited.

*Significant Others*, Creative Arts Center, Pontiac, Michigan, 1995. Invited.

*PhotoNational*, Ella Sharp Museum, Jackson, Michigan, 1995. Refereed.

*Hanging with the Master*, Creative Arts Center, Pontiac, Michigan, 1995. Invited.

*Sketchbooks*, Detroit Artists Market, Detroit, Michigan, 1994. Invited.

*Once Upon A Time*, Galleria, Southfield, Michigan, 1994. Invited.

*Harold Allen, Andrea Eis, Safiya Tsekani*, Creative Arts Center, Pontiac, Michigan, 1993. Invited.

*Detroit Focus Billboard Project in the Detroit Public Schools*, Galeria Biegas, Detroit, Michigan, 1993. Invited.

*No More Than, No Less Than*, Detroit Focus, Detroit, Michigan, 1993. Refereed.

*Mixed Media Photography*, Marygrove College, Detroit, Michigan, 1993. Refereed.

*Women Photograph Mythology*, Book Beat, Oak Park, Michigan, 1993. Invited.

*Michigan Friends of Photography Tenth Anniversary Exhibition*, Urban Park, Detroit, Michigan, 1992. Invited.

*20/20 Vision*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 1992. Invited.

*Image/Text*, Detroit Artists Market, Detroit, Michigan, 1992. Invited.

*Refuse*, Detroit Artists Market, Detroit, Michigan, 1991. Invited.

*Cultural Affinities: Andrea Eis, Kathe Kowalski, Asha Walidah*, Detroit Council for the Arts, Detroit, Michigan, 1991. Invited.

*Installations*, Detroit Artists Market, Detroit, Michigan, 1991. Refereed.

*Dia de los Muertos: Day of the Dead – A Celebration*, Creative Arts Center, Pontiac, Michigan, 1991. Invited.

*Photographers Collect Photography*, Center Galleries, Detroit, Michigan and Kalamazoo Institute of Arts, Kalamazoo, Michigan, 1990. Invited.

*Eis, Rost, Treadwell, McKee*, Grayline Gallery, Pontiac, Michigan, 1990. Invited.

*Art for Life*, Galleria, Southfield, Michigan, 1990. Invited.

*Michigan Connection: 15 Photographers*, Detroit Artists Market, Detroit, Michigan, 1989. Invited.

*One Step Forward, Two Steps Back*, Paint Creek Center for the Arts, Rochester, Michigan, 1989. Invited.

*After Ten Years: Detroit Focus*, Detroit Focus, Detroit, Michigan, 1989. Invited.

*From Artists Studios/Current Work: Andrea Eis, Stephanie Sarris, Carol Schramm*, Detroit Focus, Detroit, Michigan, 1988. Invited.

*Mythology: Ancient-Contemporary*, Pontiac Art Center, Pontiac, Michigan, 1987. Refereed.

*Joint Ventures*, UAW-GM Human Resource Center, Pontiac, Michigan, 1987. Invited.

*Women and Memory*, Detroit Artists Market, Detroit, Michigan, 1987. Invited.

*Women Behind the Lens*, Grand Rapids Film Theatre, Grand Rapids, Michigan, 1986. Invited.

*Lifestories*, Minneapolis College of Art and Design, Minneapolis, Minnesota, 1986. Invited.

*Other Spaces*, Brookfield Office Park-Detroit Artists Market, Farmington Hills, Michigan, 1986. Invited.  
*X+Y=*; *Andrea Eis and Nelson Smith*, Buckham Gallery, Flint, Michigan, 1986. Invited.  
*Photography*, Detroit Focus, Detroit, Michigan, 1986. Refereed.  
*Jurors Select Artists*, Pontiac Art Center, Pontiac, Michigan, 1986. Invited.  
*Four Women Photographers*, Moreau Gallery, St. Mary's College, Notre Dame, Indiana, 1985. Invited.  
*12 International Photographers*, Photographs, Inc., Denver, Colorado, 1985. Invited.  
*Andrea Eis and Steven Rost*, Kingswood Gallery, Bloomfield Hills, Michigan, 1985. Invited.  
*Alumni Invitational Exhibition*, Minneapolis College of Art and Design, Minneapolis, Minnesota, 1985. Invited.  
*20th Anniversary Invitational Exhibition*, Pontiac Art Center, Pontiac, Michigan 1984. Invited.  
*Andrea Eis, Erika Suderburg, Lauren Zuckerman*, The Funnel, Toronto, Canada, 1984. Invited.  
*About Time 2*, Detroit Film Project, Detroit, Michigan, 1984. Invited.  
*All Photography*, Detroit Artists Market, Detroit, Michigan, 1984. Refereed.  
*Sites*, County Galleria, Pontiac, Michigan, 1984. Invited.  
*Ann Arbor Film Festival*, Ann Arbor, Michigan, 1983. Refereed.  
*Short Films*, Detroit Film Project, Detroit, Michigan, 1983. Refereed.  
*Photosensitive*, Detroit Artists Market, Detroit, Michigan, 1983. Refereed.  
*Studio Artists of Pontiac*, Pontiac Art Center, Detroit, Michigan, 1983. Invited.  
*Photoimages*, Paint Creek Center for the Arts, Rochester, Michigan, 1983. Refereed.  
*Summer Show*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 1983. Invited.  
*Michigan Photography Exhibition*, Scarab Club, Detroit, Michigan, 1982. Refereed.  
*Graduate Degree Show*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 1982. Invited.  
*Color X Three*, Pontiac Art Center, Pontiac, Michigan, 1982. Invited.  
*Self-Portraits*, Detroit Focus, Detroit, Michigan, 1982. Refereed.  
*Group Exhibition*, Otis Parsons Gallery, Los Angeles, California, 1981. Invited.  
*Ann Arbor Film Festival*, Ann Arbor, Michigan, 1981. Refereed.  
*Short Films*, Detroit Film Project, Detroit, Michigan 1981. Invited.  
*New Work by Minnesota Women*, Landmark Center, St. Paul, Minnesota, 1981. Invited.  
*Select Photographers*, Detroit Focus, Detroit, Michigan, 1981. Invited.  
*Ivory Towers*, Farwell Building, Detroit, Michigan, 1981. Invited.  
*Foot in the Door*, Minneapolis Institute of Art, Minneapolis, Minnesota, 1980. Invited.  
*MovingImageMakers*, Minneapolis Institute of Arts-Film in the Cities, Minneapolis, Minnesota, 1981. Invited.

#### 4. Online Exhibitions

*Ancient Finds*, <http://www.markszine.com>, 2001. Invited.  
*Telling Stories*, Gallery Site, <http://www.imstudio.com/gallery>, 1998. Invited.

#### 5. Traveling Group Exhibitions

*Detroit Focus Portfolio*, Woods Gallery, Huntington Woods, Michigan, 2004. bps Corporate Training and Conference Center, Beverly Hills, Michigan, 2003. Macomb Community College, Warren, Michigan, 2003. Oakland County Galleria, Pontiac, Michigan, 2002. The School of Photographic Arts and Sciences, Rochester Institute of Technology, Rochester, New York, 2002. Oasis Gallery, Marquette, Michigan, 2002. The Home Gallery, Taylor, Michigan, 2002. Alfred Berkowitz Gallery, University of Michigan-Dearborn, Dearborn, Michigan, 2001. Detroit Public Library, Detroit, Michigan 2001. [www.detroitfocus.org](http://www.detroitfocus.org), 2001. Invited.

*Minnesota Touring Film Program*, Channel 12, Cable TV, Minneapolis, Minnesota, 1985. Minneapolis Institute of Arts, Minneapolis, Minnesota, 1982. Hirshhorn Museum, Smithsonian Institution, Washington DC, 1982. St. Louis Art Museum, St. Louis, Missouri, 1982. Focal Point Media Center, Seattle, Washington, 1982. Washington State University, Pullman, Washington, 1982. Invited.

#### 6. Annual and Biennial Group Exhibitions and Benefits

*Actual Size Biennial*, Contemporary Art Institute of Art, Detroit, Michigan, 2011, 2010, 2009, 2007, 2005. Invited.

*Art Works for Life*, College for Creative Studies, Detroit, Michigan, 2010, 2009, 2008, 2007, 2006, Masonic Temple, Detroit, Michigan, 2005, 2004. Edsel and Henry Ford House, Grosse Pointe Shores, Michigan, 2003, 2002, 2001. Invited.

*Serious Moonlight*, Cranbrook Art Museum, Bloomfield Hills, Michigan, 2005, 2004, 2003, 2002, 2001. Invited.

*Actual Size*, Detroit Contemporary, Detroit, Michigan, 2003, 2002, 2001, 2000. Invited.

*Michigan Friends of Photography Exhibition*, Wayne State University, Detroit, Michigan, 1985. Marygrove College,

Detroit, Michigan, 1984. Invited.

**7. Photographs, Films and Videos in Public Collections**

Walker Art Center, Minneapolis, Minnesota  
Minneapolis Institute of Art, Minneapolis, Minnesota  
Minnesota Touring Film Program, Minneapolis, Minnesota  
University of Michigan Art Museum, Ann Arbor, Michigan  
University of Michigan Graduate Library, Ann Arbor, Michigan  
Detroit Institute of Arts, Detroit, Michigan  
Center for Creative Studies, Detroit, Michigan

**f. Book reviews published or in press**

**g. Abstracts published or in press**

A. Eis and M. Dunphy, "Narrative Resonance Imaging: Re-Visioning the Short Story in Video Art," *National Conference on Liberal Arts and the Education of the Artist 2004 Abstracts*, 2004. (short version also available online as a PDF file under the Humanities and Sciences Department Conference Link at <http://www.schoolofvisualarts.edu/ug>)  
A. Eis, "Ancient Subtext, Modern Context: An Artist's Contribution," *College Art Association National Conference 2004 Abstracts*, 2004.  
A. Eis, "Art[ist] History: A Studio Artist's Reading of Aesthetic Choice in Maya Relief Sculpture," *Midwest Art History Society Regional Conference 2000 Abstracts*, 2000.

**h. Research and creative work in progress**

Photography: ongoing production of bodies of work.  
Video: ongoing works in editing/post-production stages.

**i. Grants: source, date and amount of award**

Oakland University, Faculty Fellowship: "Walking the Labyrinth," 2006. (\$8,500)  
Oakland University, General Education Course Development Incentive Grant: SA400 Senior Thesis in Studio Capstone Course, 2004. (\$1,000)  
Oakland University, Educational Development Grant: Digital Video, 2004. (\$750).  
National Art Education Foundation, "Image, Object, Site: Progressive Perspectives of Greece; A Curriculum Model for Global Perspectives of Art Resources," with matching grant from the International Academy, Bloomfield Hills, Michigan, 2001-2002. Joint grant with Terri Cafcalas, International Academy art teacher. (NAEF and IA grants: \$905; IA travel grant, \$4,000 for both participants)  
Grafika, external funding for artwork in *Resonance: Photographs and Installations by Andrea Eis*, Meadow Brook Art Gallery, 2000. Corporate sponsorship. (\$650)  
Oakland University, College of Arts and Sciences, production award for artwork in *Resonance: Photographs and Installations by Andrea Eis*, Meadow Brook Art Gallery, 2000 (\$625)  
LDMI International, external funding for catalog, *Resonance: Andrea Eis*, 2000. Corporate sponsorship. (\$1,000)  
Michigan Council for Arts and Cultural Affairs/Arts Foundation of Michigan, Artists in the Schools Grant, "Artists in the Schools Billboard Project," 1994. Grant to Detroit Focus for work by the following artists: Andrea Eis, Steven Rost, Carlos Diaz, Michael McGillis and Carol Taft. Total grant amount information unavailable, but it included funding multiple visits to Detroit Public Schools by each of the artists, to teach art.  
National Endowment for the Arts, Art in Public Places Grant, "Billboard Project," 1992. Grant to Detroit Focus for work by the following artists: McArthur Binion, Carlos Diaz, Andrea Eis, Stephen Goodfellow, Michael McGillis, Valerie Parks, Steven Rost and Carol Taft. (Total NEA grant amount: \$50,000; additional support was received from the Detroit Public Schools, The Detroit Institute of Arts/Education Department, Gannett Outdoor Inc., Lansing National Inc., Professional Imaging of the Eastman Kodak Co. and Junior League of Detroit, Inc.)  
Michigan Council for Arts and Cultural Affairs/Arts Foundation of Michigan, Creative Artist Grant, Photography, "Creation and Publication Support for Book, *Ancient Finds*," 1992-1993. (\$5,000)  
Arts Foundation of Michigan, Exhibition Honorarium for work exhibited in "From Artists Studios: Current Work," Detroit Focus Gallery, Detroit, Michigan, 1988. (\$665)  
Arts Foundation of Michigan, Exhibition Honorarium for work exhibited in "Mythology: Ancient-Contemporary," Pontiac Art Center, Pontiac, Michigan, 1987. (\$1,000)  
Michigan Council for the Arts, Creative Artist Grant, Film, "Creation and Presentation Support for 16mm Film, *Cassandra*," 1985-1986. (\$1,000)

Minneapolis College of Art and Design, Artist-in-residence Grant, "Artist-in Residency for Production of 16mm Film, *Cassandra*," 1986. (\$5,000)

**j. Publications Featuring Photographic Works by Andrea Eis**

- "Senseless Pride," "Bursts of Temper," "The Doer of this Insolence," "But Yet," *Oakland University Biennial Faculty Exhibition Catalog*, October 2010
- "Truth Lies," Announcement card for *In Spite of the Evidence*, Gallery Project, Ann Arbor, MI, January 2010.
- "Building Figure," Announcement card for *Gendered Space/s*, University of Detroit Mercy, Detroit, MI, April 2010.
- "Symbolic City Series," *Symbolic City*, Songjiang Art Museum, Shanghai, China, November 2009.
- "Antigone's Cave, No.2," in 'Modern and Postmodern Art and Architecture,' Gail Levin, book chapter in *A Companion to the Classical Tradition*, ed. Craig W. Kallendorf (Malden, MA: Blackwell Publishing, 2007).
- "This Particular Patch of Earth: Essays from *The Writer in the Garden*, ed. Dan Brown, College of Arts and Sciences, Oakland University, December 2005.
- "Master of Arts in Liberal Studies Brochure," College of Arts and Sciences, Oakland University, May 2004.
- "Dickens Society Eighth Annual Dickens Symposium Program," Dickens Society, October 2003.
- "Image, Object, Site: Progressive Perspectives of Greece," and "Image, Object, Site (Revisited): Chicago (with a Greek Emphasis)," International Academy, Bloomfield Hills, Michigan, January 2003.
- "Eidolon: Helen at the Walls of Troy," *Detroit Jewish News*, March 30, 2001.
- "Eurydice Rising," *Metro Times*, Vol. 21, No. 5, November 1-7, 2000.
- "She Expected Everything," "An Inundation," and untitled photograph, *Michigan Friends of Photography Newsletter*, No. 1183, October 2000.
- "Antigone and Kreon," *Michigan Friends of Photography Newsletter*, No. 97, April 1995.
- "Life in Ruins: Drop Drugs and Rebuild," *Detroit Focus Billboard Project in the Detroit Public Schools*, Detroit Focus, 1993
- "Image/Text: Antigone's Cave, No. 3," *Detroit Artists Market Journal of Exhibitions*, Vol. 4, No. 4, April 1992.
- "Installations: Antigone's Cave," *Detroit Artists Market Journal of Exhibitions*, Vol. 3, No. 3, April 1991.
- "Karyatids," *Michigan Photography Journal*, No. 4, 1990.
- "Cassandra's Room," *Detroit Artists Market Journal of Exhibitions*, Vol. 2, No. 1, October 1989.
- "Antigone's Cave," *Architext*, Lawrence Technological University, Spring 1989.
- "Helen of Troy, A Photo Sequence," *Architext*, Lawrence Technological University, Spring 1988.
- "Cassandra, A Photo Sequence," *Lightworks Magazine*, 18, Winter 1986/1987.

**k. Graphic Design by Andrea Eis**

**1. Book Design**

- Thomas Barrie, editor, *The Youth Village Urban Design Project: Re-building Detroit for Future Generations*. (Royal Oak, Michigan: Palimpsest Press, 2000).
- Thomas Barrie, editor, *The Orchard Lake Community Project: A Handbook for Community Input and Neighborhood Revitalization*. (Royal Oak, Michigan: Palimpsest Press, 1998).
- Thomas Barrie, editor, *Visions of Royal Oak: Rebuilding the American Small City*. (Royal Oak, Michigan: Palimpsest Press, 1997).
- Andrea Eis, *Ancient Finds*. (Royal Oak, Michigan: Eleusinian Publications, 1993).

**2. Journal, Exhibition Catalog and Conference Program Design**

- "Dickensian London and the Photographic Imagination," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 2003).
- "The 8<sup>th</sup> Annual Dickens Symposium," Dickens Society international conference program (Rochester, Michigan: The Dickens Society, 2003).
- "Retrofit: Sharon Que," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 2003).
- "Resonance: Andrea Eis," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 2000).
- "MWSPE 2000: Untitled," regional conference program, Midwest Society for Photographic Education, 2000.
- "Eight Nine Six: Eight Years, Nine Months, Six Hours, A Retrospective of Paintings by Peter Williams," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 2000). Design consultant.
- "Biography and Fragmentation: Dick Goody," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 1999).
- "Nesterova, Shertiuk, and Shulzhenko: A New Russian Realism," Meadow Brook Art Gallery exhibition catalog (Rochester, Michigan: Oakland University, 1998).
- "Gender Issue[s]," *Michigan Photography Journal*, No. 7 (1995).

- "Artists at Mid-Career: Ted Lee Hadfield and Wendy MacGaw," Meadow Brook Art Gallery exhibition catalog, (Rochester, Michigan: Oakland University, 1995).
- "Michigan Friends of Photography Tenth Anniversary Issue," *Michigan Photography Journal*, No. 6 (1994).
- "Urban Views," *Michigan Photography Journal*, No. 5 (1993).
- Regional conference program, Midwest Society for Photographic Education, 1993.

**3. Brochure, Announcement and Poster Design**

- "Master of Arts in Liberal Studies," brochure, College of Arts and Sciences, Oakland University, 2004. Design consultant.
- "Dickensian London and the Photographic Imagination," exhibition poster, Meadow Brook Art Gallery, 2003.
- "The 8<sup>th</sup> Annual Dickens Symposium," Dickens Society international conference brochure and call for papers, The Dickens Society, 2003.
- "Are You a Woman or a Man? Cross Dressing in Film and Theatre" brochure and poster, Women's Studies Film Festival/Seminar, Oakland University, 2003.
- "Mark Murphy Endowed Scholarship in Photography, Winter 2003," brochure, Department of Art and Art History, Oakland University, 2002.
- "Mark Murphy Endowed Scholarship in Photography, Winter 2003," brochure, Department of Art and Art History, Oakland University, 2002.
- "Mark Murphy Endowed Scholarship in Photography, Fall 2001," brochure, Department of Art and Art History, Oakland University, 2001.
- "Jane Austen in Hollywood," brochure and poster, Women's Studies Film Festival/Seminar, Oakland University, 2001.
- "All Dressed Up: Underpinnings of Feminism in Film and Fashion," brochure, poster and t-shirt, Women's Studies Film Festival/Seminar, Oakland University, 1999.
- "Progressions," exhibition announcement, Meadow Brook Art Gallery, 1999.
- "Breaking the Silence: Representations of Women in the Non-Western World," brochure and poster, Women's Studies Film Festival/Seminar, Oakland University, 1998.
- "Journeys to Community: Women, AIDS & Film," brochure, poster and t-shirt, Women's Studies Film Festival/Seminar, Oakland University, 1997.
- "Marginality Through the Eyes of Women," brochure and poster, Women's Studies Film Festival/Seminar, Oakland University, 1993.
- "Telling Women's Lives," brochure and poster, Women's Studies Film Festival/Seminar, Oakland University, 1992.

**4. Website, Logo and Miscellaneous Design**

- Departmental website redesign, Department of Art and Art History, [www2.oakland.edu/art-history/](http://www2.oakland.edu/art-history/), 2005. (Design Supervisor and Coordinator)
- Master of Arts in Liberal Studies (MALS) bookmark. 2004
- Gallery website, Meadow Brook Art Gallery, [www.oakland.edu/mbag](http://www.oakland.edu/mbag), 2000.
- Logo design, Meadow Brook Art Gallery, 2000.

**5. Public Signage Design**

- "Roeper School Donor Wall," photographic montage, Roeper School, Bloomfield Hills, Michigan, 2003.
- "What's on the Menu?" exhibition signage, Belle Isle Aquarium, Detroit Zoological Society, 1998.
- Exhibition signage, Belle Isle Aquarium, Detroit Zoological Society, 1995.
- "Masters of the Arctic," Signage for exhibitions in Japan, Canada, and the United States, Amway Environmental Foundation, Grand Rapids, Michigan, 1992-1995.

**VI. ANY OTHER ACTIVITIES RELEVANT FOR TENURE OR PROMOTION:**

**a. New courses developed and courses reintroduced**

CIN165 Introduction to Digital Film Production	2010	New course developed
LBS500: Athena's Acropolis and Apollo's Temple	2007	New course developed
LBS502: Form as Meaning in Art, Architecture, Literature and Film	2004	New course developed
SA400: Senior Thesis in Studio Art	2004	New course developed
HC201: Restructuring the Past: The Mutability of Memory in Film	2003	New course developed
SA 375 Conceptual and Postmodern Art	2003	New course developed
AH390/CIN350 Films About Artists	2002	New course developed
AH490 Seminar in Native American Art	2001	New course developed
AH309/AN309 PreColumbian Art	1999	Course reintroduced and cross-listed
SA268 Video Art I	1998	New course developed

SA368 Video Art II	1998	New course developed
AH308/AN308 Native American Art (originally AH308 North American Indian Art)	1996	Course reintroduced and cross-listed
AH367 Film and the Visual Arts	1993	New course developed
SA366 Photography II	1989	New course developed

*B. Current Part-time Faculty Abbreviated Vitae*

**GARY HESSE**

**EDUCATION**

MFA, Art Photography College of Visual and Performing Arts, Syracuse University, Syracuse, NY, 1992  
BFA, Photography, College of Art, Webster University, St. Louis, MO, 1984

**PROFESSIONAL EXPERIENCE**

**08/2007-present**

**Special Lecturer, Department of Art & Art History, Oakland University, Rochester, MI**

Courses: Digital Imaging I & II, Foundations of Media Art, Web Design. Introductory and intermediate level courses for art majors using industry standard computer applications Adobe Photoshop, Dreamweaver, Flash, and Apple Final Cut Pro Studio.

**08/2007-present**

**Instructor, College of Architecture & Design, Lawrence Technological University Southfield, MI**

Courses: Digital Photography, Imaging Studio 3, New Media. Intermediate and advanced topics in digital media, photography, web design, and interactive media using computer applications Adobe Photoshop, Dreamweaver, AfterEffects, and Flash.

**03/2004-10/2006**

**Consultant / Interim Director, RayKo Photo Center San Francisco, CA**

Independent consultant hired to oversee the outfitting, programming, staffing, and final construction phase of an artist-run photographic arts center. Designed computer imaging facilities and developed plan for exhibition program. Offered position as Director to oversee first two years of operation. Developed marketing plan, website, and other programs to support local, regional and national artists to create and present their work in professional and stimulating environment. Established and maintained professional relationships with other San Francisco cultural organizations.

**05/1994-03/2004**

**Associate Director, Light Work / Community Darkrooms Syracuse, NY**

Assisted in the operation and growth of an internationally recognized artist space providing programs to artists working in photography and digital imaging through exhibitions, artist residencies, and publications. Curator for exhibitions in two photography galleries, contributing writer to Light Work's publication Contact Sheet, assisted in organizational development, grant writing, and coordinating public programs. Had a vital leadership role in a 3.2 million dollar facility renovation—completely redesigning existing photographic and computer imaging labs, galleries, collection storage, and administrative offices.

**01/2004-05/2004**

**Lecturer, Department of Photography, Onondaga Community College, Syracuse, NY**

Course: History of Photography. Required course for photography majors that providing a historical overview of the photographic medium including key figures, trends, and technical innovations.

**09/1992-05/1996**

**Lecturer, College of Visual and Performing Arts, Syracuse University, Syracuse, NY**

Courses: Introduction to Computer Graphics, Introduction to Digital Photography. Taught foundation level courses for art majors in Pascal programming, and Macintosh applications involving graphics, animation, and multi-media. Developed curriculum for a new course within the photography department in digital image manipulation.

**05/1992-05/1994**

**Lab Manager, Light Work / Community Darkrooms Syracuse, NY**

Oversight of a public access photography and digital imaging facility located on the Syracuse University campus. Managed student staff, supplies, budget, and equipment. Organized educational programming, public relations, and advertising.

**10/1989-12/1997**

**Course Instructor, Community Darkrooms Syracuse, NY**

Courses: Basic Black & White Printing, Basic Color Printing, Introduction to Adobe Photoshop. Multi-Media with MacroMedia Director, Basic and Advanced Amiga Graphics. Taught various level classes and workshops in traditional black & white and color photography, and developed new classes and workshops in digital imaging, and multi-media using Amiga & Macintosh computer systems.



**06/1992-08/1992**

**Department of Cinema and Photography, Ithaca College Ithaca, NY**

Course: Introduction to Photography. Foundation level course for photography majors and non-majors, covering the basics of black & white photography through lecture and lab, and overview of current and historical trends in the photographic medium.

**09/1989-05/1992**

**Graduate Assistant, Light Work / Community Darkrooms Syracuse, NY**

Assisted in the operation of the galleries and collections of Light Work which included exhibition design, curatorship, and publicity. Worked with artists through exhibition and artist-in-residency programs. Contributing writer to Contact Sheet publication. Maintenance of the Community Darkrooms facility and Amiga computer imaging lab.

**09/1990-05/1992**

**Teaching Assistant, College of Visual and Performing Arts, Syracuse University Syracuse, NY**

Courses: Introduction to Art Photography, Introduction to Color Photography. Developed syllabus, exams, and assignments for course which covered technical methods as well as aesthetic and critical issues in Art Photography.

**03/1991-05/1992**

**Instructor, University College Syracuse, NY**

Courses: Basic Black & White Photography, Basic Color Photography. Continuing education program that provided an introduction to photography and darkroom skills.

**03/1985-09/1989**

**Art Director, Liturgical Publications of St. Louis, Incorporated St. Louis, MO**

Oversight of all aspects of print and design production within art department, liaison between other departments and clients. Layout and design of newsletters and advertisements, designed original artwork for publication. Managed staff, hired artists, maintained supplies and equipment.

**CURATORIAL EXPERIENCE**

**2006**

Through Inside Eyes: The Ghana Youth Photography Project. Co-curated with Jamie Lloyd and co-sponsored with SF Camerawork, RayKo Photo Center Gallery, San Francisco, CA. 2nd Annual Photography Invitational Exhibition, RayKo Photo Center Gallery, San Francisco, CA

**2005**

Lori Nix—Recent Photographs. RayKo Photo Center Gallery, San Francisco, CA. Initial Public Opening—Invitational Group Exhibition, RayKo Photo Center Gallery, San Francisco, CA.

**2004**

Martin Weber—A Map of Latin American Dreams. Robert B. Menschel Media Center, Syracuse NY

**2003**

Alessandra Sanguinetti—The Adventures of Guille and Belinda and the Enigmatic Meaning of Their Dreams, Robert B. Menschel Media Center, Syracuse NY. 2002 Max Kandhola—Illustration of Life, Robert B. Menschel Media Center, Syracuse NY

Annu Palakunnathu Matthew—Bollywood Cowboys & Indians from India, Robert B. Menschel Media Center, Syracuse NY

**2001**

Piotr Szyhalski—One Art, Robert B. Menschel Media Center, Syracuse NY

Margaret Stratton—Detained in Purgatory, Robert B. Menschel Photography Gallery, Syracuse NY

**2000**

2000 Light Work Grant: Michael Patrick Demme, Doug Dubois, Carol Golemboski  
Gallery 210, Syracuse NY

**1999**

Steve Cagan—No es fácil / It's Not Easy: Looking at Cuba Today, Robert B. Menschel Photography Gallery, Syracuse NY

1999 Light Work Grant: David Moore, Karen La Vallee Norton, Thomas Piché, Light Work Gallery, Syracuse NY

Emile Wamsteker—In the Fields of Black Birds: Kosovar Refugees in Albania and Italy, Light Work Gallery, Syracuse NY

Martina Lopez—Digital Allegory, Robert B. Menschel Photography Gallery, Syracuse NY

**1998**

Andrea Robbins & Max Becher—Bavarian by Law & German Indians, Robert B. Menschel Photography Gallery, Syracuse NY

Computer Assisted-Selections from the Light Work Collection, Light Work Gallery, Syracuse NY

1998 Light Work Grant: Michael Greenlar, Dede Hatch, Janice Levy, Light Work Gallery, Syracuse NY

Bill McDowell–Banner of Light: the Lily Dale Photographs, Robert B. Menschel Photography Gallery, Syracuse NY

**1997**

Alan de Souza & Yong Soon Min–AlterNatives, Robert B. Menschel Photography Gallery, Syracuse NY  
Fathers Day–Gary Walts and Charles Wainwright, Light Work Gallery, Syracuse NY

1997 Light Work Grant: Mark Alice Durant, Mary Beth Heffernan, Mary Warner Marien, Light Work Gallery, Syracuse NY

Syracuse as Subject, John H Mulroy Civic Center, Syracuse NY

John Pfahl–Permutations on the Picturesque, Robert B. Menschel Photography Gallery, Syracuse NY

**1996**

Chris Sullivan–Some Other Realms, Robert B. Menschel Photography Gallery, Syracuse NY

1996 Light Work Grant: Vincent Borrelli, Gina Murtagh, Adrienne Salinger, Light Work Gallery, Syracuse NY

**1995**

Syracuse as Subject Light Work Gallery, Syracuse NY

1995 Light Work Grant: Brett Booth, Sarah Cunningham, Lynn Underhill, Emile Wamsteker, Light Work Gallery, Syracuse NY

**1994**

Tyrone Georgiou–Virtual Archaeology Robert B. Menschel Photography Gallery, Syracuse NY

1994 Light Work Grant: Brantley Carroll, Rhea Garen, Davis Moore, Diane Nerwen, Light Work Gallery, Syracuse NY

Bob Mahoney–A Sense of Values; American Marines in an Uncertain World, Light Work Gallery, Syracuse NY

**SELECTED EXHIBITIONS & RELATED EXPERIENCE**

2009 Critical Mass [juror] Portland, OR

2008 Critical Mass [juror] Portland, OR

2007 Photolucida 2007 [portfolio reviewer] Portland, OR

Critical Mass [juror] Portland, OR

2006 SF Camerawork [portfolio reviewer] San Francisco, CA

Photo Alliance, Slide Slam [juror] San Francisco, CA

Fotofest 2006 [portfolio reviewer] Houston, TX

2005 No Strings Foundation Grants [juror] Los Angeles, CA

Western SPE Conference [portfolio reviewer] San Jose, CA

Photolucida 2005 [portfolio reviewer] Portland, OR

2004 Fotofest 2004 [portfolio reviewer] Houston, TX

2003 Photo District News Seminar moderated by W.M. Hunt [panelist] RIT, Rochester, NY

2002 Center Quarterly [contributing essay: "Let us build a city"] Woodstock, NY

Rhubarb Rhubarb 3.0 [portfolio reviewer] Birmingham, England

Syracuse Post Standard Digital Photography Competition [juror] Syracuse, NY

Fotofest 2002 [portfolio reviewer] Houston, TX

2001 Dowd Fine Arts Gallery [lecture] Cortland, NY

Photography Invitational [juror] Kirkland Art Center, Clinton, NY

New York State Fair: Photography Competition [Juror] Syracuse, NY

2000 Ephemeral Beings: photographs by David Moore [book introduction & design consultant]

Fotofest 2000 [portfolio reviewer] Houston, TX

1999 What Will You Miss? [traveling group exhibition] Georgia State University, Atlanta, GA

Falling In Love With Heavy Things CD-ROM by Tim Maul [program design & development], New York State Council on the Arts–Technology Initiative Program [panelist] New York, NY

1998 Works-In-Progress [performance & audio installation] Sculpture Space, Utica, NY

Zero Crossing [visiting artist & performance] Cazenovia College, Cazenovia, NY

Ithaca College Summer Program [visiting artist] Ithaca College, Ithaca, NY

Zero Crossing [performance & video installation] Zophie's Caffeine Fix, Syracuse, NY

Zero Crossing [performance] The Home Diary, Ithaca, NY

1997 Zero Crossing [performance] LaFortza, Ithaca, NY

CEPA Journal [contributing essay: "AlterNatives–Allan deSouza & Yong Soon Min"] Buffalo, NY

Oblique Opus [exhibition] 12 Rooms/4 Baths Gallery, Syracuse, NY

Cazenovia College [visiting artist] Cazenovia, NY

PhotoNominal'97 [exhibition] Forum Gallery, Jamestown, NY

New York State Fair: Photography Competition [Juror] Syracuse, NY

1996 Technology: Tool or Tyrant [panelist] Kirkland Art Center, Clinton, NY

University of Toledo [visiting artist & photography competition juror] Toledo, Ohio

Central New York Arts & Crafts Festival [juror] Syracuse, NY  
1995 Multiple Mediations [exhibition] Dana Arts Center, Colgate University, Hamilton, NY  
29th Photography Annual [juror] Kirkland Art Center, Clinton, NY  
Trees, Trees, Trees [juror] Stone Quarry Hill Art Park, Cazenovia, NY

---

## **HUI YANG**

### **EDUCATION**

Eastern Michigan University, Ypsilanti, MI Master of Fine Arts in Graphic Design, Concentration: New Media, 2007

The Art Institute of Nanjing, Nanjing, P.R.China, Bachelor of Design, 2001

### **TEACHING EXPERIENCE**

**Fall 2007-Present** Lecturer University of Michigan | Ann Arbor, MI

#### **Using Internet for Creative Work**

This course is an intense exploration of both the applied and theoretical issues and concepts dealing with Internet based media. This will be a demanding class both conceptually and technically requiring lots of outside work, reading and spending time getting to know the software intimately. Student will explore the creative potential of interactivity and begin to develop ways of making it part of their expressive vocabulary. Student will create a personal website at the end of semester.

#### **Digital Studio 1**

This introductory digital design course—the first of four required freshman/sophomore studio courses—introduces students to a variety of computer-based approaches to art and design. Topics for the course include: establishing a strong understanding of personal computing processes and use of the UM computing environment, bitmap and Vector image creation, manipulation and printing, basic web design and implementation, and fundamental digital 3D object creation. Students learn basic concepts and practices for computer hardware and software, and build a solid foundation for subsequent computing courses.

#### **Interactive Programming with Actionscript**

This course provides an introduction to actionscript programming for students who want to create exciting, compelling interactive user experiences. Using Flash, the basic interactive design and applications of programming are explored. Real world problems in interaction design are analyzed, and students will create Flash interactive presentation, Flash-based websites and Flash game.

**Winter 2009-Present** Lecturer The Art Institute of Michigan | Novi, MI

#### **Fundamental of Authoring**

This course is an introduction to the process of interactive design beginning with the study of the capabilities of commonly used authoring software. Students will use the skills and knowledge acquired to produce functional interactive projects.

#### **Interactive Authoring I**

This course is a study of interactive multimedia with an emphasis on the essential interactive programming principles required for the successful composition of interactive multimedia projects.

#### **Interactive Authoring II**

This course is the second of two Web/multimedia authoring classes devoted to immersing the student in tools that increase interactivity and sophistication of design. Authoring techniques are applied to a major presentation that moves through all phases of production from proposal to delivery.

#### **3D Web Animation**

This course will develop familiarity and skill in applying 3-D animation to the Internet. Students will move from the level of the creation of Web projects with HTML and Web editors through the addition of 3-D motion graphics to those projects.

#### **Winter 2007 - Present**

**Lecturer Washtenaw Community College | Ann Arbor, MI**

#### **INP 176 Web Animation**

This introductory Web animation course takes students through a brief history of animation and outlines how animation has become a growing trend in presenting information on the Web. Students learn to use the industry-standard software to create interactive Websites. Students also gain an understanding of all aspects of animating for the Web, from initial concept and storyboards to final production and implementation.

#### **INP 276 Web Animation II**

This advanced Web animation course focuses on creating rich, interactive content for the Web. Students

develop a broad base of new media theory and analysis skills by investigating the digital media landscape and its effects on the production and consumption of media products. Students learn both interactive design concepts and advanced programming using Actionscript. A major focus of the class is the concept of "interactive design"—the process of creating logical, intuitive, and interactive user interfaces.

**Spring 2006, Fall 2008 Lecturer Eastern Michigan University | Ypsilanti, MI**  
**Art379/479/579 New Media**

This studio course focused on a critical understanding of online cultures, the new media landscape, and developments in the industry. Students set up personal weblogs, which introduced them to online culture. Students then worked on their own multimedia projects. These projects focused on interactive animation that stressed non-linear narration in digital storytelling. Ultimately, students combined these animations to produce an informative and engaging website. The course also introduced complementary skills, including digital imaging, video and audio production, and basic programming (HTML, CSS and ActionScript).

#### **Art331 Technology in Art Education**

I taught a major part of a basic multimedia course that prepared pre-service art teachers for media and technology applications in art education. The course focused on applying educational principles to new media projects for facilitating meaningful learning in the visual arts. In addition, students explored related aesthetic, ethical, legal, pedagogical, and instructional design issues.

#### **PROFESSIONAL EXPERIENCE**

**2007-8 Interactive Web Designer, BBDO Detroit, Troy, MI**

Responsible for company's interactive web projects, from creating animations to crafting an overall look, to developing the interactivity design.

**2006 Web Designer CSSA (Chinese Student/Scholar Associate, Eastern Michigan University**  
**2002 – 2004 Art Director Chunyu Publishing, Nanjing, P.R.China**

Managed a seven-person group that was responsible for all the publishing design in the company. I was responsible for creating and maintaining a clear and consistent brand through print and website materials. I oversaw every aspect of every project, from initial concept through the finished piece, including budgetary matters. My projects included all corporate catalogs, packaging, website designs, and flash animations produced by the company.

**2001 – 2002 Graphic Designer Radio Advertising. | Nanjing, P.R.China**

I designed the commercial advertising for a diverse set of clients. My projects included all corporate catalogs, sales catalogs, window signage, and advertising produced by the company.

#### **AWARDS/EXHIBITIONS**

- 2010 "Faux Real" group show, Gallery Project | Ann Arbor, MI
- 2009 "(Re)map" group show, Work Gallery | Ann Arbor, MI
- 2009 "Collection Connection" group show, Work Gallery | Ann Arbor, MI
- 2007 "Installation Installed" group show, Eastern Michigan University | Ypsilanti, MI
- 2007 "The Laboratory" group show, Gallery Project | Ann Arbor, MI
- 2006 Graduate Student Show, Eastern Michigan University | Ypsilanti, MI
- 2006 Dorothy Lamming Scholarship, Eastern Michigan University | Ypsilanti, MI

#### **TECHNICAL ABILITIES**

Web Editing and Desktop Publishing Software: Adobe Flash, Adobe Dreamweaver, Adobe InDesign  
Programming languages: Actionscript3.0 / 2.0, XHTML/CSS Video/Audio Editor and 3D programs: After Effects, Final Cut Pro, Soundtrack Pro, Maya, Google SketchUp  
Design Softwares: Adobe Photoshop, Adobe Illustrator, Adobe FireWorks

---

#### **BONNIE DETLOFF ZIELINSKI**

#### **PROFESSIONAL EXPERIENCE**

**2002-PRESENT**

**identicomm, LLC • Rochester, MI**

**Partner • Director of Design**

Established a business partnership to produce high quality graphic design solutions for identity and marketing communications materials. Responsible for design direction, design presentations, consultations, production coordination and project management of accounts; collaborate on writing proposals, establish budgets and schedules. Coordinate and direct creative team utilized on a per project basis.

**College for Creative Studies • Detroit • Michigan**

**Lecturer • Graphic Design Department**

Graphic Design Communication courses focusing on Typography and Visual Communication. Collaborate with full-time faculty on curriculum development.

**2009**

**Lawrence Technological University • Southfield • Michigan**

**Lecturer • Graphic Design Department**

Graphic Design Communication course focusing on Typography and Brand Identity.

**2002-2003**

**The University of Michigan • Ann Arbor • Michigan**

**Lecturer • School of Art & Design**

Graphic Design courses focusing on Typography and Visual Brand Identity for three semesters.

**1993-2003**

**Ford & Earl Design Associates • Troy • Michigan**

**Associate • Manager • Graphic Design**

Design direction, design presentations, consultations and project management of personal accounts; helped interview, hire and coordinate new staff and build strong internal cohesive team within department; worked with senior management to establish key personnel roles to build computer hardware and software capabilities; wrote proposals, established budgets and schedules; project managed small to one-half million dollar projects ranging in scope and time from one week to four years; designed in collaboration with interior, product and graphic designers on print, identity, web site, wayfinding and environmental design issues.

**1989-1993**

**Design Management Associates • Birmingham • Michigan Partner •**

**Director of Design**

Established a business partnership with an MBA project manager to produce award-winning quality print publications. Responsible for design direction for the firm; collaborated on writing proposals, established budgets and schedules. Responsible for all design presentations and consultations; established consistent use of freelance talent to use on a per project basis; acted as director of design, project manager, and production coordinator on all projects; made presentations to university students and professional organizations.

**1986-1989**

**JB Communications • Birmingham • Michigan Director of Design**

Established design department, including interviewing, hiring and supervising staff; responsible for presentations to clients; established working budgets, managed design of marketing publications from initial concept through printed piece—including art direction, design, and production supervision.

**1985-1986**

**BDZ Design • Rochester Hills • Michigan**

**Self-Employed**

Provided graphic design, art direction and production services and produced wide variety of publications.

**Cranbrook Educational Community • Bloomfield Hills • Michigan**

**Art Director**

Organized and maintained all design services supporting public relations activities; designed and produced community publications, including *The Cranbrook Journal*, annual reports, academic catalogs, brochures, newsletters, events calendars, maps and guides; responsible for design presentations made to divisional management; established design studio, including selection of equipment and supplies and securing freelance and vendor resources; responsible for implementation of new identity system for entire Community; designed and coordinated production of building signage.

**1982-1985**

**Frank Moran Associates, Inc. • Detroit • Michigan**

**Graphic Designer**

Responsible for art direction, design, production and printing coordination for print media.

**1980-1981**

**J.L. Hudson Company • Detroit • Michigan**

**Assistant to General Division Art Director • Layout Artist**

Responsible for layout design of Hudson's advertisements in *The Detroit News*, and *The Detroit Free Press* and several statewide newspapers; prepared layout and finished art for brochures, signage and exhibits; acted as art director in absence of general division art director.

**EDUCATIONAL BACKGROUND**

Cranbrook Academy of Art • Bloomfield Hills • Michigan Master of Fine Arts, 2D Design, 1983  
College for Creative Studies • Detroit • Michigan Bachelor of Fine Arts, Advertising Design. 1978

**WORK PUBLISHED**

2007	AIGA Graphic Design Detroit
2001	Graphic Design USA, December
2000	American Corporate Identity/16
1999	Creativity 29
1996	American Corporate Identity/12
1988	New York Art Directors Club 67 Annual
1985	<i>Print</i> magazine, November/December
1985	<i>Monthly Detroit</i> magazine, May
1983	AIGA Graphic Design USA: 4

**WORK EXHIBITED**

2009	Lawrence Technological University: Faculty and Friend Show
2006-07	AIGA Detroit Members Show
2006	CCS at 100: Faculty Show
1990	Cranbrook Design: The New Discourse
1987	New York Art Directors Club Annual Exhibition
1986-87	Scarab Club of Detroit
1983	AIGA National Book Show

**CONFERENCE / SPEAKING ENGAGEMENTS**

2009	AIGA Detroit Lecture Series, Design+Business Salon, speaker
2003	The University of Michigan, Ann Arbor, speaker, School of Art & Design
1994	NeoCon National Conference, speaker, Chicago, Illinois
1984-93	Design Michigan, consultant/speaker, Graphic Design Advisory Program
1988	AIGA Detroit Lecture Series, speaker
1987	Eastern Michigan University, speaker

**MEMBERSHIPS**

American Institute of Graphic Arts (AIGA), Founding Member, Detroit chapter, Past Vice President of Membership, Detroit chapter  
Inforum, formerly the Women's Economic Club of Detroit

C. *New Courses: Catalogue Copy, Descriptions and Objectives*

**AH3XX HISTORY AND THEORY OF DESIGN (4)****Catalogue Copy:**

History and theory of design, including major movements, designers and critical issues in design discourse. *Satisfies the university general education requirement for a writing intensive course in the major.*  
*Prerequisite for writing intensive: completion of the university writing foundation requirement.* Prerequisite: AH 101 and SA100.

**Course Description and Objectives:**

This course offers the design student a solid foundation in the study of graphic design and is directly related to graphic design studio applications. It is designed around the belief that history, understanding and practice are central to good solid graphic design.

Students will take a close look at the history of symbols, from handwriting to printed text, typography, the invention of the book, the social impact of posters, influences of the avant-garde, the Bauhaus, the digital revolution, New Wave, Postmodern, Post Industrial and Deconstructionism. Class discussions will address what design is and what the designer does as well as the relationship between graphic design theory and graphic design practice.

Discussions in History and Theory of Design will look at cultural and social frameworks within which design

was created over the centuries. Students will be introduced to the work of the most significant and influential graphic designers.

**Methods of Instruction**

Lecture class. Readings, writings, class discussion. Field experiences will be included when appropriate.

**DES130 FOUNDATIONS OF GRAPHIC DESIGN (4)**

**Catalogue Copy:**

Students will explore the professional practice of graphic design as applied art form. Emphasis will be placed on image, text, and grid system structures. Students will be introduced to graphic design history and theory. Prerequisite: SA 102 and 104.

**Course Description and Objectives:**

Graphic design is the art of arranging image and text to communicate a message. It is an applied art, as opposed to a fine art, with goals and objectives that are often client and product driven. All assignments are the instruction of effective solutions to informative and persuasive design challenges.

From the creation of apps to giant billboards, good solid graphic design practices effect every aspect of the visual world around us. Typography, image, space, color and form are key components of all good design and will be the underlying focus of each assignment in this course. Students will be encouraged to work rigorously, take risks, experiment, make mistakes and create variable solutions to discover answers that work. Both drafting table and computer lab assignments will be explored.

**Methods of Instruction**

This is a lecture class. Readings, writings, class discussion as well as design projects will be assigned. Field Experiences will be included when appropriate.

**DES325 DESIGN ILLUSTRATION (4)**

**Catalogue Copy**

Students explore illustration concepts and techniques in traditional media and digital applications for use in design work. Prerequisite: DES 230.

**Course Description and Objectives:**

This course will introduce students to a variety of mediums and illustration methods. Students will work with both traditional and digital mediums, creating illustrations from concept through finished product. Assignments will address the key elements of quality illustration: attention to concept, creativity, communication, technique, craft, research, and professional presentation. Students will research illustration that addresses the following content to create individual and group design projects.

**Content/Context:**

- editorial interpretation
- fiction and non-fiction
- educational content
- informational content
- metaphorical concepts
- audience/client

**Craft/Medium:**

- effective use of different media and multi-media
- color and stylization
- compositional fundamentals

Students will be introduced to the history of Illustration. From prehistoric cave paintings to wood blocks to etchings to the digital worlds, students will learn through understanding the great illustration that came before them. Lectures will explore the works of such famous illustrators as Brian Cronin, Seymour Chwast, Philippe Weisbecker, Brad Holland and Anita Kunz through readings, lectures and class discussions.

**Method of Instruction:**

Projects, technical demonstrations, lectures, readings, writings, as well as class discussion are key components. Field Experiences will be included when appropriate.

## **DES350 GRAPHIC DESIGN II (4)**

### **Catalogue Copy:**

**DES350 Graphic Design II (4)\*** Branding and Identity class. Through case studies and projects, students will explore effective solutions to a series of independent and group projects specifically designed to develop critical thinking skills. Prerequisite: DES230

### **Course Description and Objectives:**

Graphic Design II takes a close look at branding and identity systems. Students will study design theory and methodology. Design assignments will consider elements and patterns that can help clarify, enrich, and differentiate an identity. Class will look at the differences between branding for product, organization, person and symbol. Students will:

- Look at the history, purpose and possibilities of effective identity systems.
- Identify re-designs, a study of when they work and when they do not.
- Design a complete corporate branding system.
- Study and implement design process and methodology.
- Learn effective evaluation processes: every problem has a solution.

Students will design both independently and in group settings. Through these assignments, students will practice employing vision, developing a clear point of view, and creating meaningful messages, learn effective group design communication skills. All assignments will include final portfolio components.

Critiques will evolve around the deep understanding of how formal skills can be creatively interpreted. Students will continue to learn how to articulate a vision and communicate concepts through the critique process as well as in the preliminary stages of design through the use of sketches, preliminary schematics, and writings.

### **Methods of Instruction:**

Instruction in this course will include projects, technical demonstrations, readings, lectures, tutorials and field experiences (where applicable). Final grades are based on attendance and course work. All course work must be completed and presented in a timely manner.

## **DES355 WEB DESIGN II (4)**

### **Catalogue Copy:**

Advanced web page design techniques including scripting and site design issues such as scalability, maintenance, and integration of web technologies into business and organizational context. Prerequisite: DES 330.

### **Course Description:**

Course will expand on the basics learned in DES330 by adding specialized content on web structuring and more advanced design methods. Assignments and tutorials will both explore and evaluate advanced methods of creating extended user experiences with enhanced functionality while maintaining appealing design.

Among the topics covered in this class will be

- user research, forecasting user trends, information management
- the iterative design approach (test early and often)
- maintaining harmonized interactions when adding content
- servers and server management
- database creation and management
- java scripting, HTML, and DHTML
- integration of content from a variety of sources: database, scripts, etc

Methods of instruction in this class include technical demonstrations, lectures, tutorials and field experiences (where applicable).

## **DES360 MOTION GRAPHICS (4)**



**Catalogue Copy:**

Students explore conceptual and technical approaches to motion graphics through scripted processes. Emphasis will be placed on text, object, and the interaction between the two over time. Prerequisite: DES 335.

**Course Description and Objectives:**

Motion graphics is the art of activating text and image over time to communicate a message, in films and videos, on the internet, and in kiosks. While motion graphics are often used for commercial or advertising purposes, this process has also been utilized in the creation of art video, animations, and film.

Motion graphics can be created in a variety of forms and can be created using a variety of mediums: painting, drawing, photography, video, scripting languages, and other digital applications. A significant amount of the course hinges on creative problem solving and critical decision-making, as the area of motion graphics is a highly specialized component of many other graphic design elements.

Motion graphics will be taught using the appropriate programs in an industry-standard Macintosh-based computer lab. Assignments will require particular attention to combining disparate elements and activating them through a specific time-frame. Students will be assigned both individual and group design projects. The goals and objectives of all motion graphic assignments are to build on the students' effectiveness in the following areas:

- Advanced creativity within specific guidelines and time limit
- Communication and function
- Craftsmanship, composition, concept
- Aesthetic expression and effective communication
- Gestalt principles of visual perception

**Methods Of Instruction:**

Instruction in this course will include projects, technical demonstrations, readings, lectures, tutorials and field experiences (where applicable).

**DES390 SPECIAL TOPICS IN GRAPHIC DESIGN (4)****Catalogue Description:**

Current issues and contemporary approaches in the areas of Graphic Design for which no regular course offerings exist. Topic, instructor and prerequisite will be announced before each offering. May be repeated for 4 additional credits.

**Course Description and Objectives:**

This is a studio course, focusing on the actual creation of graphic design, interface design, user experience design, typography, illustration, photography — the creation of graphics specific to the topic at hand. Each course will focus on different emerging ideas, thoughtful topics, insights and provocations. Web, print, blog, social media... there are many hot topics in the design world today. Special Topics will address different issues, be instructed by different professors, to address a wide range of relevant design topics.

**Method of Instruction:**

Projects, lectures, readings, writings, as well as class discussion are key components. Field Experiences will be included when appropriate.

**DES399 INTERNSHIP IN GRAPHIC DESIGN (4)****Catalogue Copy:**

Internship/field experience for graphic design majors under faculty supervision. An academic project. Prerequisite: permission of instructor.

**Course Description and Objectives:**

Field Experience for Graphic Design majors under faculty supervision. This course is an academic project that incorporates student performance in an occupational setting.

Internships will provide the student with practical knowledge in the field of graphic design as well as begin the process of building important job networks. Internship placement should be initiated with a discussion between the student and the Faculty Internship Advisor. Internship assignment can come from the student,

from the Internship Advisor and by visiting Career Services located at 154 North Foundation Hall. Additionally, the OU career website will offer assistance in positions at OUCareerLink.

**Method of Instruction:**

Approved internships must have a mentor relationship and learning experience outside of a simple employment opportunity. Four-credit internships require working a minimum of 8 hours per week with a total semester load of 112 hours at the internship site, and a weekly journal of hours and activities. Additionally, any design work a student is involved with should be documented and presented in a portfolio.

**DES480 GRAPHIC DESIGN III (4)**

**Catalogue Copy:**

In-depth individual and group studies/critiques as students work on a coherent body of professional-level design work. Prerequisite: DES330.

**Course Description and Objectives:**

Students will be encouraged to use DES course materials studied in all major classes to-date in the development of comprehensive, creative design solutions. Competency in research, production, and presentation will be key components of each assignment. Students will sharpen verbal and visual communication skills, using the language of design through the participation in formal, professional-level critiques of all work.

Emphasis will be placed on concept development through finish production on all design projects. Course readings will address theoretical and historical issues of graphic design and formulate classroom design discussions. All assignments have portfolio components.

Class will work on issues of professional portfolio creation, including discussions on

- design work that is measurable and practical in nature
- design work that demonstrates solutions to graphic design problems that are effective as well as aesthetically pleasing
- design portfolio content: motion graphics, web, print, and three dimensional graphic design
- appropriate presentations of design work: what to leave in and what to take out

**Methods of Instruction:**

Instruction in this course will include projects, technical demonstrations, readings, lectures, tutorials and field experiences (where applicable).

**DES491 SENIOR THESIS IN GRAPHIC DESIGN (4) \***

**Catalogue Copy:**

Directed individual study. Each student completes a coherent package of advanced graphic design work, culminating in a thesis exhibition and thesis paper.

*Satisfies the university general education requirement for the capstone experience.* Prerequisite: DES 360, 401 and 480, and permission of instructor.

**Course Description and Objectives:**

DES491 is the final course in the sequence of DES courses and represents a culmination of four years of study in graphic design as well as preparation for future career and/or education paths. The capstone project should be the simulation of an extended professional graphic design project. Students will handle all components of the project, from concept through final presentation. Project must encompass skill sets learned throughout the major study.

The scope of capstone senior projects must be well articulated and of a level worthy of a semester's study. The following projects are demonstrations of such projects with multiple components worthy of a capstone study.

- magazine with original articles, advertisements and illustrations
- series of promotional materials advertising a business, company or service
- graphic novel
- series of original illustrated artworks centered along a single theme

- interactive professional web site for business or service industry
- series of motion graphics projects centered along a single theme

The course combines aesthetic investigation, traditional graphic design historical research and inquiry into design theory. While students will work independently on their own art, they will also meet weekly as a group for interim critiques and workshops and to do collaborative work on the shared aspects of the exhibition process.

**Method of Instruction:**

Projects will be executed in four stages. Each stage will involve discussion and feedback from professor of record, the DES faculty and DES fellow students.

1. Presentation of proposal with all components – schematics, research, references, theoretical understanding, graphic design history knowledge.
2. Execution of approved components paying close attention to craft, technique, and technology.
3. Presentation of all aspects of graphic design execution prior to final outputs/uploads.
4. Preparation and installation of work in capstone senior thesis gallery exhibition.

*D. Library Report*

**MEMORANDUM**

**To:** Andrea Eis, Chair, Department of Art and Art History

**From:** Shawn Lombardo, Coordinator of Collection Development, Kresge Library

**Re:** Library collection evaluation for proposed BA in Graphic Design

**Date:** October 7, 2009

In order to complete this library collection evaluation for the proposed Bachelor of Arts in Graphic Design, I reviewed the draft program proposal in relation to the library's current resources in graphic design and art/art history, and consulted *Magazines for Libraries* and the holdings of other Michigan academic libraries to develop a list of core journal titles in the discipline. The National Association of Schools of Art and Design (NASAD) *Handbook 2009-2010* also informed this evaluation; the *Handbook* mandates that institutions with graphic design programs "maintain library holdings and/or electronic access to holdings in art/design of sufficient size and scope to complement the nature and levels of the total instruction program in art/design, to provide incentive for individual learning, and to support research appropriate for its faculty," including materials in all formats. Finally, the Department of Art and Art History provided a list of suggested monographs and periodicals, which proved extremely helpful in evaluating the library's collection. The following is an assessment of the library's ability to support the proposed new program.

**Reference Sources, Periodical Indexes and Digital Image Collections**

Kresge Library maintains access to a number of important reference sources relevant to the proposed graphic design program. These include *Oxford Art Online*, which incorporates the *Grove Dictionary of Art*, the *Oxford Companion to Western Art*, the *Encyclopedia of Aesthetics*, and the *Concise Oxford Dictionary of Art Terms*. Within the *Credo Reference* online collection is the *Thames & Hudson Dictionary of Graphic Design and Designers*, as well as other basic art and art history sources. Important print reference titles in the library include the *Dictionary of Subjects and Symbols in Art*, the *Grove Encyclopedia of Materials and Techniques in Art*, and the *Graphic Arts Encyclopedia*. This last title was published in 1979; a third edition was published in 1992, and the library should update this or a similar source when a new edition is made available, ideally as an online resource. Funding for other essential reference titles is included in the budget for year one (Appendix C).

Kresge Library's also maintains subscriptions to a number of important journal indexes, including *Art Abstracts*, *Arts and Humanities Citation Search* (the online version of the *Arts and Humanities Citation Index*), and *Humanities Abstracts*. The library's major business periodicals databases – *ABI/Inform* and *Business Source Premier* – provide full-text access to many trade journals and magazines in advertising and other fields related to graphic design. *Design and Applied Arts Index (DAAI)* is a more specialized journal

index that the library should consider acquiring if the program grows into a Bachelor of Fine Arts degree. However, at this time, the library subscribes to only a small percentage of the journals indexed in *DAAI*. Therefore, given the small size of the proposed program and the cost of *DAAI* (\$2,279 for one year), a subscription to the database is not included in the five-year library budget for the program (Appendix C), although it is listed as a future possible library expenditure.

Students and faculty in a graphic design program must also have access to an art images collection. A number of image collections are available freely on the Web (e.g., Visual Arts Data Service – VADS; New York Public Library Digital Gallery, etc.) In addition, the library also provides access to *CAMIO* (*Catalog of Art Museum Images Online*), a digital repository of 95,000 art images from museums worldwide. Unfortunately, this database, as well as numerous other library databases, are made available through a grant from the US Institute of Museum and Library Services (IMLS), and administered by the State of Michigan through the Library of Michigan. Given the financial situation of the state, and the potential dismantling of the Library of Michigan, it is highly uncertain whether this collection will be available after October 2010, when the grant ends. **At that point, additional funds will be required to provide students and faculty in the graphic arts program with a sufficient digital art images collection to meet their research and teaching needs.** The largest and most widely held collection is *ARTStor*, a collection of more than one million images related to art, architecture, the humanities and the social sciences. Faculty from the Department of Art and Art History have expressed interest in a library subscription to this resource in the past, and it would be an excellent resource for a broad segment of the Oakland community. However, costs for this database are high – including a one-time purchase price of \$19,500 and an annual access fee of \$8,800 for an institution of Oakland's size. Again, these funds have not been built into the proposed library budget for the program (Appendix C), but the library and the Department of Art & Art History will need to work together to find funds for *ARTStor*, or a similar resource, should necessity arise.

#### Monographs and DVDs

Students and faculty in the graphic design program will need both practice-oriented books and more theoretical texts on graphic design, graphic arts and typography. Searches of GOBI, the online book ordering service from the library's primary book vendor (Yankee Book Peddler), reveals more than eighty books published each year specifically on graphic arts, half of which are considered "essential" or "recommended." The average cost of these titles is \$48 per book. In addition, the Department of Art and Art History created a substantial list of recommended titles that the library currently does not own; indeed, an analysis of the library's monograph collection reveals the lack of major texts in the field, and especially "how to" books in graphic design. As this is an undergraduate program, funding to purchase approximately twenty monographs each year has been built into the library budget (Appendix C), with additional funds added in year one for retrospective collection building.

The library will also need to expand its collection of software manuals for Photoshop, Illustrator, Final Cut Pro, and other tools that students may use. Ideally, these titles will be purchased as eBooks so that students will have access to the texts as they work on projects in classrooms and computer labs across campus. The library already has a subscription to *Safari eBooks* online, a collection of eBooks in engineering, computer science and other technical fields that includes software manuals and other titles relevant to graphic design. Expanding the library's eBook holdings through this service, then, is a good option to support the proposed program, and funding is built into the budget through the "Support for Current Library Resources" line item. Finally, there are a few instructional and other DVDs that would be suitable purchases for the library's collection. For example, *Helvetica* is a documentary about typography and graphic design that is inexpensive; there are other titles from *Films for the Humanities* that range in price from \$50 to \$100. Select titles could be purchased using the funds designated for monographs in the library budget.

#### Journals

Students and faculty in the graphic design program will need a combination of practice-oriented magazines and more theory-based graphic design, graphic arts and typography journals to support teaching and research. Appendix A lists the graphic design journals and magazines to which Kresge Library currently has access; this list is by no means exhaustive and does not include the library's major art, art history and photography journals that would be relevant to the program. Many of these titles are available online through the library's general interest periodical databases (*WilsonSelect Plus*, *Academic OneFile*, etc.) and journal packages such as the Wiley-Blackwell and Sage packages. In addition, *JSTOR* provides access to 117 full-image art/art history journals; a number of the titles are museum publications and include fully-represented images of museum collections.

The library will need to supplement its current journals collection with a few additional titles. Appendix B identifies the most important titles that the library will need to add to its collection to support the program adequately, and identifies the databases in which the periodicals are indexed. Although one title – *Visible Language* – is available online via *WilsonSelect Plus*, it is an important journal and online access through this database is difficult to navigate; therefore, the cost for a subscription to the title has been included in Appendix B. Overall, these titles are relatively inexpensive. Although the library strives to provide online access to journals whenever possible, most of the recommended titles are available only in print and, unfortunately, some of the titles (especially the more practical magazines) are not indexed in any current library database. To ensure student/faculty access to these titles, the library will need to create an online research guide to direct students to the relevant materials available to them. In addition, as these practice-based magazines generally report on current technologies and topics in the field, many libraries that subscribe to these periodicals only keep issues for two or three years; Kresge Library, too, will consider this practice in order to control costs associated with binding and storing print periodicals.

### Support for Current Library Resources

As noted above, Kresge Library already subscribes to a number of online resources that will support a graphic design program. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the library be given \$500 per year to assist us in funding these resources that are critical to a graphic design program, as well as to the entire Department of Art and Art History.

- C: Julie Voelck, Dean of the Library  
 Ann Pogany, Library Liaison to the Department of Art and Art History  
 Anne Switzer, Library Representative to the University Senate

### Library Report Appendix A A Sample of Current Periodicals at Kresge Library to Support a BA in Graphic Design

Periodical Title	Format	Online Source
American Printer	online	various
Applied Arts Magazine	online	WilsonSelectPlus
Art in America	print+online	various
Artforum International	print+online	1 year embargo in Academic OneFile
ArtNews	print	n/a
Before & After: How to Design Cool Stuff	print	n/a
Creativity	online	Business Source Premier
Graphic Arts Monthly	online	various
International Journal of Art and Design Education	online	Blackwell
Journal of Design History	Online	Oxford
Journal of Visual Communication and Image Representation	online	ScienceDirect
Post	online	various
Print Magazine	online	various

Visible Language	online	WilsonSelectPlus
Visual Communication	online	Sage

**Library Report Appendix B**  
**Periodicals Needed to Support a BA in Graphic Design**

Periodical Title	ISSN	Indexed <sup>1</sup>	Format	Price
Artist's and Graphic Designer's Market (for Reference)	1075-0894	n/a	print	\$ 30
Communication Arts	0010-3519	AA; DAAI	print	\$ 53
Computer Arts	1360-5372	DAAI	print	\$ 158
Computer Graphics World	0271-4159	DAAI	print	\$ 27
Design Issues	0747-9360	AA; AHCS; DAAI	online	\$ 200
Eye: The International Review of Graphic Design	0960-779X	AA; DAAI	print	\$ 140
HOW: Design Ideas at Work	0886-0483	EI; DAAI	print	\$ 40
ID (includes Annual Design Review)	0894-5373	AA; DAAI	print	\$ 40
Layers	1554-415X	n/a	print	\$ 42
Print: America's Graphic Design Magazine	0032-8510	AA; DAAI	print	\$ 45
Visible Language	0022-2224	AA; DAAI	print	\$ 65
				<u>\$ 840</u>

<sup>1</sup>Index Abbreviations:

AA - Art Abstracts

DAAI - Design and Applied Arts Index (which KL does not currently own)

AHCS - Arts & Humanities Citation Search

EI - Engineering Index

**Library Report Appendix C**  
**Proposed Five-Year Budget for Library Materials**  
**to Support a BA in Graphic Design**

	Year 1	Year 2	Year 3	Year 4	Year 5
Reference books/Monographs/DVDs <sup>1</sup>	\$ 2,000	\$ 900	\$ 945	\$ 992	\$ 1,042
Periodicals <sup>2</sup>	\$ 850	\$ 935	\$ 1,029	\$ 1,131	\$ 1,244
Support for current library resources <sup>2</sup>	\$ 500	\$ 550	\$ 605	\$ 666	\$ 732
<b>Total</b>	<b>\$ 3,350</b>	<b>\$ 1,835</b>	<b>\$ 1,974</b>	<b>\$ 2,124</b>	<b>\$ 2,286</b>

**Possible Library Expenditures with Additional Funding**

	Year 1	Year 2	Year 3	Year 4	Year 5
ARTStor <sup>3</sup>	\$ 28,300	\$ 8,800	\$ 8,800	\$ 8,800	\$ 8,800

<i>Design and Applied Arts</i>						\$
<i>Index (CSA)<sup>2</sup></i>	\$ 2,279	\$ 2,507	\$ 2,758	\$ 3,033		3,337
<b>Total</b>	<b>\$ 30,579</b>	<b>\$ 11,307</b>	<b>\$ 11,558</b>	<b>\$ 11,833</b>		<b>12,137</b>

<sup>1</sup>Reflects a 5 percent annual inflationary increase in years 2-5.

<sup>2</sup>Reflects a 10 percent annual inflationary increase in years 2-5.

<sup>3</sup>Cost in year 1 includes a one-time purchase fee of \$19,500, plus an annual access fee of \$8,800. [AAH NOTE: one-time purchase fee for ARTstor was given to AAH in one-time funding in 2010. Annual access fees are noted in the Graphic Design budget as split with Studio Art.

**E. Student Survey Data**

In Summer Semester 1 of 2009, the AAH Department conducted a Q&A on the interest level in a BA-GD. Students who participated were not only Studio Art or Art History students, but came from campus wide disciplines. Not all students answered each question. Students were informed this interdisciplinary concentration would combine design history, design methodologies and industry processes into an interdisciplinary major. They were also made aware their participation is critical to the proposal. All students who were willing to participate in this survey could only do so once. A total of 56 students participated. Scores are posted next to each question.

QUESTION	SCORE
1. I consider myself	
a. A traditional student (age 18-24).....	47
b. A non-traditional student returning to school after an absence.....	10
2. I am a student who has	
a. Attended only Oakland University.....	40
b. Transferred from a 2-year college.....	14
c. Transferred from another 4-year university.....	3
3. I am a studio art major.	
a. Yes	
b. No	
4. I am enrolled or plan on enrolling in the Graphic Design minor at Oakland University.	
a. Yes.....	17
b. No.....	34
5. The study of design is an important aspect of the general liberal arts education.	
a. Strongly agree.....	35
b. Agree.....	15
c. Not sure.....	3
d. Disagree.....	0
e. Strongly Disagree.....	0
6. Oakland University should offer a Major in Graphic Design.	
a. Strongly agree.....	38
b. Agree.....	16
c. Not sure.....	0
d. Disagree.....	0
e. Strongly Disagree.....	1
7. If Oakland University offered a Major in Graphic Design, I think more students in my peer group would be interested in attending OU.	
a. Strongly agree.....	22
b. Agree.....	18
c. Not sure.....	14
d. Disagree.....	3

e. Strongly Disagree.....	0
8. I am taking more than one course toward the Minor in Graphic Design this semester at Oakland University.	
a. Yes .....	9
b. No.....	44
9. I have taken other courses toward the Minor in Graphic Design at Oakland University.	
a. Yes, four or more courses (not including any design courses this semester) .....	6
b. Yes, three courses (not including any design courses this semester) .....	4
c. Yes, two courses (not including any design courses this semester) ..	11
d. Yes, one course (not including any design courses this semester) ...	8
e. No courses other than the one(s) this semester .....	27
10. I am currently enrolled in design courses at other regional academic institutions but would rather be majoring in Graphic Design at Oakland University.	
a. Yes .....	3
b. No .....	53
11. If Oakland University offered a Major in Graphic Design, I would consider adding it as a second major to my current course of study.	
a. Yes .....	27
b. No.....	29
12. If Oakland University offered a Major in Graphic Design, I would consider changing my major to Graphic Design.	
a. Yes .....	22
b. No .....	34
13. Right now I am considering transferring to another 4-year college or university in order to graduate with a major in Graphic Design.	
a. Yes .....	6
b. No .....	50



F. Letters of Support



Department of Teacher Development  
and Educational Studies  
School of Education and Human Services

485B Pawley Hall  
Rochester, Michigan 48309-4401  
(248) 370-2613 Fax: (248) 370-2639

To: Lynn Galbreath Fausone  
Adjunct Assistant Professor, AAH  
BFLAGD Committee Chair  
Academic Advisor, AED K-12  
Oakland University

January 10, 2010

Dear Professor Galbreath,

I am writing a letter of support for the development of a Bachelor of Arts in Graphic Design major at Oakland University. As Coordinator of Art Education, I spend a significant amount of time in K-12 classrooms in Oakland, Macomb and Wayne counties, and have seen the shift in the past five years from one or two digital media/graphic design classes being offered a year to ten classes. Additionally, more traditional art classrooms are using programs such as Illustrator and Photoshop to teach design fundamentals in all art disciplines.

As our Art Education program at Oakland University expands, we need to meet the needs in the educational market, and the indications are that graphic design programs are the future in our art classrooms. I am often asked if we have student teachers who are specifically trained to teach Graphic Design. A major in Graphic Design would assure that our art education graduates would be among the most qualified for the art positions of the 21<sup>st</sup> century.

I believe that the development of a Graphics Design major will make Oakland University a preferred choice for a student who wants to become a graphic designer or art educator while experiencing all that a university has to offer.

Very truly yours,

A handwritten signature in black ink, appearing to read "Linda K. Tyson", written over a horizontal line.

Linda K. Tyson  
Coordinator of Art Education  
Oakland University

**Daniel Hill**  
Executive Director  
Retail Performance Solutions

**B  
B  
D  
O** **D  
E  
T  
R  
O  
I  
T**

November 3, 2009

Lynn Galbreath Fausone  
Adjunct Assistant Professor of Art  
Department of Art and Art History  
College of Arts and Sciences  
103 Wilson Hall  
Oakland University  
Rochester, Michigan 48309

Dear Professor Fausone,

Please consider this endorsement of the proposal to establish a Bachelor of Arts in Graphic Design within in the Department of Art and Art History at Oakland University. I believe the creation of this degree path will benefit the university, the student body and the communities in which they will eventually pursue their careers.

As an art school graduate and professional working in the communications industry I believe that a Graphics Design degree program is a vital part of the curriculum offering that university art departments need to make available to their students. Establishing this curriculum at Oakland University and seeking accreditation for it will surely strengthen the overall value and relevancy of the department's offerings.

I would anticipate a benefit to students not only as a direct result of participating in the Graphic Design major or minor programs but also as a result of synergies between programs and disciplines both inside the Department of Art and Art History and across the university.

Finally, the BA-GD is clearly one of the most valuable degree programs students interested in pursuing careers in design could elect to become involved in. The demand for qualified employees in this area will continue to grow with the further proliferation of online communications while the creation of traditional print media remains a profoundly important work product across most industries. As a manager in an advertising and communications agency I can attest to the desirability of job candidates who have graduated from high quality design programs when it comes to producing work for these mediums.

Sincerely,

  
Daniel Hill

**DMC**  
**Children's Hospital  
of Michigan**

DETROIT MEDICAL CENTER / WAYNE STATE UNIVERSITY

October 27, 2009

To Whom It May Concern:

It is a pleasure to have the opportunity to write a letter of community support of Oakland University's Department of Art and Art History effort to institute a Bachelor of Arts major in Graphic Design.

Since 1985 I have worked in the field of public arts, as Art Director to the Detroit People Mover Art in the Stations, Pewabic Pottery, Detroit Receiving Hospital Art Department and Children's Hospital of Michigan Healing Arts Program. I have also served on the faculty of Henry Ford Community College Department of Fine Art, where I have taught both studio art and art history courses for the past nineteen years. The majority of my students at Henry Ford are enrolled in their graphic design program. I hope that my experience and perspective will be valuable in your evaluation of the Oakland University's request.

My relationship with Oakland University has been with Professor Lynn Galbreath. I have known Lynn for almost twenty years, and have worked with her both personally and professionally. We served as board members for the Contemporary Art Institute of Detroit, and have had the opportunity to work together in various other capacities, either exhibiting our art work or as exhibition jurors, for many other not for profit art organizations in the Detroit area.

Lynn is a great role model to her students and understands the importance community involvement. She recently donated six of her large scale oil paintings, valued over \$20,000.00, to Children's Hospital of Michigan. As both an artist and a parent Lynn understood the need to place good art in such a facility. Her generous gift touches the lives of thousands of children who visit this hospital each year, who often time have no access to art, at times in their lives when they need it the most.

In this spirit Lynn has continued to look for ways to engage her students in projects in the community. We have been working on various ways to develop projects that would benefit both her students, by teaching them the understanding of an artist's role in their communities, and the Children's Hospital community.

An undergraduate degree graphic design program will allow Oakland University students a greater in-depth knowledge in this field and provide them with necessary skills to participate in greater service learning opportunities and to become more competitive.

In the not for profit world, these are very challenging times. I rely on such programs and students to assist me in development of my program at Children's Hospital of Michigan.

I believe that an undergraduate graphic design program at Oakland University, under the leadership of Lynn Galbreath, would not only benefit Oakland University students but will also benefit the Metropolitan Detroit community as a whole.

Sincerely,

*Grace Serra*

Grace Serra  
Art Advisor  
3901 Beaubien, IGH #517, Detroit, MI 48201  
313-745-2865  
gserra@dmc.org

G. Oakland University Assessment Plan

**Graphic Design Assessment Plan, Department of Art and Art History**

**1. From OU Mission**

Regarding Instruction:

"... strong core of liberal arts ... basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship ... specialized curricula prepare students for post-baccalaureate education, professional schools or careers directly after graduation."

**2. Relevant Goals of the Unit**

- To develop technical and conceptual graphic design proficiencies in students
- To prepare students for careers as professional graphic designers and in related fields
- To prepare students for additional post-graduate education in graphic design

**3. Student Learning Objectives**

- Student will be able to demonstrate a historical and conceptual understanding of design.
- Student will be well grounded the theory of graphic design, exploring conceptual issues and graphic design techniques.
- Student will know essential skills/technical knowledge necessary to excel in the profession of graphic design.

**4. Methods of Assessment**

- *Direct Measures:*
  - a. *Review of one project (agreed upon by Graphic Design Faculty) from all students in following*
    1. *DES230 Graphic Design I*

Projects will be assessed from original work as opposed to digital files when appropriate. All projects such will be digitally archived. See attached Graphic Design Assessment Grid for method, assignments and rubrics for assessment.

b. *Review of all thesis exhibitions presented for DES491 Senior Thesis in Graphic Design. Assessment will be carried out while the exhibition is installed if at all possible. Exhibitions will be digitally archived. See attached Graphic Design Assessment Grid for assignments and rubrics for assessment.*

c. *Review of all written theses from DES491 Senior Thesis in Graphic Design. All theses will be archived. See attached Graphic Design Assessment Grid for method, assignments and rubrics for assessment.*

- *Indirect Measure:*

*Exit survey of all SA491 students.*  
See attached DES491 Exit Survey for Graphic Design Majors.

**5. Individuals Responsible for Assessment**

- Assessment Committee: Lynn Galbreath (Lead), Andrea Eis (Department Chair)

**6. Procedures for Using Assessment Results to Improve Program**

- Faculty teaching core Graphic Design classes and Studio Art Departmental Chair, Andrea Eis will meet to assess bi-annually.

**7. Attachments**

- Attachment #1 Graphic Design Assessment Grid (objectives, methods)
- Attachment #2 Graphic Design Rubrics
- Attachment #3 Graphic Design Exit Survey

**DES230 Graphic Design Assessment Rubric**

	<b>UNDERSTANDING OF ELEMENTS OF SOLID 2 DIMENSIONAL DESIGN</b>	<b>UNDERSTANDING/ KNOWLEDGE OF CREATION OF GRID SYSTEMS</b>	<b>TECHNICAL ASPECTS OF DIGITAL LAYOUT</b>	<b>PRESENTATION/ PRINT QUALITY</b>
4	Demonstrate excellent understanding of elements of graphic design.	Demonstrate excellent understanding/ knowledge of creation of grid systems.	Demonstrate technical excellence as it applies to assignments.	Design has been printed on proper paper and directly matches the image file on the screen in color, tonality and contrast.
3	Demonstrate a solid understanding of elements of graphic design.	Demonstrate solid understanding/ knowledge of creation of grid systems.	Demonstrate solid technical knowledge as it applies to assignment.	Design has been printed on proper paper but may not exactly match the image file on the screen in color, tonality and contrast.
2	Demonstrate a moderate understanding of elements of graphic design.	Demonstrate a moderate understanding/ knowledge of creation of grid systems.	Demonstrate a moderate technical knowledge as it applies to assignment.	Design has been printed on proper paper but only moderately matches the image file on the screen in color, tonality and contrast.
1	Design work demonstrates a lack of understanding of elements of graphic design.	Design work demonstrates a lack of understanding/ knowledge of creation of grid systems.	Design work demonstrates a lack of technical knowledge as it applies to assignment.	Design shows lack of understanding in digital printing, color profiling and paper selection.
0	There is no apparent understanding of elements of graphic design.	There is no apparent understanding/ knowledge of creation of grid systems.	There is no apparent technical knowledge demonstrated as it applies to assignment.	Design shows no understanding or lack of regard for color profiling, printing materials, and digital outputting.

**DES491 Senior Thesis In Graphic Design: Written Thesis Rubrics**

DES491 WRITTEN THESIS	WORK DEMONSTRATES UNDERSTANDING OF HISTORY AND THEORY OF GRAPHIC DESIGN	ARTICULATION OF THE LANGUAGE OF GRAPHIC DESIGN	CLARITY OF WRITING
4	Clearly understands historical and theoretical component of the thesis work. Exceptional contextualization of the work. Clearly demonstrates contemporary graphic design issues.	Excellent articulation of personal vision and conceptual intent of graphic design work.	Writing is well organized and thesis is presented in a clear and convincing manner. Fluently written and grammatically correct. Terminology is used clearly and appropriately.
3	Good understanding of historical and theoretical component of the thesis work. Good contextualization of the work. Clearly demonstrates contemporary graphic design issues.	Good articulation of personal vision and conceptual intent of graphic design work.	Writing is organized and thesis is presented in a clear but not always convincing manner. Written reasonably clearly, but with a few distracting grammatical errors. Terminology is used clearly and appropriately.
2	Attempt is made to understand historical and theoretical component of the thesis work. Attempt is made to discuss contextualization of the work. Attempt is made to demonstrate contemporary graphic design issues.	Shows inconsistent ability to articulate personal vision and conceptual intent of graphic design work.	Writing has some organizational problems and thesis presentation is occasionally weak or unclear. Significant grammatical errors that interfere with clarity. Misuse of terminology.
1	Poor understanding of historical and theoretical component of the thesis work. Very little attempt is made to discuss contextualization of the work. Very little attempt is made to demonstrate contemporary graphic design issues.	Shows very little ability to articulate personal vision and conceptual intent of graphic design work.	Writing has significant organizational problems and thesis does not make sense. Writing is awkward and difficult to understand. Terminology used incorrectly.
0	No understanding of historical and theoretical component of the thesis work. No attempt is made to discuss contextualization of the work. No attempt is made to demonstrate contemporary graphic design issues.	No discussion of personal vision and conceptual intent of graphic design work.	No clear organization in writing or thesis statement. Writing is incomprehensible. Terminology used incorrectly.

**DES491 Senior Thesis in Graphic Design: Thesis Exhibition Rubrics**

DES491 THESIS EXHIBIT	CONCEPTUALIZATION	DEMONSTRATION OF ESSENTIAL SKILLS AND TECHNICAL KNOWLEDGE	UNDERSTANDING OF SOCIAL, POLITICAL AND CULTURAL ASPECTS OF GRAPHIC DESIGN	COHERENT BODY OF WORK
4	Excellent articulation of a personal vision. Work reflects personal voice. Historical and conceptual understanding of graphic design is strongly evident.	Exceptional demonstration of essential skills and technical knowledge strongly evident.	Exceptional understanding of above ramifications in the creation of graphic design.	All units of the exhibited pieces work together to make a coherent, unified whole.
3	Strong articulation of a personal vision. Work reflects personal voice. Historical and conceptual understanding of graphic design is evident.	Good demonstration of essential skills and technical knowledge evident.	Good understanding of above ramifications in the creation of graphic design.	Good attempt to control the sense of a unified expressive whole in the exhibited body of work.
2	Moderate articulation of a personal vision. Work reflects personal voice. Historical and conceptual understanding of graphic design is confused and difficult to read.	Moderate demonstration of essential skills and technical knowledge evident.	Moderate understanding of above ramifications in the creation of graphic design.	Some parts of the exhibited body of work cohere in a unified manner, while other aspects are disparate.
1	Personal vision is not well articulated. Work may lack personal voice and may appear too derivative. Historical and conceptual understanding of graphic design is not apparent.	Demonstration of essential skills and technical knowledge are not apparent/and or appropriate for the body of work.	Understanding of above ramifications in the creation of graphic design is not apparent/and or appropriate for the body of work.	An attempt to create a coherent body of work is visible but not successful.
0	Personal vision is not evident. Work lacks personal voice/and is too derivative. No historical and conceptual understanding of graphic design is evident.	No demonstration of essential skills and technical knowledge.	Total lack of understanding of above ramifications in the creation of graphic design.	No sense of understanding of how to create a coherent, unified whole in the body of exhibited work is evident.



**GRAPHIC DESIGN ASSESSMENT MATRIX**

LEARNING OUTCOMES	demonstrate historical and conceptual understanding of design	be well grounded in the theory of graphic design, exploring conceptual issues and graphic design techniques	will know essential skills/technical knowledge necessary to excel in the profession of graphic design
RUBRIC DIMENSIONS			
<b>DES230</b>			
Understanding of elements of solid 2 dimensional design			X
Understanding/knowledge of creation of grid systems	X	X	X
Technical aspects of digital layout			X
Presentation/print quality			X

<b>DES491 Written Thesis</b>			
Work demonstrates understanding of history and theory of graphic design	X	X	
Articulation of the language of graphic design	X	X	
Clarity of writing	X	X	X

<b>DES491 Thesis Exhibit</b>			
Conceptualization	X	X	X
Demonstration of essential skills and technical knowledge			X
Understanding of social, political and cultural aspects of graphic design	X	X	
Coherent body of work			X

**GRAPHIC DESIGN EXIT SURVEY**

**DES491 EXIT SURVEY FOR GRAPHIC DESIGN MAJORS** This exit survey for students who have finished Senior Thesis is one of the ways we assess our graphic design program. Please help us in our continual efforts to improve what we do (and let us know when something we are doing is working well!). Responses will be kept anonymous.

**PLEASE CIRCLE YOUR SPECIALIZATION:**    **Graphic Design**                    **AED K-12 with Graphic Design**  
Specialization

**DID YOU TRANSFER ANY GRAPHIC DESIGN COURSES TO OU?**    Yes\_\_\_    No\_\_\_

**DID YOU TRANSFER ANY ART COURSES TO OU?**    Yes\_\_\_    No\_\_\_    Only 3-D courses for Art Ed \_\_\_

**Circle the appropriate number for each question**            **Excellent**            **Good**            **Fair**            **Poor**  
**Unsatisfactory**

**Please assess how well your Oakland University education helped you improve your ability to:**

<i>Create graphic design that articulates a clear vision</i>	4	3	2	1	0
<i>Make design that integrates content, form and audience</i>	4	3	2	1	0
<i>Create a coherent body of design work (thesis exhibition)</i>	4	3	2	1	0
<i>Place your work in context of current graphic design practice</i>	4	3	2	1	0
<i>Write an articulate graphic presentation statement</i>	4	3	2	1	0
<i>Use visual media with proficiency</i>	4	3	2	1	0

**TECHNICAL ASPECTS: Please assess how well your Oakland University education helped you in these areas.**

**DES230 Graphic Design I**

• ability to produce technically correct digital design files	4	3	2	1	0
• ability to design within the elements of art	4	3	2	1	0

**DES335 Typography**

• knowledge of the history and theory of major typographic movements	4	3	2	1	0
• knowledge of type anatomy, measurements and classification	4	3	2	1	0
• create, format, organize, develop proper grid structures	4	3	2	1	0
• knowledge of software inherent to typography	4	3	2	1	0

**DES330 Web Design I**

• ability to create a functioning web page containing links, graphics	4	3	2	1	0
• ability to create an attractive, usable layout. White space, graphic elements and/or alignment are used effectively to organize material	4	3	2	1	0

**DES 360 Motion Graphics**

---

• ability to produce motion graphics through scripting process	4	3	2	1	0
• ability to design MG within specific guidelines/time element	4	3	2	1	0

**DES350 Graphic Design II**

---

• ability to create design solutions independently and in group settings	4	3	2	1	0
• ability to design effective 2 and 3 design concepts	4	3	2	1	0

**DES350 Graphic Design III**

---

• ability to create comprehensive graphic design solutions	4	3	2	1	0
• competency in research/presentation in graphic design projects	4	3	2	1	0
• competency in production of graphic design projects	4	3	2	1	0
• ability to create a comprehensive graphic design portfolio	4	3	2	1	0

Note: If you have any specific comments you would like to make on your learning in these courses, please add them in on the next page (see Question #4).

**Please continue answers to these questions on an extra sheet if necessary.**

1. Which of your courses in Graphic Design at Oakland University do you think were most helpful and why?
2. What Graphic Design courses would you suggest should be added to the curriculum?
3. What changes would you suggest that could improve the Graphic Design Major?
4. Do you have comments on any other issues relative to Graphic Design courses, faculty, advising, facilities, and/or other issues that were not addressed above?

# Proposal for Bachelor of Arts **Graphic Design**

---

■ Department of Art and Art History  
College of Arts and Sciences

Oakland University  
Board of Trustees Meeting  
March 28, 2012

## BA in Graphic Design

---

- The curriculum has been designed based on recommended models from  
**American Institute of Graphic Arts (AIGA)**  
**National Association of Schools  
of Art and Design (NASD)**
- The major emphasizes depth and breadth of **professional preparation for careers** in the field of graphic design, balanced with a **rich liberal arts base**.

## BA in Graphic Design

---

The curriculum is structured to

- create a range of **active learning opportunities** within a **student-centered curriculum**.
  
- require projects with **real-world application** that will help students create **professional quality portfolios**.
  
- develop valuable core qualities and skills that employers want in successful graphic designers:
  - creative problem-solving skills**
  - critical thinking skills**
  - clear communication abilities**
  - integrity and ethics**

## BA in Graphic Design

---

■ **FOUNDATION LEVEL**

Foundation level studio art and graphic design.

■ **ART HISTORY**

Western art history survey, modern and postmodern art, history and theory of design.

■ **GRAPHIC DESIGN STUDIO**

Branding, web design, typography, motion graphics, and a professional-level senior thesis capstone.

■ **GRAPHIC DESIGN ELECTIVES**

Internships, topics in design.

BA in Graphic Design with Art Education K-12 Certification includes additional studio art, art history and education courses as required for state certification.

## BA in Graphic Design

---

### ■ PROJECTED ENROLLMENT (incremental)

Estimated year one: **20 students**

Estimated year five: **80 students**

These are conservative estimates.

Based on expressed interest, we expect higher student numbers.

### ■ BUDGET OVERVIEW

The major will be self-sustaining from year one.

Estimated year one net: **\$121,313.**

Estimated year five net: **\$550,685.**



## BA in Graphic Design

---

### GRAPHIC DESIGN BACHELOR OF ARTS PROGRAMS IN MICHIGAN

	Full major or concentration	Upper level design credits	Required Capstone	Possible Internship
Madonna College	Full major	17-20 credits	1 credit	No
Michigan State	Concentration	9-15 credits	2 credits	No
Saginaw Valley	Concentration	12-18 credits	No	3 credits
<b>OAKLAND</b>	<b>Full major</b>	<b>24 credits</b>	<b>4 credits</b>	<b>4 credits</b>

## BA in Graphic Design

---

### CAREER OPPORTUNITIES

- Bureau of Labor Statistics Michigan charts predict increases statewide between 2008 and 2018

  - + 8.9% in graphic design jobs

  - + 7.9% in art director jobs

Source: <http://www.bls.gov>

- Bureau of Labor Statistics U.S. charts predict increases nationally between 2010 and 2020

  - + 13.4% in graphic design jobs

  - + 24.3% in art director jobs

Source: <http://www.bls.gov>

## BA in Graphic Design

---

### CAREER OPPORTUNITIES

# DESIGN LEADERS OPTIMISTIC ABOUT BUSINESS IN 2012

NEW YORK—February 14, 2012. AIGA's [Design Leaders Confidence Index](#) began to rise again in the most recent quarter. For the fourth quarter of 2011, the index rose from 86.63 to 100.71—higher than all but four quarters since AIGA began monitoring confidence in April 2005.

Source: <http://www.aiga.org/news-20120214/>

## BA in Graphic Design

---

### CAREER OPPORTUNITIES

- A wide range of careers is open to students graduating with a graphic design degree, in both print and electronic media. Some examples of design needs:
  - web sites / corporate reports / commercial catalogs / packaging
  - interactive media / promotional displays / magazines and books
  - environmental graphics / film and television graphics
  
- Potential employers could include
  - advertising agencies (**BBDO Detroit; Team Detroit**)
  - design firms (**Ford & Earl Design Associates**)
  - printing firms (**Signature Press**)
  - newspapers and magazines (**The Detroit News; Hour Magazine**)
  - a range of large and small businesses and non-profit organizations

## BA in Graphic Design

---

The world around us is becoming increasingly “designed.”

Graphic designers who have the **combination** of  
**technical, aesthetic and conceptual skills**  
that we will develop in our students  
will be in high demand.



# Bachelor of Arts **Graphic Design**

---



**BACHELOR OF ARTS IN CRIMINAL JUSTICE**  
**A Recommendation**

1. **Divisions and Departments:** Academic Affairs, College of Arts and Sciences, Department of Sociology, Anthropology and Social Work.
2. **Introduction:** The Department of Sociology, Anthropology and Social Work proposes a major in criminal justice. The proposed start date of the program is Fall, 2012.

The Oakland University Department of Sociology, Anthropology and Social Work (hereafter, the Department), a unit of the College of Arts and Sciences (CAS), seeks approval of a proposed Bachelor of Arts major in Criminal Justice. The new major expands upon the strengths of the existing concentration in criminal justice and is designed to meet the following four goals: (1) to provide OU students the opportunity for in-depth study of criminology and criminal justice (CCJ) in preparation for a career or continued graduate studies; (2) to utilize the interdisciplinary contributions of units of CAS and the School of Business Administration (SBA) that are relevant to the study of CCJ in the service of offering students a multi-faceted education; (3) to offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., drawing upon the evidence-based and problem-solving traditions of the field to address complex questions of crime causation, control, and prevention); and (4) to create a program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the CAS and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving. The criminal justice major will be a truly interdisciplinary program grounded in the theoretical, methodological and applied policy traditions of CCJ and its related disciplines (i.e., sociology, political science, public administration, law, philosophy, and psychology).

The major has three defining features that distinguish it from other criminal justice majors: 1) a required interdisciplinary component; 2) a required internship, and; 3) a required capstone course. It offers sufficient flexibility so students can tailor their program to specific career interests by selecting among six specializations: Law Enforcement, Courts, Corrections and Treatment, Juvenile Justice, Information Security and Assurance, and Homeland Security. The last two specializations (Information Security and Assurance and Homeland Security) are new and emerging areas in the criminal justice field, particularly in the aftermath of 9/11. The need for information specialists is growing at the local, state, and especially at the federal level as criminal justice workers are also expected to be information managers. After 9/11, the focus on Homeland Security has affected all levels of the criminal justice system and indeed society at large. These two specializations will constitute our niche identity among criminal justice programs in the state, will require more credits and be more tightly structured than the other four specializations.

The major will also draw upon its national partnerships with the Academy for Critical Incident Analysis (ACIA) at John Jay College of Criminal Justice in New York, and the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School in Monterey, California and partnerships with local community colleges and criminal justice agencies to maintain a cutting edge curriculum that best serves our students.

According to the Bureau of Labor Statistics Occupational Outlook, between 2008 and 2018, students with a BA in criminal justice can enter occupations where growth is either average or faster than average for all occupations in the country (see Table 3, page 17 of the proposal). While these data also indicate that criminal justice jobs in Michigan will grow at a slower rate than the national average, as the state moves through its expected economic recovery, jobs in these areas will likely parallel the national average. Governor Snyder's recent "Smart Justice" initiative, which links the need for safer communities with economic growth, foreshadows this growth. "Smart Justice" outlines a comprehensive plan for creating safer communities, promoting greater cooperation and coordination in the criminal justice system, and advancing prevention as important keys to the state's economic recovery and growth.

The proposed program (and budget) is constructed with a target admission of 25 applicants in Fall 2012 growing to 225 majors by year five. Our assessment of baccalaureate level criminal justice programs within the region indicates that our program is distinctive in its interdisciplinary focus and specializations, and fills a need for an evidence-based, policy-focused major that will be highly competitive. Further, the program will be offering the major both on campus and at the Anton Frankel Center in Mount Clemens.

**3. Previous Board Action: None.**

**4. Budget Implications:** The proposed program is prepared to start in Fall 2012 and will immediately generate a positive revenue stream. The Senior Vice President for Academic Affairs and Provost will complete annual reviews of the program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

**5. Educational Implications:** The proposed program is consistent with Oakland University's Institutional Priorities as articulated in the OU 2020 strategic plan including:

**a. National University**

The criminal justice major will continue enhancing Oakland's reputation as "a destination school known for its distinctive undergraduate experience." Our current partnerships with the Academy of Critical Incident Analysis (ACIA) at John Jay College of Criminal Justice in New York City and the University and the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School in Monterey, California, are two examples of how the major will bring additional national visibility and recognition to Oakland University.



**b. Professional Education**

The criminal justice major will prepare students for entry-level positions at the federal, state and local levels of the criminal justice system, as well as for continued graduate studies. This preparation will be grounded in the liberal arts tradition through the university general education and college exploratory requirements, in addition to the strong interdisciplinary focus of the major.

**c. Engaged Community Partnerships**

The criminal justice major will build upon existing relationships with local law enforcement, judicial, correctional agencies, and businesses agencies. These partnerships will enhance the student learning experience through internships while providing a valuable resource to our partners. Additionally, the major will utilize an advisory board consisting of local practitioners, employers and educators, and alumni from the public/private sectors to assist with program development.

**d. Student-Centeredness**

The criminal justice major will benefit students through its three defining features: required interdisciplinary courses that broaden students' knowledge base, a required internship experience that exposes students to the real-world problems of practitioners, and a required capstone course that has a strong research policy focus. Through these defining features, students will learn to "think critically and creatively, communicate effectively, manage and use information technology, and interact well with others."

**e. Growth**

The criminal justice major will contribute to Oakland's future growth both on the main campus and at the Anton-Frankel Center in Mt. Clemens. Further, we are geographically well-positioned in the metropolitan Detroit area to draw students from Oakland, Macomb, Wayne and St. Clair counties seeking a criminal justice major.

**6. Personnel Implications:** The Department and those departments supporting the major have a combination of full and part-time faculty who are highly qualified to teach the courses that comprise the criminal justice major. The budget includes funds to hire five full-time tenure track Ph.D. faculty members as the program grows. The budget also includes funds for an administrative professional to develop and coordinate new internships sites to accommodate majors, advise majors and to assist in program development and expansion.

**7. University Reviews/Approvals:** The proposal for a the B.A. Criminal Justice was reviewed and approved by the College of Arts and Sciences Assembly, the Oakland University Senate, and the Senior Vice President for Academic Affairs and Provost.

**8. Recommendation:**

WHEREAS, the B.A. in Criminal Justice is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the B.A. in Criminal Justice will respond to the demand for criminal justice professionals, and that the degrees are consistent with Oakland University's objectives for Institutional Priorities; now, therefore, be it

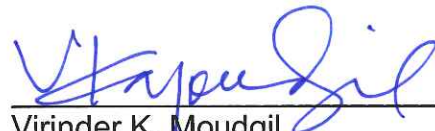
RESOLVED, that the Board of Trustees authorizes the College of Arts and Sciences' Department of Sociology, Anthropology and Social Work to offer a B.A. in Criminal Justice; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the B.A. in Criminal Justice to evaluate academic quality and fiscal viability to determine whether the program should be continued.

**9. Attachments: Attachment A – Proposal for the B.A. in Criminal Justice**


Submitted to the President

on 3/16, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/16, 2012  
to the Board for approval by



Gary D. Russi  
President

# PROPOSAL FOR BACHELOR OF ARTS IN CRIMINAL JUSTICE

Prepared by  
Amanda Burgess-Proctor, Ph.D.  
Albert J. Meehan, Ph.D.

Submitted by  
Oakland University  
Department of Sociology and Anthropology

March 2012

## PROPOSAL APPROVAL

<b>Governance Body</b>	<b>Approval Date</b>
Department of Sociology and Anthropology	September 14, 2011
CAS Committee on Instruction	October 28, 2011
CAS Assembly	November 15, 2011
University Senate	March 8, 2012

### ABSTRACT

The Oakland University Department of Sociology and Anthropology, a unit of the College of Arts and Sciences (CAS), seeks approval of a proposed Bachelor of Arts major in Criminal Justice. The new major expands upon the strengths of the existing concentration in criminal justice and is designed to meet the following four goals: (1) to provide OU students the opportunity for in-depth study of criminology and criminal justice (CCJ) in preparation for a career or continued graduate studies; (2) to utilize the interdisciplinary contributions of units of CAS and the School of Business Administration (SBA) that are relevant to the study of CCJ in the service of offering student a multi-faceted education; (3) to offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem-solving traditions of the field to address complex questions of crime causation, control, and prevention); and (4) to create a program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the CAS and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving. As such, the criminal justice major at OU is a truly interdisciplinary program grounded in the theoretical, methodological and applied policy traditions of CCJ as well as those related disciplines that have contributed to its core knowledge (i.e., sociology, political science, public administration, law, philosophy, and psychology).

The major has three defining features that distinguish it from other criminal justice majors: 1) a required interdisciplinary component; 2) a required internship, and; 3) a required capstone course. It offers sufficient flexibility so students can tailor their program to specific career interests by selecting among six specializations: Law Enforcement, Courts, Corrections and Treatment, Juvenile Justice, Information Security and Assurance, and Homeland Security.

The major will draw upon its national partnerships with the [Academy for Critical Incident Analysis \(ACIA\)](#) at [John Jay College of Criminal Justice](#) in New York, and the [Center for Homeland Defense and Security \(CHDS\)](#) at the Naval Postgraduate School in Monterey, California and partnerships with local community colleges and criminal justice agencies to maintain a cutting edge curriculum that best serves our students.

**TABLE OF CONTENTS**

**LIST OF TABLES ..... 5**

**I. PROGRAM DESCRIPTION ..... 6**

**A. PROGRAM GOALS..... 6**

**B. STATEMENT OF PHILOSOPHY ..... 6**

**C. DEFINING THE MAJOR ..... 6**

    1. Required Interdisciplinary Component ..... 6

    2. Required Internship ..... 7

    3. Required Capstone Course ..... 7

**II. RATIONALE FOR THE PROGRAM ..... 8**

**A. CRIMINAL JUSTICE AND OU’S STRATEGIC PLAN..... 8**

    1. National University ..... 8

    2. Professional Education ..... 8

    3. Engaged Community Partnerships ..... 8

    4. Student-Centeredness ..... 9

    5. Growth..... 9

**B. CRIMINAL JUSTICE AND THE GOALS OF CAS ..... 9**

**C. CRIMINAL JUSTICE AND THE MISSION OF THE DEPARTMENT..... 9**

**D. STRATEGY FOR DEVELOPMENT OF THE CRIMINAL JUSTICE MAJOR ..... 9**

    1. National Professional Partnerships..... 13

        a. Academy for Critical Incident Analysis..... 13

        b. Center for Homeland Security and Defense (CHSD)..... 14

    2. Local Professional and Community Partnerships..... 15

**E. EVIDENCE OF SUPPORT FOR THE CRIMINAL JUSTICE MAJOR..... 15**

**F. CAREER OPPORTUNITIES FOR THE CRIMINAL JUSTICE MAJOR ..... 16**

**G. SOURCES OF EXPECTED STUDENTS ..... 18**

**H. ADVICE AND CONSENT..... 18**

**III. SELF-STUDY ..... 19**

**A. CURRENT STATUS OF THE DEPARTMENT..... 19**

**B. FACULTY/STAFFING NEEDS..... 19**

    1. Full and Part-Time Faculty ..... 20

    2. Administrative Professional ..... 21

**C. FACULTY QUALIFICATIONS..... 22**

**D. LIBRARY REPORT ..... 22**

**E. FACILTIES ..... 22**

**F. EQUIPMENT ..... 23**

**G. IMPACT ON MAJORS IN THE DEPARTMENT ..... 23**

**IV. PROGRAM PLAN ..... 24**

**A. REQUIREMENTS FOR THE CRIMINAL JUSTICE MAJOR ..... 24**

**B. REQUIREMENTS FOR THE CRIMINAL JUSTICE MINOR..... 26**

**C. RATIONALE AND DESCRIPTION OF REQUIRED, CORE, AND ELECTIVE COURSES ..... 26**

    1. Required Courses..... 26

    2. Core Courses ..... 27

    3. Elective Courses ..... 28

    4. Internship and Capstone Course..... 29

    5. Specializations..... 29

a. Information Security and Assurance.....	33
b. Homeland Security.....	35
<b>C. COURSE DESCRIPTIONS.....</b>	<b>36</b>
<b>D. SAMPLE FOUR-YEAR CURRICULUM FOR CRIMINAL JUSTICE MAJORS AND TRANSFER CREDITS FOR COMMUNITY COLLEGE STUDENTS .....</b>	<b>39</b>
<b>E. RECRUITING, RETENTION, MONITORING, AND ADVISING STUDENTS .....</b>	<b>39</b>
<b>F. PROGRAM EVALUATION AND ASSESSMENT.....</b>	<b>40</b>
<b>V. COST ANALYSIS .....</b>	<b>41</b>
<b>A. SBRC BUDGET FORMAT .....</b>	<b>41</b>
<b>B. SPACE REQUIREMENTS.....</b>	<b>46</b>
<b>C. EQUIPMENT REQUIREMENTS.....</b>	<b>46</b>
<b>VI. IMPLEMENTATION: FIVE YEAR PLAN.....</b>	<b>46</b>
<b>A. PHASING IN THE PROGRAM .....</b>	<b>46</b>
1. Curriculum.....	46
2. Hiring.....	46
<b>B. ANNUAL INCREASE IN LIBRARY HOLDINGS.....</b>	<b>48</b>
<b>C. EQUIPMENT AND SPACE .....</b>	<b>48</b>
<b>D. IMPLEMENTATION OF NEW INTERNAL PROCEDURES.....</b>	<b>48</b>
<b>E. PREDICTED ENROLLMENT LEVELS.....</b>	<b>48</b>
<b>F. STEADY STATE OF OPERATIONS OF THE PROGRAM.....</b>	<b>49</b>
<b>VII. APPENDICES.....</b>	<b>50</b>
<b>A. ASSESSMENT DOCUMENTS</b>	
1. Assessment Plan	
2. Course Paper Assessment Evaluation Criteria	
3. Senior Perception Questionnaire	
4. Criminal Justice Major Assessment Breakdown	
<b>B. LIBRARY REPORT</b>	
<b>C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES</b>	
<b>D. SUPPORT DOCUMENTS</b>	
1. Internal (OU) Letters of Support	
2. External Letters of Support	
3. CAS Advising Worksheets	
<b>E. FACULTY CURRICULUM VITAE</b>	

**LIST OF TABLES**

Table 1: Comparison Universities – Other Michigan Universities.....	11
Table 2: Comparison Universities – Peer Institutions.....	12
Table 3: Sample Occupations, Median Salary, and Projected Growth for Criminal Justice Careers.....	17
Table 4: Department Majors 2007-2011.....	19
Table 5: New Course Offerings.....	21
Table 6: Criminal Justice Major Breakdown.....	24
Table 7: Criminal Justice and Interdisciplinary Electives.....	25
Table 8: Criminal Justice Major Specializations.....	32
Table 9: Information Security and Assurance Specialization Breakdown.....	33
Table 10: Homeland Security Specialization Breakdown.....	35
Table 11: Sample Four-Year Curriculum for Criminal Justice Majors.....	39
Table 12: Criminal Justice Major Budget Spreadsheet.....	42
Table 13: Criminal Justice Major Fringe Benefit Spreadsheet.....	44
Table 14: Criminal Justice Major Expenses Spreadsheet.....	45

## **I. PROGRAM DESCRIPTION**

The Oakland University Department of Sociology and Anthropology (hereafter, “the Department”), a unit of the College of Arts and Sciences (CAS), seeks approval of a proposed Bachelor of Arts major in Criminal Justice. The new major will be designated by the rubric “CJ” and is an expansion of the existing criminal justice concentration which is administratively housed in the Department.

### **A. PROGRAM GOALS**

The new major is designed to meet the following four goals:

- 1.) To provide OU students the opportunity for in-depth study of criminology and criminal justice (CCJ) in preparation for a career or continued graduate studies;
- 2.) To utilize the interdisciplinary contributions of units of CAS and the School of Business Administration (SBA) that are relevant to the study of CCJ in the service of offering student a multi-faceted education;
- 3.) To offer a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy-oriented (i.e., that draws upon the evidence-based and problem-solving traditions of the field to address complex questions of crime causation, control, and prevention);
- 4.) To create a program emphasizing the important and transferrable skills afforded by the liberal arts tradition in both the CAS and the major curriculum, including: critical thinking, written and verbal communication, research, and problem solving.

### **B. STATEMENT OF PHILOSOPHY**

The criminal justice major at OU is an interdisciplinary program grounded in the theoretical, methodological and applied policy traditions of CCJ as well as those related disciplines that have contributed to its core knowledge (i.e., sociology, political science, public administration, law, philosophy, and psychology).

### **C. DEFINING THE MAJOR**

The criminal justice program at OU has three defining features: (1) a required interdisciplinary component, (2) a required internship, and (3) a required capstone course.

#### **1. Required Interdisciplinary Component**

First, perhaps the most unique feature of the OU criminal justice major is its required interdisciplinary component, which mirrors the interdisciplinary structure of the Department overall. Unlike most undergraduate criminal justice programs, the OU program requires students to take four elective courses: two within the department (“Criminal Justice Electives”) and two from outside the department (“Interdisciplinary Electives”). The purpose of the Interdisciplinary Electives is to ensure students’ exposure to a broad spectrum of disciplinary knowledge. This



interdisciplinary training is especially important for criminal justice majors given the complexity of both crime causation and crime-control policies.

Additionally, the two of the major's six specializations are designed to be even more strongly interdisciplinary: Information Security and Assurance, and Homeland Security. In addition to being more demanding (i.e., requiring more credit hours), these two specializations require students to take several additional external courses in Political Science and Management Information Systems, among other departments (see §IV.B.5 – Specializations). We anticipate these two specializations in particular will provide a distinctive interdisciplinary niche for the OU criminal justice major. Moreover, the interdisciplinary preparation and skill-set provided to students in these specializations will make them highly marketable in these growing areas (see §II.F – Career Opportunities for the Criminal Justice Major).

## **2. Required Internship**

Second, OU criminal justice majors will be required to complete an internship once they have reached junior academic standing. Internships will be coordinated by an Administrative Professional (see §VI.A.2 – Hiring), and will include a classroom component supervised by a full- or part-time faculty member. Further, requirements for the academic component of internships will be standardized to ensure uniformity in students' classroom experiences. For example, one of the required written assignments will ask students to discuss ethical concerns identified during the course of their internship and describe how they relate to criminal justice ethics more broadly.

Internships are particularly crucial for criminal justice students. Popular media depictions of the criminal justice system – and of criminal justice careers especially – are greatly exaggerated, distorted, and inaccurate. While these depictions often prompt student interest in criminal justice careers, they also promote unrealistic ideas about what such work is like. Therefore, it is imperative that students receive actual work experience in the criminal justice system so that they may make more informed decisions about the type of career they wish to pursue. By requiring an internship for students, the OU criminal justice major prioritizes experiential and applied learning.

## **3. Required Capstone Course**

Third, OU criminal justice majors will be required to complete a capstone course when they have reached senior academic standing and have completed their core Criminal Justice courses. This capstone course offers seniors the opportunity to systematically marshal knowledge gained from their coursework and internship experience in order to link theory, research, and policy to address a complex criminal justice issue.

To that end, capstone students will complete a semester-long independent research project about a criminal justice problem of their choosing. The goal of this research project is for students to demonstrate their ability to link theoretical knowledge and empirical evidence about a key criminal justice question in order to inform and improve public policy. This research project will culminate in a written paper of approximately twenty pages, as well as an oral presentation of the findings. Additionally, to further demonstrate the policy focus of the capstone course, students

will be required to condense the results of their research project into a brief policy paper for legislators and policy makers.

## II. RATIONALE FOR THE PROGRAM

### A. CRIMINAL JUSTICE AND OU'S STRATEGIC PLAN

The university's *principal objective*, as articulated in the [OU 2020 strategic plan](#), is to create "student experiences linking theory and research with community engagement to produce graduates whose critical thinking skills and problem-solving spirit make them highly valued in the workplace and society." The OU criminal justice program integrates each of these elements throughout the major experience. Students will be exposed to important theoretical and methodological foundations through required theory, methods, and statistics classes. The major courses are not training-based, or "how to" classes, but rather are research- and policy-based explorations of important CCJ issues. Moreover, the three defining features of the major (required interdisciplinary component, required internship, and required capstone course) are intended to strengthen students' critical thinking and problem solving skills, while the internship in particular will ensure students' engagement with criminal justice agencies in local communities.

The proposed major will also contribute to the strategic plan in the following ways:

#### 1. National University

The criminal justice major will continue enhancing Oakland's reputation as "a destination school known for its distinctive undergraduate experience." Students will have a combined classroom- and community-based experience that will be distinctive in its focus on integrating theory and research with policy and practice. Our current partnerships with the [Academy of Critical Incident Analysis](#) (ACIA) at John Jay College of Criminal Justice in New York City and the University and the [Center for Homeland Defense and Security](#) (CHDS) at the Naval Postgraduate School in Monterey, California, are two examples of how the major will bring additional national visibility and recognition to Oakland University (see §II.D.1 – National Partnerships).

#### 2. Professional Education

The criminal justice major will prepare students for entry-level positions at the federal, state and local levels of the criminal justice system, as well as for continued graduate studies. This preparation will be grounded in the liberal arts tradition through the university general education and college exploratory requirements, in addition to the strong interdisciplinary focus of the major.

#### 3. Engaged Community Partnerships

The criminal justice major will build upon existing relationships the Department has with local law enforcement, judicial, correctional agencies, and businesses agencies. These partnerships will enhance the student learning experience through internships while providing a valuable resource to our partners. Additionally, the major will utilize an advisory board consisting of local practitioners, employers and educators, and program alumni from the public and private sectors to assist the Department with program development and community engagement.

#### **4. Student-Centeredness**

The criminal justice major will benefit students through its three defining features: required interdisciplinary courses that broaden students' knowledge base, a required internship experience that exposes students to the real-world problems of practitioners, and a required capstone course that has a strong research policy focus. Through these defining features, students will learn to "think critically and creatively, communicate effectively, manage and use information technology, and interact well with others."

#### **5. Growth**

The criminal justice major will contribute to Oakland's future growth both on the main campus and in Macomb County through its established presence at the Anton-Frankel Center in Mt. Clemens. Further, the university is geographically well-positioned in the metropolitan Detroit area to draw students from Oakland, Macomb, Wayne and St. Clair counties seeking a criminal justice major.

### **B. CRIMINAL JUSTICE AND THE GOALS OF CAS**

The CAS *principal objective*, as articulated in the [Unit Goals](#) section of the OU 2020 Strategic Plan, is to provide "students with multiple opportunities to develop distinctive individualized academic and cultural experiences, serving as a foundation for professional goals, civic engagement, creative problem-solving, and entrepreneurial impulses." The criminal justice major contributes to this objective by providing students a program that is grounded in the liberal arts tradition with a focus on serving the community's need for well-educated professionals in the field of criminal justice.

Further, the criminal justice program aligns with the CAS goal of expanding applied research in the social sciences. Students will be exposed to the importance of applied research in the service of understanding, formulating, and implementing policy in criminal justice agencies and at the legislative levels. Program faculty engage in applied research on a wide array of criminal justice issues. The program's interdisciplinary focus and requirements also fulfill the CAS goal of expanding interdisciplinary studies.

### **C. CRIMINAL JUSTICE AND THE MISSION OF THE DEPARTMENT**

The criminal justice major will expand the Department's offerings in the field of CCJ, which has roots in the sociology. In this sense, the major is consistent with the Department's mission to "generate and disseminate knowledge in the two major social science disciplines [sociology and anthropology] and the social work program administratively housed within it." By building upon an existing concentration, we are enriching our core offerings both in the service of criminal justice majors and of sociology or social work majors looking to incorporate criminal justice courses into their program. The major also will allow faculty members who study CCJ issues to integrate their research with teaching – a central focus of the Department's mission statement. Finally, as discussed, the major will enhance the department's "outreach efforts in local, state, and national venues."

### **D. STRATEGY FOR DEVELOPMENT OF THE CRIMINAL JUSTICE MAJOR**

The criminal justice major will simultaneously resemble and differentiate itself from the majors at comparison universities (i.e., other Michigan universities and OU's peer institutions). First, the

major will be a BA degree, as is the case with several comparison universities including Eastern Michigan, Grand Valley State, Michigan State, University of Detroit-Mercy, University of Akron, Cleveland State, and others (see Tables 1 and 2). Second, the core, required, and elective courses in the program are in line with those of comparison universities. Perusing the programs of other universities using the links in Tables 1 and 2, it is evident that most comparison programs have a similar structure to the OU major, and offer courses in theory, statistics and research methods, policy, and the “big four” topical areas of policing, courts, corrections, and juvenile justice. Additionally, many comparison universities offer similar electives to the ones in the proposed OU major. Finally, four of the six specializations (law enforcement, courts, corrections and treatment, and juvenile justice) are traditional substantive areas in the field. These align our program with other criminal justice majors across the country.

Where the OU criminal justice major distinguishes itself is in three defining features: a required interdisciplinary component, a required internship, and a required capstone course (see §I.C – Defining the Major). First, OU’s major is uniquely interdisciplinary. Though a few comparison universities have programs that are *technically* interdisciplinary because they allow courses in outside departments to count as electives (or, less frequently, because they include external research methods or statistics courses), only two comparison universities (Eastern Michigan and Cleveland State) *require* students to take elective courses in outside departments. Second, while many comparison universities offer internships to their students as part of a criminal justice major, only four comparison universities (Ferris State, Akron, Indiana State, and University of Massachusetts-Boston) *require* internships. Third, only seven comparison universities (Ferris State, Grand Valley State, University of Detroit-Mercy, Western Michigan, Cleveland State, University of Massachusetts-Boston, and University of Missouri-St. Louis) *require* a capstone course for graduating students. However, it is unclear how many of these emphasize the focal points of the proposed capstone course at OU.

Table 1. Comparison Universities – Other Michigan Universities

Michigan University	Department	Credit Hrs	Concentration	Minor	B.S.	B.A.	Cap-stone	Intern-ship	Inter-disc	Additional Information
<a href="#">Central Michigan</a>	Soc, Anthro, & SW	42	Yes	No	No	No	No	No	No	
<a href="#">Eastern Michigan</a>	Soc, Anthro, & Criminology	N/A	No	Yes	No	Yes	No	No	Yes	Concentrations: Legal Studies, Law Enforcement, Corrections, Criminal Justice Administration
<a href="#">Ferris State</a>	Criminal Justice	N/A	No	Yes	Yes	No	Yes	Yes (R)	No	Concentrations: Generalist, Corrections, Law Enforcement
<a href="#">Grand Valley State</a>	Criminal Justice	30	No	Yes	Yes	Yes	Yes	Yes (NR)	No	
<a href="#">Lake Superior State</a>	Criminal Justice, Fire Science, & EMS	N/A	No	No	Yes	No	No	No	Yes	Concentrations: Corrections, Loss Control, Criminalistics, Law Enforcement, Generalist, Public Safety
Lawrence Tech.	N/A	N/A	No	No	No	No				
<a href="#">Michigan State</a>	Criminal Justice	31	No	No	No	Yes	No	Yes (NR)	No	Specialization: Security Management
Michigan Tech.	N/A	N/A	No	No	No	No				
<a href="#">Northern Michigan</a>	Criminal Justice	N/A	No	Yes	Yes	Yes	No	No	No	Additional B.S. available in Loss Prevention Management
<a href="#">Saginaw Valley</a>	Criminal Justice	N/A	No	Yes	No	Yes	N/A	N/A	N/A	Concentrations: Corrections, Criminal Courts, Criminology, Generalist, Policing, Security
<a href="#">U of D -Mercy</a>	Criminal Justice	30	No	No	Yes	No	Yes	Yes (NR)	Yes	Support courses in Psy, Soc, PS Elective course in Security
U of Michigan	N/A	N/A	No	No	No	No				
<a href="#">U of M -Dearborn</a>	College of Arts & Sciences	30	No	Yes	No	Yes	N/A	N/A	No	
<a href="#">U of M -Flint</a>	Soc, Anthro, & Criminal Justice	33	No	Yes*	Yes	No	N/A	N/A	Yes	Minor in Corrections offered in SW Department
<a href="#">Wayne State</a>	Criminal Justice	40	No	Yes	Yes	No	No	Yes (NR)	No	
<a href="#">Western Michigan</a>	Sociology	33	No	Yes	Yes	No	Yes	Yes (NR)	Yes	

Table 2. Comparison Universities – Peer Institutions

Peer Institution	Department	Credit Hrs	Concentration	Minor	B.S.	B.A.	Capstone	Internship	Interdisc	Additional Information
<a href="#">U of Akron</a>	Political Science	30	No	Yes	No	Yes	N/A	Yes (R)	Yes	BA in Political Science/Criminal Justice
<a href="#">Cleveland State</a>	Sociology & Criminology	38	No	Yes	No	Yes	Yes	Yes (NR)	Yes	Required capstone. Interdisciplinary program very similar to OU's.
<a href="#">Indiana State</a>	Criminology & Criminal Justice	39	Yes	Yes	Yes	No	No	Yes (R)	No	Certificates: Corrections, Law Enforcement, Private Security & Loss Prevention
<a href="#">U Mass - Boston</a>	Sociology	39	No	Yes	No	Yes	Yes	Yes (R)	No	Required internship and capstone. Also required: either drugs/alcohol or mental health.
<a href="#">U Missouri - St. Louis</a>	Criminology & Criminal Justice	36	No	Yes	Yes	No	Yes	Yes (NR)	No	
<a href="#">UNLV</a>	Criminal Justice	27	No	Yes	No	Yes	N/A	Yes (NR)	No	
<a href="#">Wichita State</a>	Community Affairs	36	No	Yes	Yes	No	N/A	N/A	Yes	
<a href="#">Wright State</a>	Interdisciplinary	N/A	No	Yes	No	Yes	N/A	Yes (NR)	Yes	Program not tied to a particular department

R = Required; NR = Not Required

## 1. National Professional Partnerships

Planning for the major involved identifying important academic and professional partnerships to inform and help shape the OU criminal justice major. Two of the most important of these partnerships are with prestigious U.S. academic institutions: (1) the [Academy for Critical Incident Analysis](#) (ACIA) at [John Jay College of Criminal Justice](#) in New York, and (2) the [University and Agency Partner Initiative](#) (UAPI) at the Naval Postgraduate School [Center for Homeland Defense and Security](#) (CHDS) in Monterey, California. Both of these partners have important and interrelated connections to homeland security efforts in the United States. Indeed, these partnerships evolved from the development of the Homeland Security and Information Security and Assurance specializations. We believe ongoing partnerships with these agencies, described below, will help strengthen our major curriculum; provide faculty with national networking, and research opportunities; offer students and faculty alike valuable resources; and ensure that the OU criminal justice program remains on the cutting edge of the field.

### *a. Academy for Critical Incident Analysis*

The [mission](#) of the ACIA at John Jay College of Criminal Justice in New York is “to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis.” A critical incident is defined as “a relatively brief occurrence involving injury, loss, conflict, discovery or change of significant proportion, usually unscripted and unanticipated, with the potential to alter existing societal norms.” Examples of critical incidents include natural disasters (e.g., Hurricane Katrina), disasters due to human error, negligence or complicity (e.g., 2010 Gulf oil spill), or intentional acts of violence or terrorism (e.g., Virginia Tech school shooting).

Critical incident analysis (CIA) is the multi-disciplinary study of the institutional and situational processes that shape both the short- and long-term response and recovery of victims and communities to critical incidents. CIA examines the role of political, bureaucratic, and media actors in the shaping and implementation of policy and practices that directly impact the immediate and long-term recovery of victims and trust relationships in the affected community. The role and training of first responders such as police, fire, medical, and mental health personnel is an important component of CIA. However, CIA is not about directly providing training to first-responders, but rather is a framework for understanding the similarities and differences among types of critical incidents so that key actors at all levels of responsibility can develop a better understanding of them. Further, improved understanding should lead to more effective processes, changes in policy and response, and training for future critical incidents.

CIA dovetails nicely with the goals of the OU criminal justice major in that it emphasizes the need for research, critical thinking skills, and an openness to multi-disciplinary approaches. The CIA framework draws upon theoretical and research traditions in sociology (e.g., collective behavior, disaster research, and community sociology), criminal justice (victimology, terrorism studies, environmental justice), and social work (post-traumatic stress disorder) that make this connection a logical and easy one for the Department to embrace. Outside the Department, the focus of ACIA is easily connected with disciplinary interests in psychology, political science/public administration, history, communications and journalism to name a few.

Toward this end, as part of our partnership with ACIA, we have committed to offering a dedicated course – CJ 380 Critical Incident Analysis – in our curriculum. This course draws upon the successful experiences of John Jay faculty who have offered the course. Among other benefits, our partnership will allow faculty and students access to the data repositories on critical incidents located at John Jay, as well as to distance learning opportunities through ACIA. This course is ideal for our major because it does not duplicate first-responder training courses typically offered at the community college level. Rather, it assesses and integrates emergency training and response as one set of factors in the CIA framework.

Another positive aspect of this partnership is that it offers faculty members access to conferences and invitation-only workshops sponsored and funded by ACIA. Already, three OU faculty members (Lisa Dalton, Diane Hartmus and Jay Meehan) have been funded to attend ACIA workshops at John Jay. These three faculty members also created a Critical Incident Faculty Learning Community at OU, which has already sponsored an on-campus workshop with Frank Ochberg, M.D., and Elizabeth Kirby, Ph.D. – two of the originators of the CIA concept.

For these reasons, the partnership with ACIA is an integral part of the criminal justice major. This partnership has already paid dividends with faculty, and we anticipate a similar or greater benefit for criminal justice majors.

*b. Center for Homeland Security and Defense (CHSD)*

The Naval Postgraduate School Center for Homeland Defense and Security (CHSD) sponsors the University and Agency Partnership Initiative (UAPI), which “brings together institutions nationwide dedicated to advancing homeland security education...to increase the number and diversity of students receiving homeland security education, accelerate the establishment of high-quality academic programs, and provide opportunities for collaboration that create an intellectual multiplier effect that furthers the study of homeland security.”

Department faculty members met with Steve Recca, Deputy Director of the UIPA, to discuss our new major curriculum and specifically our Homeland Security and Information Security and Assurance specializations. From these discussions, we are confident that our specialization stands out from other undergraduate Homeland Security programs due to its intensive research and policy focus, and its emphasis on developing students’ critical thinking and problem-solving skills. On the basis of our discussions with Mr. Recca, and his review of Department faculty interests and qualifications, Oakland University is now an official partner of the Naval Postgraduate School CHSD.

Importantly, this partnership allows OU faculty access to the extensive digital library at the Naval Postgraduate School, access to course content offered by member institutions, and access to faculty development seminars and other events offered by the CHSD. Participation in this partnership also provides important educational and networking opportunities for our faculty with teaching and research interests in this area. For example, in August 2011 the Department sponsored Professor Dan Kennedy to attend a week-long, CHSD-funded faculty development seminar in Monterey, CA. Professor Kennedy will be teaching SOC 395 Special Topics: Terrorism and Homeland Security in Fall 2011 (which will become an elective offering in the



major), and will be teaching CJ 346 Profiling and Threat Assessment and CJ 341 Cybercrime and Information Assurance in Summer 2012 and the 2012-13 academic year.

## **2. Local Professional and Community Partnerships**

The OU criminal justice major also will build upon local and professional partnerships developed through the existing concentration. In the past twenty-five years, concentration students have been placed in internships in local criminal justice and social service agencies. A number of our students have continued working in the criminal justice system as a result of these internship experiences, and they in turn, assist the program by accepting new interns. The new criminal justice major will significantly increase OU's presence in these agencies and surrounding communities. While the Department will be dependent on these agencies to provide quality internships, these agencies also will benefit from the assistance quality interns from the OU criminal justice program can provide.

Additionally, faculty have conducted research – often with the assistance of concentration students – with local police departments (e.g., community-based policing in Auburn Hills and Warren, Michigan), courts (e.g., developing the Oakland County Community Corrections plan), and social service agencies (e.g., working with HAVEN on sexual assault program research). The new major, especially with its research and policy focus, will further strengthen these relationships as we recruit new faculty whose expertise in criminal justice can serve the research needs of the local system while simultaneously advancing the professional development of the Department faculty.

We have developed 2+2 programs with Oakland Community College and Macomb Community College – partnerships that will only strengthen with the addition of a criminal justice major at OU. Students in these Associates degree programs will benefit from having a baccalaureate degree in criminal justice nearby. Indeed, the ability to take criminal justice courses of all levels will increase the likelihood that students will remain at OU to complete their four-year degree. There is little redundancy in our respective programs, so we will not be competing with our community college partners for students. Instead we will cooperate with them to allow associates degree students a seamless transition to a bachelor degree program in criminal justice.

## **E. EVIDENCE OF SUPPORT FOR THE CRIMINAL JUSTICE MAJOR**

There has always been a very strong interest in expanding the existing criminal justice concentration into a full-fledged major. First, the concentration – an interdisciplinary minor – has since 1987 typically had approximately 100 students. Data from the CAS advising office indicate 75 new students enrolled in the concentration during the 2010-2011 academic year alone. Second, given the popularity and success of the concentration program, students routinely ask faculty why OU does not have a major that would offer them a more in-depth exploration of CCJ. As noted in Table 1, many of Michigan's other universities and OU's peer institutions offer a criminal justice major.

Each year, the Admissions Office regularly receives inquiries from students interested in a *major* in criminal justice (see Appendix D: Support Documents). In addition, the advising offices at both the University and College levels also routinely field questions from students about a criminal justice major. While the concentration does serve a portion of the student population, it

is not clear how many students either pass up attending OU, or leave prematurely, in order to pursue a criminal justice degree elsewhere. In short, there is a demonstrated student appetite for a criminal justice major at OU.

Finally, OU is geographically well-situated to develop a criminal justice program. Currently there is no four-year criminal justice program in Oakland, Macomb, or St. Clair counties. Coupled with the strong ties to criminal justice and social service agencies in these areas the Department has already developed, the opportunity to develop a criminal justice major at OU is timely.

#### **F. CAREER OPPORTUNITIES FOR THE CRIMINAL JUSTICE MAJOR**

Students with a B.A. in criminal justice can enter into a variety of entry-level jobs at the federal, state, and local levels. Criminal justice career opportunities exist in the public sectors of law enforcement, judicial, and corrections agencies; in non-profit, treatment-based programs like halfway houses and drug-treatment facilities; and in the burgeoning private sector through jobs in retail loss prevention and information security and assurance).

According to the [Bureau of Labor Statistics Occupational Outlook](#), between 2008 and 2018, students with a BA in criminal justice can enter occupations where growth is either average or faster than average for all occupations in the country (see Table 3). Of significance, students in the Information Security and Assurance specialization have very favorable prospects in the job market, as that sector is growing at a rate “much faster” than average.

While these data also indicate that criminal justice jobs in Michigan will grow at a slower rate than the national average, as the state moves through its expected economic recovery, jobs in these areas will likely parallel the national average. Further, a number of jobs in this field, particularly at the federal level, typically require students to leave their home state regardless of their residence (e.g., Homeland Security, Border Patrol, Drug Enforcement Administration, U.S. Marshals, U.S. Air Marshals).

Table 3. Sample Occupations, Median Salary, and Projected Growth for Criminal Justice Careers

Occupation	Median Salary	Projected Growth 2008-18		National Comparison to All Occupations
		National	Michigan	
Police and sheriff patrol officers	53,210	10%	4%	as fast as the average
<b>Criminal investigator/special agent</b>	<b>62,110</b>	<b>19%</b>	<b>9%</b>	<b>faster than average</b>
<b>Immigration/customs inspector</b>	<b>62,110</b>	<b>16%</b>	<b>9%</b>	<b>faster than average</b>
<b>Intelligence analyst</b>	<b>62,110</b>	<b>16%</b>	<b>16%</b>	<b>faster than average</b>
Fish and game warden	48,800	10%	n/a	as fast as the average
Transit and railway police officer	50,940	6%	n/a	slower than average
<b>Security guard</b>	<b>23,460</b>	<b>14%</b>	<b>8%</b>	<b>faster than average</b>
Gaming surveillance officer/investigator	28,850	12%	15%	as fast as the average
Correctional officer	38,380	9%	-1%	as fast as the average
<b>Probation officer and correctional treatment specialist</b>	<b>45,910</b>	<b>19%</b>	<b>10%</b>	<b>faster than average</b>
<b>Loss prevention specialist</b>	<b>29,420</b>	<b>19%</b>	<b>8%</b>	<b>faster than average</b>
Loss prevention manager	92,600	10%	4%	as fast as the average
Security management specialist	60,610	10%	6%	as fast as the average
<b>Computer security specialist</b>	<b>67,610</b>	<b>20%</b>	<b>17%</b>	<b>much faster than average</b>
<b>Network systems/data analyst</b>	<b>73,250</b>	<b>20%</b>	<b>17%</b>	<b>much faster than average</b>

Source: Bureau of Labor Statistics Occupational Outlook Handbook 2010-2011 Edition

### **G. SOURCES OF EXPECTED STUDENTS**

As described above, many prospective high school and transfer students inquire about a criminal justice major at OU, and there currently is no four-year criminal justice major offered in Oakland, Macomb, or St. Clair Counties. Further, with OU's continued commitment to recruitment in Wayne County and other counties and regions of the State, we anticipate the criminal justice program at OU to be particularly attractive to entering freshman, transfer students, and non-traditional students.

Having a criminal justice major will provide OU admissions an important recruitment tool for high school seniors. Currently, area students must go elsewhere to receive a four-year criminal justice degree. We are confident that a criminal justice major will allow OU to effectively compete for that pool of freshman students who are currently moving away from the tri-county area to attend obtain a criminal justice degree.

In addition to serving Oakland County, we expect to enroll a considerable number of students from Macomb County, where OU has a distinctive presence in Mt. Clemens. Of note, courses in the criminal justice concentration currently being offered in Mt. Clemens are well-enrolled in Fall 2011. Efforts to identify and develop internships in Macomb County have indicated that the criminal justice community is excited about a criminal justice major at Oakland University (see Appendix D: Support Documents). When the major is established, we will offer major courses both on the main campus and at the Anton Frankel Center in Mt. Clemens to facilitate enrollment of students from Macomb and St. Clair counties.

We also anticipate receiving students from community college programs in Oakland and Macomb counties that offer two-year criminal justice degrees and are home to state-certified police academies. OU currently has 2+2 agreements with these colleges, where students obtain an associates degree in criminal justice from the community college, then transfer to OU to obtain a BA in sociology with a specialization in criminal justice. However, few students take advantage of this program, as evidenced by major enrollment data where enrollment in the criminal justice specialization has not been robust (see §III.A – Current Status of the Department). In general, 2+2 students do not take advantage of this arrangement because they want to obtain a criminal justice rather than a sociology degree.

### **H. ADVICE AND CONSENT**

Full-time faculty in the Department have been involved and/or consulted throughout the development of this new major. This part of the process has been especially beneficial as the major will entail faculty in each of our disciplines. The department officially approved the major in September 2011.

### III. SELF-STUDY

#### A. CURRENT STATUS OF THE DEPARTMENT

The Department of Sociology and Anthropology houses three majors: Sociology, Anthropology and Social Work. Table 4 indicates that in 2011 the department had 529 majors.

Table 4. Department Majors 2007-2011

MAJOR	Winter 2007	Winter 2008	Winter 2009	Winter 2010	Winter 2011	Five Year % Change	One Year % Change
Anthropology/Sociology	19	18	16	19	23	21%	21%
Anthropology (BA)	36	49	49	49	53	47%	8%
Sociology (BA)	154	110	121	141	181	18%	28%
Sociology spec. in CJ	6	7	6	6	4	-33%	-33%
Pre-Social Work	0	61	76	98	146		49%
Social Work (BSW)	0	7	56	96	122		27%
<b>Totals</b>	<b>215</b>	<b>252</b>	<b>324</b>	<b>409</b>	<b>529</b>	<b>146%</b>	<b>29%</b>

Source: OIRA Data

According to OIRA data, over the past five years (Winter 2007-2011), total majors in the Department's three programs have increased 146%. In the past year alone (Winter 2010-2011), total majors increased 29%, with the bulk of that increase attributable to the social work major. Sociology also has experienced a 28% increase in its majors (n=181) during 2010-2011, continuing a trend of steady growth since Winter 2008 when sociology majors reached an all-time low of 110.

OIRA does not officially track concentrations, which are interdisciplinary minors. However, criminal justice is one of the largest, if not the largest, concentration in CAS. The concentration has been housed in the Department since its inception in the 1970s, with the exception of a brief period (2003-2004) when it was housed in the Political Science. In 1987, its current director, Professor Jay Meehan, came to Oakland University and was appointed director of the concentration. At that time, using department records, three students were enrolled in the concentration. Since that time, on average the concentration has enrolled between 100-125 students during any given academic year, as measured by student advising records maintained by the Department.

We intend to maintain the concentration in its current structure as an interdisciplinary minor alongside the new major with one significant difference: the concentration will no longer require an internship. This decision is based upon the fact that internship placements are in high demand and should be reserved for students with major status only.

#### B. FACULTY/STAFFING NEEDS

We anticipate several staff needs with the new criminal justice major which will be phased in over the first five years of the program. Specifically the major will require: 1) hiring three new tenure-track faculty in the department whose specific specialization or training is in the field of

CCJ to fill existing gaps in our criminal justice offerings; 2) hiring two new tenure-track faculty member with a specialization in methods and statistics with substantive research areas in one of our specializations; and 3) hiring an administrative professional responsible for developing and coordinating field internship placements for students and conducting major advising in coordination with the CAS advising office.

Below we provide an assessment of current staffing and discuss the need for new staffing.

### **1. Full and Part-Time Faculty**

Currently the criminal justice concentration utilizes three full-time faculty (Jay Meehan, Ray Liedka, and Amanda Burgess-Proctor), one special lecturer (Cedrick Heraux) and two part-time lecturers (Missy Gould and Daniel Kennedy).

Of the faculty, the majority (Meehan, Liedka, Burgess-Proctor, Heraux, and Kennedy) have taught a standard Introduction to Criminal Justice course in addition to a variety of specialty classes. Professor Meehan has taught: Police and Society, Juvenile Delinquency, Corrective and Rehabilitative Institutions, Research and Policy Evaluation, and special topics courses on the surveillance society, race and criminal justice, and white collar crime. Professor Liedka teaches: Juvenile Delinquency, Corrective and Rehabilitative Institutions, Research Methods, and statistics. Professor Burgess-Proctor teaches: Alcohol, Drugs and Society, Criminological Theory, Women, Crime and Justice, Career Criminals, and Race/Ethnicity and Crime. This year, social work professor Scott Smith is teaching for the first time a two-course sequence on Substance Abuse Theory and Practice under the Department's special topics rubric. These two classes target social work and sociology majors and criminal justice concentrators who are interested in learning about substance abuse treatment. In 2012-13, social work professor Lisa Dalton, whose research specialization is post-traumatic stress, will be teaching Critical Incident Analysis.

We are very fortunate to have an excellent group of part-time faculty. Professor Heraux, a Ph.D. graduate from the Michigan State University School of Criminal Justice, teaches classes on delinquency (SOC 323), policing (SOC 327), and career criminals (SOC 395). Professor Gould has a Juris Doctor from CUNY School of Law and an LL.M from Oxford University. She has taught a Special Topics course titled Law and the Changing Family (SOC 395), and is teaching two concentration courses in the political science rubric this year: Constitutional Law (PS 340) and Judicial Process (PS 342).

This next academic year, we are delighted to have Professor Emeritus Daniel Kennedy, former Chair of Criminal Justice at the University of Detroit-Mercy join our faculty and also help in the development of our Homeland Security specialization. Professor Kennedy is a forensic criminologist whose teaching and research interests are in the area of profiling and terrorism.

While there is a sufficient base of faculty within the department to offer a concentration, the demands of a major will be much greater on Department faculty. First, the capstone requirement will demand significant time from faculty members. Additionally, the new major will regularly offer the following *new* courses requiring faculty to teach them:

Table 5. New Course Offerings

<b>New Course</b>	<b>Program Status</b>
Criminological Theory*	Required course
Criminal Law and the Criminal Court	Core course
The Juvenile Justice System	Core course
Criminal Careers & Criminal Careers*	CJ elective
Women, Crime and Justice*	CJ elective
Race/Ethnicity, Crime and Justice*	CJ elective
The Surveillance Society*	CJ elective
White Collar Crime/Organizational Deviance*	CJ elective
Cybercrime & Information Assurance	CJ elective
Critical Incident Analysis	CJ elective
Profiling and Threat Assessment	CJ elective
Terrorism and Homeland Security*	CJ elective

\* indicates courses that have been successfully offered under the Special Topics rubric in Sociology and counted for criminal justice concentration credit

Full and part-time faculty from other departments also teach courses currently offered in the concentration that will be offered as elective offerings in the new criminal justice major: political science (Hartmus, Zingo, Lees, Gould), psychology (Jackson and Kozak), and philosophy (Rigstad and Navin). How the new major would impact these and other departments offering interdisciplinary elective courses is less clear because students will choose electives on the basis of specific career interests or specializations. For example, the Homeland Security specialization encourages students to take elective international relations courses currently offered by the political science, history, and philosophy departments. Further, the number of elective course opportunities we have chosen are offered regularly and is rather large, which will spread out demand for these classes by other departments. However, in the early years of the major, we will monitor student course selection and work with departments to better understand, and respond to, these patterns.

Due to the significant increase in major enrollment in social work and sociology, the demand for SOC 202 Research Methods and SOC 203 Statistics has increased. In response, the Department has used our positions in sociology to recruit tenure-track professors with expertise in research methods and statistics. We expect the new criminal justice major to experience rapid growth, and based upon “lessons learned” from our social work program, we are prepared for a new interdisciplinary major in criminal justice by building into the program two new faculty hires who specialize in research methods and statistics. These faculty lines are critical to our ability to meet the objective of a major that is research- and policy-based.

## **2. Administrative Professional**

Based upon our department experience building a successfully accredited BSW major, we have budgeted a line item for a full-time administrative professional who will be responsible for developing and coordinating field internship placements for students, and conducting major advising in coordination with the CAS advising office.

The development of new (and maintenance of existing) internship sites requires significant time and effort. Internship placements require intensive university-agency cooperation, more lead time, and coordination as students typically need to undergo more extensive background checks when they are placed in law enforcement or court agencies. Further, trouble shooting, particularly early on in internship placements, can entail considerable time and resolution of issues is often highly dependent on the trust and confidence the agency has with the university.

The use of an AP frees faculty from the intensive administrative work of developing and monitoring field placement sites and curricular advising and allows them to focus on their own professional development. This hybrid model (field placement/advising) has been very successful in our social work program, and we have every reason to believe that it can be duplicated with the criminal justice major.

### **C. FACULTY QUALIFICATIONS**

Appendix E: Faculty Curriculum Vitae provides the curriculum vitae of each full- and part-time faculty member who will teach criminal justice courses. Our faculty bring a mix of theoretical and methodological strengths to the program in addition to substantive specializations in the field of criminology and criminal justice.

### **D. LIBRARY REPORT**

Appendix B: Library Report contains the report prepared by Shawn Lombardo. The report indicates proposed increases in library resources to support the new major, and recommends a slight increase in our budget line allocated for library holdings from \$10,000 per year to an average of \$12,643 per year.

### **E. FACILITIES**

The new major will primarily require standard classroom space for courses. With the new construction occurring on campus, there will be new classrooms available to the registrar for scheduling. Nonetheless, classroom space on campus will be at a premium. However, we will also be offering major courses at the Anton-Frankel Center in Mount Clemens, establishing our concentration presence there this 2011-12 academic year. Offering classes in Mt. Clemens will lessen the demand for on-campus space.

The Department has an established record of offering major classes in early morning and evening slots in addition to prime time slots. This blend of class offerings has allowed students who are either part-time students or who work full-time during the day to successfully complete their degrees. Also, the department has historically offered a blend of required and elective courses in the summer terms with great success. The Department will continue these practices for the new criminal justice major.

The one class that requires a dedicated classroom is SOC 203 Statistics. The department currently shares the computer lab in Varner Hall with the Department of Political Science. While the classroom has limited space (24 seats), scheduling of the room has not reached capacity (i.e., there are time slots that are not utilized). In addition, there will be a computer lab in Mt. Clemens with a capacity of 25 seats to offset pressure placed on our main campus computer lab.



#### **F. EQUIPMENT**

Our equipment costs for the new major are rather modest. Monies will be needed to support the existing department copy machine and for faculty computers requiring additional computational capabilities.

#### **G. IMPACT ON MAJORS IN THE DEPARTMENT**

The criminal justice major is expected to have an impact on the sociology major in that approximately 75% of the current criminal justice concentrators are sociology majors. However, given the new CAS exploratory requirement which requires students to take at least three courses outside their major rubric, we anticipate that many criminal justice majors will double major in sociology and criminal justice. This double major will be facilitated by the fact that both majors require the same methods and statistics sequence.

Outside the department, it is also anticipated that a number of political science and psychology majors may choose to double major due to the flexibility created by the CAS exploratory requirement. Agreements to avoid duplicating the methods and statistics sequence between departments would only enhance this probability.

Shannon Esselink, CAS Director of Advising Services, has created examples of what a double major with criminal justice would look like for each of these majors (see Appendix D: Support Documents). A double major with either sociology, political science, or psychology should be very attractive to students by providing them increased flexibility upon graduation.

## IV. PROGRAM PLAN

### A. REQUIREMENTS FOR THE CRIMINAL JUSTICE MAJOR

The following table offers a breakdown of the requirements for the criminal justice major at OU:

Table 6. Criminal Justice Major Breakdown

<b>Required Courses</b>	
<b>Take all 4 (16 credits)</b>	
	CJ 100 Introduction to Criminal Justice
	CJ 200 Criminological Theory
	SOC 202 Introduction to Methods of Social Research
	SOC 203 Social Statistics with Computer Applications
<b>Core Courses (Prerequisites: CJ 100 and CJ 200)</b>	
<b>Select 2 of 4 (8 credits)</b>	
	CJ 220 The Juvenile Justice System
	CJ 240 Police & Society
	CJ 260 Criminal Law & the Criminal Court
	CJ 280 Corrective & Rehabilitative Institutions
<b>Elective Courses (Prerequisite for CJ Electives: CJ 100 and 200)</b>	
<b>Select 4 total – 2 from each category (16 credits)</b>	
	Criminal Justice Electives (see list next page)
	Interdisciplinary Electives (see list next page)
<b>Internship (Prerequisites: CJ 100, CJ 200, 2 core CJ courses, junior status)</b>	
<b>4 credits</b>	
	CJ 430 Criminal Justice Internship
<b>Capstone (Prerequisites: CJ 100, CJ 200, 2 core CJ courses, senior status)</b>	
<b>4 credits</b>	
	CJ 490 Capstone: Criminal Justice Policy Analysis (formerly SOC 420)
	CJ 495 Special Topics: Capstone Level
<b>Total: 48 credits</b>	

The following table lists all of the criminal justice and interdisciplinary elective courses:

Table 7. Criminal Justice and Interdisciplinary Electives

<b>Criminal Justice Electives (Select 2)</b>	
	CJ/SOC 300 Alcohol, Drugs & Society
	CJ 220 The Juvenile Justice System*
	CJ 240 Police & Society*
	CJ 260 Criminal Law & the Courts*
	CJ 280 Corrective & Rehabilitative Institutions*
	CJ/WGS 330 Women, Crime & Justice
	CJ 332 Race/Ethnicity, Crime & Justice
	CJ 340 White-Collar Crime
	CJ 341 Cybercrime and Information Assurance
	CJ 342 The Surveillance Society
	CJ 346 Profiling and Threat Assessment
	CJ 348 Terrorism and Homeland Security
	CJ 350 Juvenile Delinquency (formerly SOC 323)
	CJ 360 Criminal Careers & Career Criminals
	CJ 380 Critical Incident Analysis
	CJ 395 Special Topics: Criminal Justice Elective
	CJ 480 Independent Study & Research
	CJ 497 Apprentice College Teaching
<b>Interdisciplinary Electives (Select 2)</b>	
	AN/SOC 320 Law & Society
	AN/SOC 331 Race & Ethnic Relations
	HST 301 History of American Cities
	HST 304 History of American Industrial Economy & Cities
	HST 318 History of Civil Rights Movement
	HST 356 Modern Middle East
	HST 357 Arab-Israeli Conflict
	HST/WGS 361 History of American Families
	HST 392 Working Detroit
	PHL 311 Philosophy of International Relations
	PHL 319 Philosophy of Law
	PHL 320 Global Justice
	PHL 321 Political Philosophy
	MIS --- Privacy
	PS 241 Law and Politics
	PS 314 International Politics: Theory and Practice
	PS 340 Constitutional Law
	PS 341 Civil Rights & Civil Liberties
	PS 342 The Judicial Process
	PS 360 International Terrorism: Causes, Consequences, and Responses
	PS 413 International Law
	PSY 321 Child Development
	PSY 322 Adolescence & Youth
	PSY 341 Intro to Psychopathology

	PSY 343 Psychopathology of Childhood
	SOC/WGS 207 Human Sexuality
	SOC 222 Sociology of Mental Illness
	SOC 301 Social Stratification
	SOC/SW 315 Social Welfare Policy
	SOC 326 Family & Community Processes
	SOC/WGS 336 Sociology of Gender
	SOC 345 Urban Sociology
	SOC 346 Communities
	SW 395 Substance Abuse Theory & Practice I
	SW 395 Substance Abuse Theory & Practice II

\*Core classes may be taken as electives but may *not* double count (i.e., may not to simultaneously fulfill core and elective credit requirements)

## B. REQUIREMENTS FOR THE CRIMINAL JUSTICE MINOR

The criminal justice minor will consist of a minimum of 20 credits:

1. CJ 100 Introduction to Criminal Justice
2. CJ 200 Criminological Theory
3. CJ XXX core course
4. CJ XXX CJ elective
5. CJ XXX CJ elective

The minor will not have an internship requirement. The criminal justice concentration, which is an interdisciplinary minor, will no longer be offered. Students currently enrolled in the concentration will complete the requirements that were in effect when they first enrolled.

## C. RATIONALE AND DESCRIPTION OF REQUIRED, CORE, AND ELECTIVE COURSES

### 1. Required Courses

All students will be required to take two foundational courses, CJ 100 Introduction to Criminal Justice and CJ 200 Criminological Theory, as well as SOC 202 Research Methods and SOC 203 Social Statistics with Computer Applications. CJ 100 and CJ 200 replace the currently-required concentration class, SOC 240 Sociology of Crime and Punishment, with the expansion necessary for a major. The theoretical and methodological orientation of these required courses is supplemented with more practical applications in the core and elective criminal justice courses.

**CJ 100 Introduction to Criminology and Criminal Justice** introduces students to the field of CCJ and the criminal justice system generally. Topics covered in this course include: the three major elements of the criminal justice system (i.e., law enforcement, courts, and corrections), the history and evolution of the field of CCJ, the measurement of crime, and policy issues affecting the criminal justice system (e.g., mass incarceration, war on drugs, racial and gender inequities, capital punishment etc.). The focus will be on the U.S. criminal justice system, with some comparative/global perspectives provided to offer context. CJ 100

will be the first course in the major sequence and is a pre-requisite for other required, core, and elective classes (with the exception of the SOC 202/203 methods/statistics sequence).

**CJ 200 Criminological Theory** exposes students to the different theories of crime that will serve as the foundational knowledge as they progress through the program. It is necessary for students to have a strong grasp of theories of crime causation in order to understand more in-depth issues in the study of crime and delinquency. Students will draw from their theoretical framework in every subsequent major course they take. CJ 200 is a prerequisite for other required, core, and elective classes (with the exception of the SOC 202/203 methods/statistics sequence).

**SOC 202 Introduction to Methods of Social Research** emphasizes a systemic understanding of the methodological paradigms utilized in social science research, and a basic understanding of the entire research process including measurement and conceptualization, research design, and data collection and analysis. It includes content on both qualitative and quantitative methods, historical research, and ethics and social research. Students are required to read and understand studies and to demonstrate knowledge on various research methods including descriptive and experimental designs, correlational studies, comparative studies and survey research. Students complete a series of exercises that require them to explore and critique the literature, create operational terms for variables, describe sampling procedures and describe various design procedures. This course also exposes students to research protections for human subjects, and ethical concerns and considerations in conducting research.

**SOC 203 Social Statistics with Computer Applications** is focused on experiential learning in a microcomputer lab using the SPSS statistical software. After completing the course, students are expected to demonstrate a systematic understanding of the logic behind descriptive and inferential statistics, and a solid understanding of the SPSS statistical software. This level of comprehension and skill acquisition is both foundational and supportive of the research methods class with which it is paired.

## 2. Core Courses

Students will select two of the following four core courses as a second requirement: CJ 220 The Juvenile Justice System, CJ 240 Police and Society, CJ 260 Criminal Law and the Criminal Court Process, and CJ 280 Corrective and Rehabilitative Institutions. These four courses cover the three major elements of the adult criminal justice system (law enforcement, courts and corrections) and the separate juvenile justice system. Two of these core courses – Police and Society and Corrective and Rehabilitative Institutions – already exist in our concentration curriculum. These courses will be renumbered within the criminal justice rubric.

Conceptually described, law enforcement constitutes the front end of the criminal justice system which identifies and apprehends offenders; the courts constitute the middle part of the process which adjudicates responsibility and sentences offenders; and corrections constitutes the back end of the system responsible for implementing sentences (i.e., prison, jail, probation etc.). While students receive an introduction to these topics in CJ 100, the core courses provide a more

in-depth focus, allowing students the option to select which of the two best fits their career interests.

**CJ 220 The Juvenile Justice System** is a course solely dedicated to understanding the juvenile justice system. It is an important core area owing largely to the fact that juveniles are processed through a distinctly different system than adults, one that is governed by different rules and procedures and has a philosophical and practical commitment to treatment and rehabilitation. In many criminal justice programs, two separate courses on juveniles are offered: one focusing on juvenile delinquency (e.g., youth offending, gangs, etc.) and another focusing on the processing of youthful offenders through the juvenile justice system. At present in the criminal justice concentration, selected aspects of both courses are covered in SOC 323 Juvenile Delinquency; however, this has proven to be a considerable challenge because there is sufficient content to warrant two separate courses. As a result, CJ 220 is being created to focus specifically on the juvenile justice system and is included as one of the core course options. In the major, CJ 323 Juvenile Delinquency will remain in the curriculum as a criminal justice elective.

**CJ 240 Police and Society** examines the history and role of the police in modern society. Special attention will be given to analyzing the police subculture and the problems inherent in the control of the citizenry *and* the police. The course examines the dynamics of police-citizen encounters, handling special populations (e.g., the mentally ill, juvenile gangs), the police as a paramilitaristic bureaucracy, the impact of information and surveillance technologies on the police organization and the public, and police deviance (e.g., corruption, abuse of power, brutality, discrimination).

**CJ 260 Criminal Law and the Criminal Court** covers the role and scope of both the criminal law and the criminal court in the United States. This course will examine how criminal law has defined certain behaviors as deviant/criminal over time, and well as the application of the criminal law in criminal trials and sentencing. In addition, it will highlight constitutional issues related to crime, including fourth amendment (search and seizure) and sixth amendment trial rights, among others.

**CJ 280 Corrective and Rehabilitative Institutions** examines issues including: correctional theories and practice; historical development of the penitentiary; correctional law; institutional administration and organization; life in prison; correctional alternatives; problems facing correctional practice today; public attitudes and opinion toward punishment and prisons; mass incarceration and prisoner re-entry, and other topics the drive contemporary discourse on crime and justice policy in the U.S.

### 3. Elective Courses

Electives courses are designed to allow students to develop more focused interests in specific areas of study. Students will take four total elective courses: two within the criminal justice major and two from another major within the college. The exception to this is the information security and assurance specialization which requires courses from SBA. The rationale for requiring a combination of internal and external electives comes from the commitment to interdisciplinary learning – a defining feature of the Criminal Justice major at OU. As CCJ draws

upon a broad spectrum of disciplinary traditions (including psychology, sociology, political science, economics, public administration, and others), it is important that criminal justice majors experience similarly diverse disciplinary training.

In identifying the criminal justice electives, we drew upon existing courses already taught in the department (e.g., Women, Crime, & Justice and Alcohol, Drugs, & Society) as well as other electives commonly offered in other criminal justice programs (e.g., White-Collar Crime and Cybercrime and Information Assurance). The goal is to offer a series of criminal justice elective courses that will satisfy students' developing specialized interests.

In identifying the interdisciplinary electives, we identified existing courses in other related that offered curricula having a high degree of relevance to criminal justice issues. The goal is to offer a series of elective courses that will both broaden students' perspectives and deepen their multifaceted understanding of criminal justice issues. For example, students interested in issues of drug offending in contemporary urban centers would benefit greatly from understanding the rise and fall of American industrial centers as presented in HST 301 History of American Cities.

#### **4. Internship and Capstone Course**

The required internship and capstone course provides students with twin benefits as they near the final stages of their program: (1) practical, experiential knowledge to expose them to the realities of a career in criminal justice, and (2) empirically-derived expertise on a pressing criminal justice issue with a strong policy focus.

First, the internship is important for students to gain practical experience working in actual facilities (jails, courtrooms, police departments, shelters, etc.) so that they can develop more realistic ideas about criminal justice careers. While students are the internship, supervision of this placement will occur through registering for CJ 430 Internship in Criminal Justice.

Second, the capstone course requires students to hone their knowledge of pressing criminal justice issues and develop expertise in this area by conducting a semester-long, independent research project culminating in a research paper. This research project will include a policy analysis and/or problem-solving component that details the practical applications of the chosen topic. Students will be required to present a short 10-15 minute summary of their project in the classroom or other approved fora (e.g., Meeting of the Minds, professional conferences) and a 1-2 page executive summary of the findings with policy implications will be required. Ideally, students will select a topic for their capstone course that reflects their career aspirations and/or primary topical interests.

#### **5. Specializations**

The major program offers sufficient flexibility so students can tailor their degree program to specific career interests by selecting among six specializations. A specialization focuses the student's academic interest in a specific area of criminal justice where career pathways exist. The specializations are:

- Law Enforcement
- Courts
- Corrections and Treatment
- Juvenile Justice
- Information Security and Assurance
- Homeland Security

For students who have a broad interest in the criminal justice system and choose not to have a specialization, it is recommended that they follow a generalist focus consisting of all four core classes, two of which count as core courses and two of which count as CJ electives, in addition to the selection of interdisciplinary electives of their choice.

Table 8 lists the specializations and identifies “menus” or program plans that contain suggested courses for core, CJ elective, and interdisciplinary electives. The Law Enforcement, Courts, Corrections and Treatment, and Juvenile Justice specializations are standard and traditional in most Criminal Justice major programs. Students who have career interests in these areas would choose the appropriate specialization. It is important to remember that our program’s focus on research and policy analysis across the curriculum, combined with a required internship and capstone course, distinguishes even these traditional specializations from our competitors.

Information Security and Assurance and Homeland Security are newer and emerging areas in the criminal justice field, particularly in the aftermath of 9/11. The ability to understand and effectively use emerging information technologies is a prerequisite to most positions whether in law enforcement, the courts or corrections areas. The need for information specialists is growing at the local, state, and especially at the federal level as criminal justice workers are also expected to be information managers (see § II.F – Career Opportunities for the Criminal Justice Major). Crime detection and apprehension has changed dramatically as the nature of crime itself has shifted to the use of information technologies for committing property offenses such as identify theft and fraud, or interpersonal crimes such as cyber-stalking and cyber-bullying. The explosive growth in closed circuit television (CCTV) also has altered how crime is detected, solved and prosecuted. The growth of surveillance technologies by the courts and correctional agencies, such as the use of electronic tethers and drug detection devices, reflect how different information technologies are deployed throughout the system to counter the risk posed by offenders and offer protection to society. The Information Security and Assurance specialization is designed to fuse the technical knowledge of information networks with knowledge of the criminal justice system and the development of critical thinking and research skills to produce graduates ready for the workforce or post baccalaureate degrees.

After 9/11, the focus on Homeland Security has affected all levels of the criminal justice system and indeed society at large. Threats posed by terrorists, whether foreign or home grown, have occupied a central focus of the U.S. and all Western nations. The security of borders, the expanding role of intelligence, military and law enforcement agencies in threat assessment, and the development of coordinated agency responses to critical incidents and emergencies are but some examples of how Homeland Security has permeated all levels of government. The growth of surveillance, and corresponding concerns about privacy, questions about the efficacy of



technologies, and profiling are among the many issues that have been raised in the pursuit of greater security for the homeland. The Homeland Security specialization will make students aware of these (and other) issues while preparing them for careers and/or post graduate study in this area.

These two specializations will constitute our niche identity among criminal justice programs in the state. Further, the programs will require more credits and be more tightly structured than the other four specializations. Therefore, a more detailed explication of these two specializations is provided.

Table 8. Criminal Justice Major Specializations

	<b>Law Enforcement</b>	<b>Courts</b>	<b>Corrections &amp; Treatment</b>	<b>Juvenile Justice</b>	<b>Information Security &amp; Assurance</b>	<b>Homeland Security</b>
<b>Core Courses</b>	CJ 327 Police & Society CJ 328 Law & Courts	CJ 328 Law & Courts CJ 329 Prisons	CJ 328 Law & Courts CJ 329 Prisons	CJ 326 JJ System CJ 328 Law & Courts	CJ 327 Police & Society CJ 328 Law & Courts	CJ 327 Police & Society CJ 328 Law & Courts
<b>Sample CJ Electives</b>	CJ 300 Alcohol & Drugs CJ 329 Prisons CJ 331 Women & CJ CJ 332 Race & CJ CJ 380 Critical Incident	CJ 327 Police & Society CJ 326 JJ System CJ 331 Women & CJ CJ 332 Race & CJ CJ 360 Criminal Careers	CJ 300 Alcohol & Drugs CJ 327 Police & Society CJ 331 Women & CJ CJ 332 Race & CJ CJ 360 Criminal Careers	CJ 300 Alcohol & Drugs CJ 327 Police & Society CJ 329 Prisons CJ 332 Race & CJ CJ 350 Juv Delinquency	CJ 340 White-Collar CJ 341 Cybercrime CJ 342 Surveillance CJ 346 Profiling/Threat CJ 348 Terrorism	CJ 300 Alcohol & Drugs CJ 342 Surveillance CJ 346 Profiling/Threat CJ 348 Terrorism CJ 380 Critical Incident
<b>Sample ID Electives</b>	HST 301 Am. Cities PS 340 Con Law PS 341 Civil Rights/Lib SOC 301 Stratification SOC 320 Law & Society SOC 314 SW Policy SOC 331 Race Relations SO-C 345 Urban Soc	PHL 319 Phil of Law PHL 321 Political Phil PS 340 Con Law PS 341 Civil Rights/Lib PS 342 Judicial Process SOC 320 Law & Society	PHL 319 Phil of Law PHL 321 Political Phil PS 340 Con Law PS 341 Civil Rights/Lib PS 342 Judicial Process SOC 320 Law & Society	PS 340 Con Law PS 341 Civil Rights/Lib PSY 321 Child Develop. PSY 322 Adol & Youth PSY 343 Psych of Child SOC 326 Family Proc SOC 320 Law & Society	MIS --- Privacy PHL Global Justice PS 340 Con Law PS 341 Civil Rights/Lib PS 342 Judicial Process	HST 356 Middle East HST 359 Iran-Iraq MIS --- Privacy PHL 320 Global Justice PS 314 Int'l Politics PS 340 Con Law PS 341 Civil Rights/Lib PS 360 Int'l Terrorism
<b>Career Options</b>	Police Officer Federal Law Enforcement	Probation Officer Judge Bailiff Attorney	Corrections Officer Parole Officer Case Manager Social Worker	Probation Officer Juvenile Court Referee Case Manager	Computer security specialist Network systems/data analyst	Border Patrol ICE Officer International Law

*a. Information Security and Assurance*

The Information Security and Assurance specialization is an interdisciplinary program offered in cooperation with the Department of Decision and Information Sciences (DIS) in the School of Business Administration (SBA). The trends discussed above have created the need for information specialists and managers who are responsible for organizing, sorting, and protecting data on information networks. The specialization in Information Security and Assurance is designed to train students to understand the fundamentals of information management combined with the knowledge from the criminal justice field such as cybercrime, surveillance, and white collar crime.

This unique specialization requires criminal justice students to take courses that result in a minor in Management Information Systems (MIS). This specialization will prepare students for positions such as computer security specialist or network systems and data managers in different criminal justice organizations at the local, state and federal levels owing to the extensive information and technological developments in the field. By combining these two fields, students will be exposed to both the “information” side of security from the DIS perspective and the “operational” side of security from the Criminal Justice perspective.

Professor Mohammad Dadashzadeh, Chair of the Department of Decision and Information Sciences (DIS) in the School of Business of Administration has indicated that a new course, MIS 301 Survey of Management Information Systems, has been developed and approved for non-business majors interested in pursuing an MIS minor. This change will allow the CJ majors in the information security and assurance specialization to undertake the MIS minor without the numerous pre-requisites that are currently associated with MIS 300 – which to this point was required of both MIS majors and minors. This is a very positive development facilitating the offering of this specialization. Further, Professor Dadashzadeh indicated that his department is prepared to offer the sequence of courses for our students who will be taking MIS minor for the specialization (see Appendix D: Support Documents).

This specialization requires between 60-62 credits depending upon elective class selection (see Table 9).

Table 9. Information Security and Assurance Specialization Breakdown

Information Security and Assurance Specialization Requirements	Credits
a) Four required CJ courses (CJ 100, CJ 200, SOC 202, SOC 203)	16
b) Two core CJ courses (CJ 327, CJ 328)	8
c) Six required MIS courses (3 credits each) MIS 301 Survey of Management Information Systems MIS 305 Information Technology Foundation MIS 314 Data and Process Modeling MIS 315 Systems Design MIS 405 Networks MIS 480 Information Systems Security Lab	18
d) Two CJ elective courses from the following: CJ 340 White-Collar Crime CJ 341 Cybercrime and Information Assurance CJ 342 The Surveillance Society CJ 346 Profiling and Threat Assessment CJ 348 Terrorism and Homeland Security	8
e) One Interdisciplinary elective course from the following: MIS 480 Privacy (3 credits) PS 340 Constitutional Law PS 341 Civil Rights and Civil Liberties PS 360 International Terrorism: Causes, Consequences & Responses PHL 320 Global Justice	3-4
f) Internship Course CJ 430	4
g) Capstone Course CJ 490	4
<b>TOTAL</b>	<b>60-62</b>

MIS classes in the SBA are 3 credits each. Four of the MIS classes will be used to meet the CAS 12 credit exploratory requirement. In addition, students will be advised to take CSE 120 for the general education requirement and as a prerequisite for MIS 301. Students will move through a sequence of courses in MIS that will culminate in a course in the security network instructional laboratory in the SBA. In this environment, students learn how to detect and manage threats to networks and systems from viruses, spyware and other common threats to computer environments. Students are presented with simulated attacks and can hone their skills in a protected computer lab environment that is isolated from the internet and other internal Oakland University networks.

An equally important part of this specialization is the knowledge students will gain from the fields of CCJ, sociology and political science. In addition to the required and core courses in the major, students will select among electives that focus on cybercrime, the growth and development of the surveillance society, white collar crime and organizational crime or constitutional law. Students will also have the option of selecting a course on Privacy offered in the DIS department. We believe a graduate with this specialization will be very attractive to employers and to graduate programs.

*b. Homeland Security*

The Homeland Security specialization will total between 59-60 credits depending upon elective class selection (see Table 10).

Table 10. Homeland Security Specialization Breakdown

Homeland Security Specialization Requirements	Credits
a) Four required CJ courses (CJ 100, CJ 200, SOC 202, SOC 203)	16
b) Two core CJ courses (CJ 327, CJ 328)	8
c) Four criminal justice electives from the following: CJ/SOC 300 Alcohol, Drugs, & Society CJ 341 Cybercrime and Information Assurance CJ 342 Surveillance Society CJ 346 Profiling and Threat Assessment CJ 348 Terrorism and Homeland Security CJ 380 Critical Incident Analysis	16
d) Three interdisciplinary electives from the following: PS 332 Politics of the Middle East & North Africa PS 334 Political Systems of Asia PS 340 Constitutional Law PS 341 Civil Rights and Civil Liberties PS 314 International Politics: Theory and Practice PS 360 International Terrorism: Causes, Consequences & Responses PS 413 International Law HST 352 Nationalism in Modern Europe HST 356 Modern Middle East HST 357 Arab-Israeli Conflict HST 382 Religion, Politics, & American Culture HST 359 Modern Iran and Iraq PHL 311 Philosophy of International Relations PHL 320 Global Justice MIS --- Privacy (3 credits)	11-12
e) Internship Course CJ 430	4
f) Capstone Course CJ 490	4
<b>TOTAL</b>	<b>59-60</b>

Unlike the standard 48 credit major in our program, this specialization will require four (rather than two) CJ electives and three (rather than two) Interdisciplinary electives that are relevant to Homeland Security. The goal behind increasing the number of electives is to assure the specialization exposes students to basic knowledge and concepts in the field combined with interdisciplinary courses that provide broader knowledge about substantive issues in world politics from the fields of international relations, history, and philosophy and their relationship to security.

Further, owing to the considerable role of religion in current world affairs and conflicts, students will be encouraged to also take courses such as REL 101 Introduction to Islam, REL 102 Introduction to Judaism or REL 150 World Religious Traditions for global perspective knowledge exploration in general education and REL 301 Religion in the Modern World which can count as knowledge application integration area.

## **C. COURSE DESCRIPTIONS**

### **CJ 100 Introduction to Criminal Justice (formerly SOC 240)**

An introduction to the study of crime and the system of criminal justice in the United States. Provides an overview of the production of crime statistics, types of offenses, the role of the police, courts and correctional agencies, and public policy. Also includes a comparison of street crime with white-collar crime.

### **CJ 200 Criminological Theory**

An introduction to criminology, which is the study of crime, crime causation, and crime control strategies. Offers foundational knowledge about criminological theory essential for success in more advanced criminal justice courses. Topics include the origins of criminology in the United States and both classical and contemporary criminological theory.

### **CJ 220 The Juvenile Justice System**

Overview of the juvenile justice system, including analysis of the procedures of the juvenile court, juvenile detention facilities, and issues related to the adjudication of juveniles including transfer to adult court and juvenile life without parole sentences. Pre-requisite: CJ 100 and CJ 200.

### **CJ 240 Police & Society**

Overview of police techniques and problems, of deviant citizen-police relations, and of social control in a field where power is high and visibility is relatively low. Topics include the defenses against corruption and the containment concept of police. Prerequisite: CJ 100 and CJ 200.

### **CJ 260 Criminal Law & the Criminal Court**

Overview of the criminal law and sentencing within the U.S. criminal court. Some focus on Constitutional Law as it relates to the sentencing of criminal offenders will be addressed. Prerequisite: CJ 100 and CJ 200.

### **CJ 280 Corrective & Rehabilitative Institutions**

Overview of prison and correctional systems in the United States. Includes reviews of the historical development of corrections and current issues in corrections, including sentencing practices, overcrowding, race relations, budget constraints, AIDS and substance abuse. Explores ways in which these problems are addressed by criminal justice practitioners. Prerequisite: CJ 100 and CJ 200.

### **CJ/SOC 300 Alcohol, Drugs, & Society**

Overview of the sociology of substance use and abuse. Reviews sociological perspectives, social control of alcohol and drugs, descriptions of alcohol/drug behavior and treatment programs. Explores how substance abuse problems can be addressed by policy makers, lawmakers, health care professionals, and criminal justice officials. Prerequisite: CJ 100 (or SOC 100 or PSY 100 or SW 210).

**CJ/WGS 331 Women, Crime, & Justice**

Exploration of various issues related to women's experiences with the criminal justice system as offenders, victims, and practitioners. Draws upon feminist criminological scholarship to examine: the historical place of women in the study of crime, explanations of men's and women's offending, the relationship between women's victimization and offending behaviors, and the role of women in traditionally male-dominated criminal justice careers. Prerequisite: CJ 100 (or WGS 200).

**CJ/SOC 332 Race/Ethnicity, Crime, & Justice**

A socio-historical analysis of the effects of race and ethnicity on legitimate social opportunities, criminal behavior, victimization, and differential judicial processing. Analysis of the impact of assimilation and acculturation on criminal behavior, victimization, and criminal justice processes. Prerequisite: CJ 100 (or SOC 100).

**CJ 340 White-Collar Crime**

Overview of white-collar crime, corporate and organizational crime, and political crimes both by and against the state. Special attention will be paid the similarities and differences between white-collar and more conventional "street" crime. Prerequisite: CJ 100.

**CJ 341 Cybercrime**

Overview of computer crime from a criminal justice perspective. Also examines similar issues such as computer crime prevention, computer security, legal and social issues, and modern investigative methodologies. Prerequisite: CJ 100.

**CJ 342 The Surveillance Society**

Explores the development and significance of surveillance as a feature of modern society, how surveillance has changed over time with the development of new technologies, its presence in everyday life and different social institutions and contexts and the degree to which surveillance enhances social participation or social control in society. Prerequisite: CJ 100 (or SOC 100).

**CJ 346 Profiling and Threat Assessment**

An overview and critical examination of criminal profiling including crime scene profiling (inductive and deductive), psychological profiling, and offender profiling. Discusses ethnic, racial, and behavioral profiling, equivocal death analysis (psychological autopsy) and the geographical profiling of serial killers and rapists. Models of Threat Assessment are reviewed including applications to school shooters, management of stalking behavior and national security profiling of terrorist leaders and terrorist groups. Emphasis is on the empirical validity versus media sensationalism of profiling and threat assessment intelligence analysis. Prerequisite: CJ 100 (or SOC 100).

**CJ 348 Terrorism and Homeland Security**

Examines the threat of terrorism within U.S. borders and reviews those countermeasures employed to protect critical infrastructures and key resources. The application of rational choice theory and situational crime prevention approaches to anti-terror and counter-terror strategy and

tactics is explored through the study of homegrown terrorists, “lone wolves,” hit squads and shallow sleeper cells. Critically reviews the radicalization process and methods of terrorist target selection, suicide bombing and active shooter scenarios against “soft” targets such as shopping malls, sports events, and campuses. Discussion includes controversial topics such as jihadist ideologies, targeted killings, enhanced interrogation techniques, behavioral profiling, and biometric deception detection as well as Campbell Collaboration evaluations of the effectiveness of counterterrorism strategies. Prerequisite: CJ 100 (or SOC 100).

**CJ 350 Juvenile Delinquency**

Nature and types of juvenile delinquency, the relation of juvenile delinquency to the stress of adolescence and the specific social situation, methods of preventing delinquency or its recurrence. Prerequisite: CJ 100 (or SOC 100).

**CJ 360 Criminal Careers & Career Criminals**

Overview of types of juvenile and adult criminal careers. Examines patterns of offending and desistance across the life course, and the individual, cultural, and structural factors that influence motivations and opportunities for both offending and desistance. Prerequisite: CJ 100.

**CJ 380 Critical Incident Analysis**

Analysis of critical incidents-- relatively brief and usually traumatic occurrences involving injury, loss, conflict, discovery or change of significant proportion with the potential to alter existing societal norms or threaten the bonds of trust that bind communities. Examines the types of incidents (natural events, human error/accidents, intentional acts/terrorism, and the responses at the local, state, and national levels to understand similarities and differences among incidents. Prerequisite: CJ 100 (or SOC 100).

**CJ 395 Special Topics: Elective in Criminal Justice**

Course content to be determined by instructor. Prerequisite: CJ 100.

**CJ 430 Criminal Justice Internship**

Field placement and supervision of students in police, prison, and parole organizations or other public and private agencies. Prerequisite: required, core, and elective classes.

**CJ 480 Independent Study & Research**

Directed individual reading and research. Prerequisite: permission of instructor.

**CJ 490 Capstone: Criminal Justice Policy Analysis**

Capstone seminar where students demonstrate their ability to link theoretical knowledge and empirical evidence about a key criminal justice question in order to inform and improve public policy. Prerequisite: required and core classes.

**CJ 495 Special Topics: Capstone Level**

Course content to be determined by instructor. Prerequisite: CJ 100, CJ 200, and core CJ classes.



**CJ 497 Apprentice College Teaching**

Supervised participation in teaching an undergraduate course in sociology, combined with readings and discussion of teaching objectives and methods appropriate for sociological presentation. May be taken only once for credit toward a major. Prerequisite: senior sociology major and permission of instructor.

**D. SAMPLE FOUR-YEAR CURRICULUM FOR CRIMINAL JUSTICE MAJORS AND TRANSFER CREDITS FOR COMMUNITY COLLEGE STUDENTS**

The table below shows a sample four-year curriculum for criminal justice majors:

Table 11. Sample Four-Year Curriculum for Criminal Justice Majors

	Fall Semester	Winter Semester
<b>Year 1</b>	CJ 100 (or winter)	CJ 100 (or fall)
<b>Year 2</b>	CJ 200 (or winter) SOC 202 or CJ Core Course 1 SOC 203 or CJ Core Course 2	CJ 200 (or fall) CJ Core Course 1 or SOC 202 CJ Core Course 2 or SOC 203
<b>Year 3</b>	Criminal Justice Elective 1 Interdisciplinary Elective 1	Criminal Justice Elective 2 Interdisciplinary Elective 2
<b>Year 4</b>	Internship or Capstone	Capstone or Internship

In addition, we anticipate a number of students to pair their CJ major with another major in the college. For example, because the CJ major utilizes courses from other majors, students will be able to easily double-count classes for both majors. In addition, we anticipate that the new CAS exploratory requirement, which requires students to take 12 credits outside their major, will facilitate a double major for students. Three examples of double major possibilities for political science, psychology and sociology majors, prepared by Shannon Esselink, CAS Director of Advising Services, can be found in Appendix D: Support Documents.

When all courses for the new major are approved, we will systematically review classes from local community colleges and other four year universities to determine transfer equivalencies. In general, we anticipate that the 100 and 200 level courses in our program will have transfer equivalents, thus facilitating the transfer of students. However, a minimum of 50% of all classes for the major must be taken at Oakland University.

**E. RECRUITING, RETENTION, MONITORING, AND ADVISING STUDENTS**

We anticipate a high level of interest in the criminal justice major based upon inquiries made to the department, the admissions and advising offices at the university and college level, and from the local criminal justice community. In the short term we anticipate a certain number of new majors who will be recruited from the current criminal justice concentration. However, these students will not constitute the bulk of new majors.

We will work with the Communications and Marketing, Admissions, and the CAS and university advising offices to promote the new major through marketing efforts such as brochures, staff meetings with the program director, and a new web design added to the department's current webpage. A concentrated effort by admissions is expected to increase the number of FTIACs who attend Oakland University to pursue a criminal justice degree.

Our current agreements with Oakland Community College and Macomb Community College will be reviewed and changed to facilitate the transition of students to the new major. We expect that more students will transfer from these two community colleges when the criminal justice major is in place. We will also reach out to other community colleges to recruit students (Wayne County, St. Clair County).

#### **F. PROGRAM EVALUATION AND ASSESSMENT**

Appendix A: Assessment Documents contains the assessment plan and instruments for the Criminal Justice major. Direct assessment will include rubric based evaluations of all capstone papers. An indirect measure will be an exit survey of graduating seniors after the completion of their capstone course.

Beginning with the first graduating class, the results of all assessments will be compiled biennially by the program's assessment chair and shared with all criminal justice faculty as well as faculty in the Department of Sociology and Anthropology. The criminal justice faculty will review these results and recommend the appropriate program changes.

## **V. COST ANALYSIS**

### **A. SBRC BUDGET FORMAT**

The following pages contain the budget, fringe benefit, and expense spreadsheets for the Criminal Justice major (see Tables 12, 13, and 14).

Table 12. Criminal Justice Major Budget Spreadsheet

College of Arts and Sciences  
 Program: Criminal Justice  
 Program Inception: Fall FY12  
 Five-Year Budget: FY12-FY16  
 Fund: TBD  
 Date: July 26, 2011

	Acct.	FY12 Budget Year 1	FY13 Budget Year 2	FY14 Budget Year 3	FY15 Budget Year 4	FY16 Budget Year 5
<b>Revenue Variables:</b>						
<b>Headcount</b>		25	75	100	200	250
<b>Average credits per year per major</b>		24	24	24	24	24
<b>Total Credit Hours</b>		600	1800	2400	4800	6000
Undergraduate (lower)		240	900	1320	2640	3300
Undergraduate (upper)		360	900	1080	2160	2700
Graduate						
<b>Total FYES</b>		20.00	60.00	80.00	160.00	200.00
Undergraduate (cr.+30)		20.00	60.00	80.00	160.00	200.00
Graduate (cr.+24)		0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)		0.00	0.00	0.00	0.00	0.00
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate (lower)		\$331.25	\$331.25	\$331.25	\$331.25	\$331.25
Undergraduate (upper)		\$362.00	\$362.00	\$362.00	\$362.00	\$362.00
Graduate		\$578.00	\$578.00	\$578.00	\$578.00	\$578.00
<b>Revenue</b>						
Tuition		\$209,820	\$623,925	\$828,210	\$1,656,420	\$2,070,525
Other		\$-	\$-	\$-	\$-	\$-

<b>Total Revenue</b>		\$209,820	\$623,925	\$828,210	\$1,656,420	\$2,070,525
<b>Compensation</b>						
Salaries/Wages						
Faculty Inload Replacements	6301	\$-	\$-	\$-	\$-	\$-
Faculty Salaries	6101	\$-	\$110,000	\$220,000	\$275,000	\$275,000
Faculty Overload	6301	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Part-time Faculty	6301	\$28,000	\$36,000	\$36,000	\$36,000	\$36,000
Visiting Faculty	6101				\$-	\$-
Administrative	6201	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Administrative - IC	6221	\$-	\$-	\$-	\$-	\$-
Clerical	6211	\$-	\$-	\$-	\$-	\$-
Student	6501	\$-	\$-	\$-	\$-	\$-
Graduate Assistantship Stipend	6311	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Out of Classification	6401	\$-	\$-	\$-	\$-	\$-
Overtime	6401	\$-	\$-	\$-	\$-	\$-
Wages - General	6401	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Total Salaries/Wages		\$107,000	\$225,000	\$335,000	\$390,000	\$390,000
Fringe Benefits	6701	\$26,740	\$76,710	\$125,880	\$150,465	\$150,465
<b>Total Compensation</b>		<b>\$133,740</b>	<b>\$301,710</b>	<b>\$460,880</b>	<b>\$540,465</b>	<b>\$540,465</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Graduate Assistant Tuition	7726	\$9,248	\$9,248	\$9,248	\$9,248	\$9,248
Travel	7201	\$5,000	\$15,000	\$25,000	\$20,000	\$20,000
Telephone	7301	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Equipment	7501	\$-	\$-	\$-	\$-	\$-
Library	7401	\$13,083	\$11,600	\$12,198	\$12,831	\$13,502
<b>Total Operating Expenses</b>		<b>\$48,331</b>	<b>\$56,848</b>	<b>\$67,446</b>	<b>\$63,079</b>	<b>\$63,750</b>
<b>Total Expenses</b>		<b>\$182,071</b>	<b>\$358,558</b>	<b>\$528,326</b>	<b>\$603,544</b>	<b>\$604,215</b>
<b>Net</b>		<b>\$27,749</b>	<b>\$265,367</b>	<b>\$299,884</b>	<b>\$1,052,876</b>	<b>\$1,466,310</b>
<b>Ratio</b>		<b>37%</b>	<b>57%</b>	<b>64%</b>	<b>36%</b>	<b>29%</b>

Table 13. Criminal Justice Major Fringe Benefit Spreadsheet

<u>Rate</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	0.00	0.00	0.00	0.00	0.00
0.447	0.00	49,170.00	98,340.00	122,925.00	122,925.00
0.1	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
0.1	2,800.00	3,600.00	3,600.00	3,600.00	3,600.00
	0.00	0.00	0.00	0.00	0.00
0.492	22,140.00	22,140.00	22,140.00	22,140.00	22,140.00
	0.00	0.00	0.00	0.00	0.00
0.539	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
0.08	800.00	800.00	800.00	800.00	800.00
Total	25,940.00	75,910.00	125,080.00	149,665.00	149,665.00

Table 12: Criminal Justice Major Expenses Spreadsheet

Title	Description	Account	Budget Year 1 Amount	Budget Year 2 Amount	Budget Year 3 Amount	Budget Year 4 Amount	Budget Year Amount
Program Director	Stipend	Faculty Overload	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000
Faculty Hire 1	Methods and stats specialization	Faculty Salaries		\$55,000.000	\$55,000.000	\$55,000.000	\$55,000.000
Faculty Hire 2	Cyber Criminology	Faculty Salaries		\$55,000.000	\$55,000.000	\$55,000.000	\$55,000.000
Faculty Hire 3	Additional methods and stats specialization	Faculty Salaries			\$55,000.000	\$55,000.000	\$55,000.000
Faculty Hire 4	Juvenile justice	Faculty Salaries			\$55,000.000	\$55,000.000	\$55,000.000
Faculty Hire 5	Homeland security specialization	Faculty Salaries				\$55,000.000	\$55,000.000
Part Time Faculty	Factored at \$4,000 per class	Part-time Faculty	\$8,000.000	\$16,000.000	\$16,000.000	\$16,000.000	\$16,000.000
Administrative Professional	Advisor	Administrative	\$45,000.000	\$45,000.000	\$45,000.000	\$45,000.000	\$45,000.000
Graduate Assistant #1	Stipend	Graduate Assistantship Stipend	\$14,000.000	\$14,000.000	\$14,000.000	\$14,000.000	\$14,000.000
Graduate Assistant #1	Tuition - Factoring 16 graduate credits /yr	Graduate Assistant Tuition	\$9,248.000	\$9,248.000	\$9,248.000	\$9,248.000	\$9,248.000
Office assistant	Part time clerical (less than 19 hrs per week)	Wages - General	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000
Office operations	Standard supplies and services for office operations including computers and technology.	Supplies and Services	\$15,000.000	\$15,000.000	\$15,000.000	\$15,000.000	\$15,000.000
Publicity and student recruitment	Needed to establish program Above and beyond contract travel. Program will have relationships with institutions in New York and California.	Supplies and Services	\$5,000.000	\$5,000.000	\$5,000.000	\$5,000.000	\$5,000.000
Faculty conference travel	Factored at \$5,0000 per year for each faculty member.	Travel	\$5,000.000	\$15,000.000	\$25,000.000	\$20,000.000	\$20,000.000
Telephone		Telephone	\$1,000.000	\$1,000.000	\$1,000.000	\$1,000.000	\$1,000.000
Library	Per proposal from Library.	Library	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000	\$10,000.000

## **B. SPACE REQUIREMENTS**

The new major requires standard classroom space for lecture and discussion. Classes will be offered both on campus and at the AFC in Mt. Clemens thus minimizing demand for classroom space on campus. The one required lab class (SOC 203) utilizes an already existing computer lab in Varner Hall. In addition, the program will utilize an already existing computer lab space to offer this course at the AFC in Mt. Clemens.

Faculty will be housed in the department located on the fifth floor of Varner Hall.

## **C. EQUIPMENT REQUIREMENTS**

There are no major equipment requirements associated with the new major.

# **VI. IMPLEMENTATION: FIVE YEAR PLAN**

## **A. PHASING IN THE PROGRAM**

The Criminal Justice major can begin in Fall 2012. The majority of the courses in the new major curriculum already exist as course offerings (or have been offered under special topics rubric) in the criminal justice concentration. However, as the program is projected to grow, we will require more faculty to offer enough sections of classes, and to cover the internship and capstone experience. Phasing in the program is discussed in terms of curriculum and the hiring of faculty and staff.

### **1. Curriculum**

For the new required and core courses proposed, and the majority of CJ elective offerings, there are full-time faculty who have taught these courses or qualified part-time faculty available to teach most of these classes in the first year given the number of majors we expect to serve. The exceptions are CJ 341 Cybercrime and Information Assurance, CJ 346 Profiling and Threat Assessment, and CJ 348 Terrorism and Homeland Security. In year one, we propose to hire a visiting faculty member to teach these courses and to develop additional courses in this area to support that specialization.

Our plan is to offer all required and core classes, a diverse selection of criminal justice elective courses, and a section of the internship and capstone in year one with the existing combination of full- and part-time faculty. In year two, we will provide additional elective course offerings to balance these options for students. As new faculty are hired to cover different areas of expertise, we also expect new courses to be developed for the curriculum and integrated into an elective rotation.

### **2. Hiring**

The phasing in of staff and faculty will occur over the first four years of the program assuming the program meets its target major enrollment each year. By year four, five faculty will be hired in the new major to supplement the three current full time faculty (Ray Liedka, Jay Meehan, and Amanda Burgess-Proctor).

In its first year, the program will utilize a blend of current full- and part-time faculty who can cover courses for the major. Within five years, our goal is to have a full-time, tenure-track



faculty member attached to each specialization to maintain the research and teaching focus of that specialization. These faculty will also cover a capstone and/or internship class through a rotation process. As more sections of classes are required, we will utilize part-time faculty as needed.

Finally, it is imperative that the recruitment for these positions occur early enough in the academic hiring season to ensure high-quality candidates. Specifically, job ads must be circulated in advance of the American Society of Criminology annual meeting, which occurs in November each year. The ASC annual meeting is an important recruitment event, and is one at which OU has historically not had a presence. With the new major, however, OU will need to have a strong presence at this meeting (i.e., be in a position to conduct on-site interviews and meet with potential candidates) in order to be competitive in national searches to recruit top candidates to bolster the new major.

Year 1:

1) Administrative Assistant: Beginning immediately in year 1 we will hire an administrative assistant to develop and coordinate new internships sites to accommodate majors, advise majors and to assist in program development.

Year 2:

1) Tenure-Track Professor who can teach methods and statistics and support one of the major specializations. As the number of majors grows, we will require faculty who can support the offerings of the research methods/statistics (SOC 202/203) along with the current sociology faculty in the department who teach these classes (Heidi Lyons, Dennis Condron, Ray Liedka). This hire will rotate into the research methods/statistics sequence and offer the balance of their course load in their criminal justice specialization.

2) Tenure Track Professor with primary specialization in Juvenile Justice/Delinquency and with a secondary specialization in one of our major specialization.

Year 3:

1) Tenure Track Professor who can teach methods and statistics and support one of the major specializations. At this point in the growth of majors, we project that we will require another faculty member who can support the offerings of the research methods/statistics (SOC 202/203) along with the current faculty in the department who teach these classes (Heidi Lyons, Dennis Condron, Ray Liedka, and the new hire from year 2). This hire will rotate into the research methods/statistics sequence and offer the balance of their course load in their criminal justice specialization.

2) Tenure Track Professor with primary specialization in Homeland Security and with a secondary specialization in one of our major specialization.

Year 4:

1) Tenure Track Professor with primary specialization in Cybercrime/White Collar Crime with a secondary specialization in one of our major specialization.

## **B. ANNUAL INCREASE IN LIBRARY HOLDINGS**

See Appendix B: Library Report.

## **C. EQUIPMENT AND SPACE**

As mentioned above, the new major has minimal space requirements.

## **D. IMPLEMENTATION OF NEW INTERNAL PROCEDURES**

Recommendations for new courses, part-time faculty, equipment purchases, and the day-to-day operations of the Criminal Justice major will be made by the Department chair and, when needed, in consultation with the faculty of the department. Current full-time faculty teaching in criminal justice will be assigned to a curriculum and assessment committee for criminal justice. This reflects the current governance structure of the Department (i.e. each discipline has its own curriculum and assessment committee which reports to the Department on a regular basis). The new advising system will take place immediately upon the establishment of the major and the hiring of an administrative professional.

## **E. PREDICTED ENROLLMENT LEVELS**

We expect 25 new students in year one and project our number of majors to reach 250 by year five. These projections are based upon our experience with the bachelor of social work program in our department. Our assumption is that we will parallel social work's growth because criminal justice majors share the same career oriented focus as our social work students. For planning purposes, we anticipate growing the major through a combination of transfer and FTIAC students.

In year, one, we anticipate that the new major will bring in 25 new students to Oakland and that approximately 50 students will change their major, or choose criminal justice as a dual major in year one (2012-13). We expect that the majority of these students changing their major will come from the concentration but we expect that a sufficient number of existing concentrators will remain in their original major given that they may be far enough along their major path where switching majors would not be advisable. In fact, we will strongly advise those students who are within a year of graduating with their existing major *not* to change majors.

We envision servicing three groups of students: 1) new majors to Oakland either in FTIAC or Transfer status; 2) "converts," i.e., those who have changed their major or enrolled as dual majors from the pool of current OU students; and 3) "minors," i.e., existing and new criminal justice concentrators who will remain as such.

*New majors* will begin the program as outlined in our program description. They will be advised to take their required and core sequence and encouraged to think about one of the specializations.

*Converts* will utilize much of their existing concentration classes and apply them toward the new major because the major is significantly similar to concentration in content and interdisciplinary emphasis. The major difference is the new theory and capstone requirement. However, before "converts" are admitted to the major, their program will be reviewed to determine if changing to criminal justice is advisable.

In the first year, we project that approximately 50 students will convert to the new major from the existing pool of concentrators and/or other majors. We expect that within two to three years, all existing converts will have completed the new major. Thus we will be offering of the internship and capstone options beginning in year one for those students. Each year after year two, we expect a small number of converts (i.e., approximately 10) from other majors each year.

*Minors* will be divided into two groups—students admitted prior to Fall 2012 and students admitted beginning Fall 2012. The key programmatic difference between the two is that those admitted beginning Fall 2012 will not have an internship requirement. By not requiring the internship, and with the facilitation of minors created by the new College exploratory requirement and the BALS program, we anticipate between 75-100 concentrators/minors taking our classes after the major is implemented.

In the early years of the major, we will monitor student major enrollment, course selection within and outside the department and work with all departments participating in the major to better understand, and respond to any patterns that are impacting them.

#### **F. STEADY STATE OF OPERATIONS OF THE PROGRAM**

The program will reach a steady state of operations by year four assuming all projected enrollments are met and new faculty are hired to meet this demand.

## **VII. APPENDICES**

### **A. ASSESSMENT DOCUMENTS**

- 1. Assessment Plan**
- 2. Course Paper Assessment Evaluation Criteria**
- 3. Senior Perception Questionnaire**
- 4. Criminal Justice Major Assessment Breakdown**

### **B. LIBRARY REPORT**

### **C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES**

### **D. SUPPORT DOCUMENTS**

#### **1. Internal (OU) Letters of Support**

- a. Shannon Esselink, CAS Advising
- b. Eleanor Reynolds, Admissions
- c. Mark Rigstad, Department of Philosophy
- d. David Dulio, Department of Political Science
- e. Todd Shackleford, Department of Psychology
- f. Betty Youngblood, Outreach and OU-Macomb
- g. Mohammad Dadashzadeh, Decision and Information Sciences Department
- h. Lindsay Zeig, Advising Resource Center

#### **2. External Letters of Support**

- a. F. Warren Benton, Academy of Critical Incident Analysis, John Jay College of Criminal Justice
- b. Steve Recca, Center for Homeland Defense and Security, Naval Postgraduate School
- c. Michael Metz, Macomb Community College

#### **3. CAS Advising Worksheets**

### **E. FACULTY CURRICULUM VITAE**

## A. ASSESSMENT DOCUMENTS

### 1. Assessment Plan

Citation of appropriate goals from Oakland University's Mission Statement:

- a) "...develop the skills, knowledge, and attitudes essential for successful living and active concerned citizenship."
- b) "...prepare students for post-baccalaureate education (or) professional schools directly after graduation."

Specification of academic unit goals that flow from each of the cited university goals:

- c) "The B.A. degree seeks to develop critical thinking about the criminal justice system, objective analysis of social policies related to crime and justice and understanding of its impact on society "
- d) "The B.A. degree (in criminal justice) provides appropriate knowledge and analytic skills for students who intend to enter graduate or professional programs."

Operationalization of the unit's goals into objectives for student learning:

- e) In the upper-level course paper, Criminal Justice majors will demonstrate: appropriate use of criminological concepts and methods from the fields of criminology and criminal justice; appropriate use of literature, documents, and/or references; appropriate analytical content; and writing that is well-organized and well-written.
- f) Criminal Justice majors will be adequately prepared for success in their chosen career or in graduate or professional programs beyond the B.A.

Description of the methods by which progress toward the operationalized unit goals will be measured:

#### Direct Measure:

*Capstone course paper assessed by multiple readers.* All criminal justice majors are required to complete a capstone course, so all capstone papers will be assessed by faculty using the rubric described below. The course will require a semester-long research project with specific attention on the nexus of empirical research and criminal justice policy culminating in a lengthy written paper (approximately twenty pages). Additionally, to further demonstrate the policy focus of the OU criminal justice capstone course, students will be required to condense the results of their written capstone paper into a brief policy paper intended to inform legislators and other policy makers. Thus, it provides an ideal opportunity for program assessment.

At the end of each semester the capstone course is offered, final papers will be given to the chair of the Assessment Committee, who will make copies, remove students' names and give the copies to readers. Each paper will be read by two members of the Criminal Justice faculty. Every faculty member will have the responsibility of paper assessment. Each reader will use a 5-point scale rubric (see Attachment 1). Should a difference of more than two points occur with the first two readers, a third reader reviews the paper and the middle score is used as the final score.

Indirect Measure:

*Senior perceptions measured by questionnaire.* The assessment committee will identify all Criminal Justice majors who have applied for graduation in Winter term to be given a program perception survey. Survey questions address student learning objectives, such as career and graduate school preparation, as well as curricular and student services issues (see Attachment 2).

List the individual(s) who have primary responsibility for administering assessment activities:

- g) Virtually all faculty members teach at least one class from which the majors will be sampled for the paper assessment. All Criminal Justice faculty will also be paper readers. The Chair of the department's Assessment Committee administers the assessment of research papers.
- h) The indirect measure surveys will be returned to the Chair of Assessment who will compile a report. The committee reports to the full department once each year for discussion.

Describe the procedures used in your academic unit for translating assessment results into program changes:

- i) All department faculty members are committed to continuous, on-going self-assessment. Departmental faculty meet as a whole on a monthly basis throughout the academic year. At least one meeting per semester will be devoted in part or in whole to assessment. Additional meetings dedicated specifically to assessment will be called if needed. In addition, department faculty or the Assessment Committee will monitor, discuss and revise the assessment process on an on-going basis.
- j) Once results from the research papers and student surveys are analyzed and reported, all Criminal Justice faculty will participate in a discussion of the results and their impact on the program's objectives. Actual programmatic changes will be reviewed when consistent results across different methods and measures (and over multiple years) indicate a definite trend that suggests program or curricular revisions.

## 2. Course Paper Assessment Evaluation Criteria

Semester/Year \_\_\_\_\_ Paper ID: \_\_\_\_\_ Reader: \_\_\_\_\_

Instructions:	Please circle the nearest whole number in each category, as follows:
<b>Unacceptable:</b>	does not at all reflect a standard of quality work
<b>Poor:</b>	below a standard of quality work
<b>Satisfactory:</b>	meets a standard of quality work
<b>Good:</b>	exceeds a standard of quality work
<b>Outstanding:</b>	greatly exceeds a standard of quality work

1. To what extent does the work reflect appropriate use of concepts and/or methods of the discipline of Criminal Justice?

0	1	2	3	4
Unacceptable	Poor	Satisfactory	Good	Outstanding

2. To what extent does the work demonstrate appropriate use of literature, documents and/or references from the fields of criminology/criminal justice?

0	1	2	3	4
Unacceptable	Poor	Satisfactory	Good	Outstanding

3. To what extent does the work illustrate appropriate criminological content, critical thinking and analytical processes?

0	1	2	3	4
Unacceptable	Poor	Satisfactory	Good	Outstanding

4. To what extent is the work well-organized and well-written?

0	1	2	3	4
Unacceptable	Poor	Satisfactory	Good	Outstanding

### 3. Senior Perception Questionnaire

Semester/Year \_\_\_\_\_

The purpose of this questionnaire is to assess student perceptions of the outcomes they gained from majoring in Criminal Justice, including knowledge, values, skills, and their applications in life.

On a scale of 1 to 5 please circle the appropriate number indicating your attitude toward the following statements.

1 = Not much at all                      3 = Moderately so                      5 = A great deal

How much has the Criminal Justice major at Oakland University improved your knowledge of the criminal justice system, structures and interactions?

1-----2-----3-----4-----5

How much has the Criminal Justice major at Oakland University broadened your thinking about diversity?

1-----2-----3-----4-----5

How much have you used the knowledge, critiques, values, or skills learned in your Criminal Justice major in other courses during your college career?

1-----2-----3-----4-----5

How much has the Criminal Justice major at Oakland University prepared you to be an informed and engaged citizen?

1-----2-----3-----4-----5

How much have you used the knowledge, critiques, values, or skills learned in your criminal justice major to understand some aspect of your life?

1-----2-----3-----4-----5

How well has the Criminal Justice major prepared you for your career plans?

1-----2-----3-----4-----5



Please give us as much information as you can about your plans after you graduate (indicate all that apply).

I have employment lined up.

Yes \_\_\_\_\_ No \_\_\_\_\_

Name of company (with type of business or government bureau if not in title) and your title:

I will enroll in continuing education after graduation (e.g. law school or graduate school).

Yes \_\_\_\_\_ No \_\_\_\_\_

Name of educational institution you will be attending and your chosen program and degree objective:

If you do not have a job or educational enrollment lined up, are you currently making plans for the near future?

Yes \_\_\_\_\_ No \_\_\_\_\_

Employment I am seeking:

Educational objectives I have:

What courses, knowledge, or skills would you have liked to obtain as a Criminal Justice major?

Is there something you think the department could do to better help its Criminal Justice majors in the future?

#### 4. Criminal Justice Major Assessment Breakdown

<b>Goals Cited in OU Mission</b>	<b>Relevant Goal of Unit</b>	<b>Student Learning Objectives</b>	<b>Methods of Assessment</b>	<b>Individual(s) Responsible for Assessment Activities</b>	<b>Procedures for Using Assessment Results to Improve Program</b>
<p>“...develop the skills, knowledge, and attitudes essential for successful living and active concerned citizenship.”</p>	<p>The B.A. degree seeks to develop critical thinking about the criminal justice system, objective analysis of social policies related to crime and justice and understanding of its impact on society.</p>	<p>Criminal Justice majors will demonstrate appropriate use of the discipline’s concepts and methods; literature, documents, and/or references; analytical content; and effective writing .</p>	<p>Course papers written by a random sample of majors will be examined by multiple readers twice per year. Readers will use a rubric and scoring methods developed by the department.</p>	<p>All members of Criminal Justice faculty will be responsible for student paper assessment. No faculty member will be assigned a paper from his/her class. Assessment committee will generate an annual report.</p>	<p>Criminal Justice faculty will review results annually and discuss ways to improve curriculum, course content, and clarify learning objectives.</p>
<p>“...prepare students for post-baccalaureate education (or) professional schools directly after graduation.”</p>	<p>The B.A. degree in Criminal Justice provides appropriate knowledge and analytic skills for students who intend to enter graduate or professional programs.</p>	<p>Criminal Justice majors will be adequately prepared for success in their chosen career or in graduate or professional programs.</p>	<p>Focus groups of graduating majors will address student learning objectives such as career and graduate school preparation, as well as curricular and student services issues.</p>	<p>The assessment committee will be responsible for arranging and conducting the focus group of graduating majors and generating an annual report.</p>	<p>Criminal Justice faculty will review results annually and discuss ways to improve response to student learning objectives as well as curricular and student service issues.</p>

**B. LIBRARY REPORT**

See memorandum next page.



Kresge Library  
Rochester, Michigan 48309-4401

*A teaching library with an outstanding student-centered  
information literacy program*

## MEMORANDUM

**To:** Jay Meehan, Chair, Department of Sociology and Anthropology

**From:** Shawn V. Lombardo, Coordinator of Collection Development, Kresge Library  
Barbara Shipman, Lecturer, Kresge Library

**Re:** Library Collection Evaluation for Proposed BA in Criminal Justice

**Date:** October 6, 2011

In developing this collection evaluation, we reviewed the draft proposal for a Bachelor of Arts in Criminal justice, dated September 2011, the holdings of other Michigan universities with criminal justice programs (listed in the proposal) and two articles that provide recommendations on basic resources for criminal justice and terrorism (references are included below). We have provided a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional library resources.

### Currently Available Resources

#### *Indexes and other Databases*

As noted in the program proposal, criminal justice is a highly interdisciplinary research area. To access the journal literature in the discipline, Kresge Library maintains subscriptions to a number of online indexes, listed in Table 1.

**Table 1 Current Library Databases to Support a Criminal Justice BA**

<i>ERIC</i>	<i>Social Science Citation Index</i>
<i>Legal Periodicals FullText (formerly LegalTrac)</i>	<i>Social Sciences FullText (formerly Soc.Sci. Abstracts)</i>
<i>LexisNexis Academic Universe</i>	<i>Social Services Abstracts</i>
<i>PsycInfo</i>	<i>Social Work Abstracts</i>
<i>PsycArticles</i>	<i>Sociological Abstracts</i>

Available for free online is the *National Criminal Justice Reference Service (NCJRS)*, which provides abstracts to more than 210,000 criminal justice, juvenile justice, and substance abuse resources housed in the NCJRS Library collection. More recently, through a relationship that Oakland faculty have

developed with the Naval Postgraduate School, the library established full access to the *Homeland Security Digital Library*, a collection of more than 93,000 documents related to homeland security policy, strategy and management. Other more general databases that encompass scholarly and popular sources include *Wilson OmniFile* and *Academic OneFile*, both of which provide access to a large number of full-text articles. With the exception of *NCJRS*, all of the databases provide easy linking to the library's full-text and print journal subscriptions and all are available from off-campus. Again, with the exception of *NCJRS* (which does not cover the criminal justice literature comprehensively), the library does not subscribe to an online index or bibliography that specifically covers criminal justice.

### *Journals*

The library subscribes to numerous journals in criminal justice and, through its full-text databases, provides access to many more. Appendix A provides a sample of the criminal justice titles to which Oakland faculty and students have access, either in print or online. Many of these titles are made available through the library's online journal packages from Sage, Springer and Wiley-Blackwell. In particular, the Sage journal package provides access to a strong collection of journals in the areas of criminology, sociology, social work and psychology. A review of the titles included in *Magazines for Libraries* (18<sup>th</sup> edition, 2010) – a standard reference source that lists important journals by subject – reveals that the library provides access to approximately 60 percent of the academic journals identified as "basic periodicals" in the field, as well as other criminal justice titles that are considered important acquisitions. The library's collection, however, is weaker in its coverage of criminal justice trade and professional magazines.

A review of the top criminal justice journals, as ranked by impact factor in ISI's 2010 *Journal Citation Reports (JCR)*, finds that the library provides current access to 67 percent (29 of 43 titles), and at least some access (generally with a one-year embargo, i.e., the most recent year is not available) to 74 percent of the titles. Three titles included in the *JCR* rankings are foreign language titles to which the library does not subscribe; however, these would not be suitable acquisitions for an undergraduate-level program anyway. Overall, then, the library's access to the academic journal literature in criminal justice is good.

### *Monographs and Reference Sources*

Currently, the library allocates approximately \$3,000 to purchase the monograph recommendations of the faculty from the Department of Sociology and Anthropology; with this funding the library generally has been able to purchase most faculty requests. Other books on sociology, criminal justice and social work are acquired through an approval plan with a major book vendor, where recently published books are shipped automatically based upon a profile that the library has developed. A broad analysis of the library's circulating monograph collection in relation to the concentrations of the proposed criminal justice program indicates that the collection is fairly strong in the areas of corrections, treatment, juvenile crime and justice and terrorism. Kresge Library's collection is weakest in the areas of white collar crime, cyber-terrorism and computer crimes/information security. Table 2 provides a portion of the analysis of the library's monograph collection.

**Table 2 Library Monograph Holdings by General Topic**

Specialization and Related Library of Congress Subject Headings	No. of Monographs
<b>Homeland Security</b>	
[SH] Civil Defense	23
[SH] National Security	485
[SH] Terrorism	582
[SH] Terrorism--Prevention	140
<b>Information Security and Assurance</b>	
[SH] Computer Crimes	28
[SH] Computer Crimes--Prevention	4
[SH] Computer Security	70
[SH] Cyberterrorism	7
[SH] Cyberterrorism -- Prevention	4
<b>Law Enforcement</b>	
[SH] Law Enforcement	99
[SH] Police	287
[SH] Criminal Law	70
[SH] Administration of Criminal Justice	298
[SH] Criminology	63
[SH] Crime	561
[SH] White Collar Crime	2
<b>Courts, Corrections and Treatment</b>	
[SH] Prisons	249
<b>Juvenile Justice</b>	
[SH] Administration of Juvenile Justice	49
[SH] Juvenile Delinquency	193

Additional funding outside of the departmental allocation is provided to purchase reference materials. The library's reference collection contains a few encyclopedias and dictionaries covering the field of criminal justice, including the *Encyclopedia of Juvenile Violence* (2007), *Encyclopedia of Domestic Violence* (2007), *Encyclopedia of American Prisons* (2003), *Encyclopedia of International Organized Crime* (2005), *Sage Dictionary of Policing* (2009), *Encyclopedia of Criminology and Deviant Behavior* (2001) and the *Dictionary of Prisons and Punishment* (2008). The library also has a number of reference titles addressing cultural and social issues, substance use/abuse, and terrorism and political violence.

## Resources Needed

### *Indexes*

Two major indexes to which the library does not subscribe are EBSCO's *Criminal Justice Abstracts Plus FullText (CJA)*, which indexes more than 270 periodical titles and provides full-text coverage to more than 200 magazines and journals; and *Proquest Criminal Justice*, which indexes and provides full-text coverage to a similar number of titles, although full-text content varies between the two databases. A subscription to just *Criminal Justice Abstracts* in 2011 costs \$3,574; the full-text version costs \$6,650. A current subscription to *Proquest Criminal Justice* costs \$7,817 annually. Of the two databases, *CJA* provides more unique full-text content compared to the library's current periodicals holdings than *Proquest Criminal Justice*. Although a number of the universities listed in the proposed proposal subscribe to both resources, we believe that a subscription to *CJA* would provide sufficient and economical access to the criminal justice literature – and especially to the professional publications to which the library does not have current subscriptions. The estimated annual subscription cost for *CJA* (beginning in 2012) is included in the recommended library budget in Appendix C.

### *Journals*

To supplement the full-text that is available in *CJA*, we recommend that the library add subscriptions to a few journals in order to support the proposed program adequately. Appendix B provides a list of recommended journals, with the most important highlighted in gray. In particular, *Security Journal*, published by Palgrave, is a highly-ranked journal that would strengthen the library's coverage of information, computer and physical security issues. *Crime and Justice*, a monographic series from the University of Chicago Press, is available through *LexisNexis Academic Universe*, but in html text format only; beginning a subscription on the JSTOR platform will ensure convenient, full PDF image, and permanent access to this important title. Funding for a small set of journal subscriptions has been included in the recommended library budget in Appendix C.

Although Appendix B includes a number of important journals that the library does not own, many of these (especially those published by Taylor and Francis) are extremely expensive; many are also covered, although with a one-year embargo, in *CJA*, which should be sufficient, with the library's interlibrary loan service providing quick access to articles not immediately available online. Similarly, *American Jails* is considered a "basic title" by *Magazines for Libraries*, but it, too, is available full-text in *CJA*. Full-text coverage in databases such as *CJA* often change as vendor agreements with publishers expire; therefore, the library will work with faculty in the criminal justice program to ensure that the research needs of both students and faculty are met adequately.

### *Monographs and Reference Sources*

Broad searches of the database of the library's primary book vendor found that more than 350 books in criminology and criminal justice listed as "essential" or "recommended" are published annually, with an average price of \$89 in 2011. While the library already acquires monographs on criminal justice, criminology and related disciplines through faculty recommendations and the library's approval plan, we believe that modest funding is needed to supplement the collection. The proposed library budget for

the program includes enhanced funding for monographs and reference sources in addition to the department's current allocation, with additional funding in the first year of the new program to fill gaps in the library's collection. It should be noted that monographs and reference materials may be purchased as electronic books to support online coursework, and the library will work with the department in choosing the most appropriate format for new acquisitions.

The reference collection should be updated with a basic criminology and criminal justice encyclopedia. Given the program's emphasis on criminological theory, we also recommend the purchase of the *Encyclopedia of Criminological Theory* (2010 - \$438 online) from Sage and the *Crime Classification Manual* from Jossey-Bass (\$50). Other reference sources, especially those covering white collar crime, information security and terrorism/homeland security, should be considered in order to support new course offerings. Funding for several reference titles has been included in the proposed library budget (Appendix C) in year one.

#### **Funding**

Appendix C provides the recommended library budget to support the proposed Bachelor of Arts in Criminal Justice. The budget includes funding for one criminal justice full-text database, as well as new journal subscriptions, monographs, and reference titles; annual inflationary increases are built into the budget for years two through five. As noted above, faculty and students in the Department of Sociology and Anthropology also benefit from the library's current journal package subscriptions and online indexes. Unfortunately, the library struggles each year to pay for these expensive resources. As it is in the best interest of the department for the library to be able to continue providing access to these resources, partial funding for these materials also is built into the proposed library budget.

C: Adriene Lim, Dean of the University Libraries  
Kristine Condic, Library Representative to the University Senate

#### References

LaGuardia, C. (Ed.). (2010). *Magazines for libraries* (18<sup>th</sup> ed.). New York: Bowker.

Okamoto, K. & Bladek, M. (2011). Terrorism: A guide to resources. *Collection Building*, 30(1), 39-46.

Stoddart, R.A., Spencer, B., & McPhaul, A.R. (2008). A select survey of criminal justice administration and criminology resources for research, reference, and collection development. *Reference and User Services Quarterly*, 48(1), 13-19.



**Appendix A**

**A Sample of KL Journals that Support Proposed Criminal Justice BA**

Title	Access
Aggression and Violent Behavior	ScienceDirect Freedom Collection
Australian and New Zealand Journal of Criminology	Academic OneFile (1-yr. embargo)
Bank Security Report	General OneFile 2010-present
British Journal of Criminology	Oxford UP
Canadian Journal of Criminology and Crime	Project Muse
Computers & Security	ScienceDirect Freedom Collection
Corrections Compendium	Academic OneFile
Corrections Today	Academic OneFile
Crime & Delinquency	Sage
Crime and Justice	LexisNexis Academic Universe
Crime, Law and Social Change	Springer
Crime, Media, Culture	Sage
Criminal Justice & Behavior	Sage
Criminal Justice Policy Review	Sage
Criminal Justice Review	Sage
Criminology	Wiley-Blackwell
Criminology and Criminal Justice	Sage
Criminology and Public Policy	Wiley-Blackwell
Critical Criminology	Springer
Cybersecurity Policy Report	ABI/Inform
Digital Investigation	ScienceDirect Freedom Collection
Environmental Hazards	Academic OneFile
European Journal of Criminology	Sage
European Journal on Criminal Policy and Research	Springer
FBI Law Enforcement Bulletin	Academic OneFile
Federal Probation	Wilson OmniFile
Feminist Criminology	Sage
Homicide Studies	Sage
Howard Journal of Criminal Justice	Wiley-Blackwell
Information & Security	open access
International Criminal Justice Review	Sage
International Journal of Cyber Criminology	open access
International Journal of Information Security	Springer
International Journal of Law and Information Technology	Oxford UP
International Journal of Offender Therapy & Comparative Criminology	Sage
International Journal of Speech, Language and the Law	CommMassMedia (3 month embargo)
Journal of Contemporary Criminal Justice	Sage
Journal of Correctional Education	Wilson OmniFile
Journal of Criminal Justice	ScienceDirect Freedom Collection
Journal of Criminal Law & Criminology	Wilson OmniFile
Journal of Environmental Health	Academic OneFile
Journal of Interpersonal Violence	Sage
Journal of National Security Law & Policy	LexisNexis Academic Universe
Journal of Quantitative Criminology	Springer
Journal of Research in Crime and Delinquency	Sage
Legal and Criminological Psychology	Wiley-Blackwell
National Institute of Justice Journal	open access
Police Quarterly	Sage
Policing	Oxford UP
Prison Journal	Sage
Probation Journal	Sage
Punishment & Society	Sage
Security	ABI/Inform
Security Journal	Academic OneFile (1-yr. embargo)
Security Systems News	ABI/Inform
Security Technology Executive	ABI/Inform
Sexual Abuse: A Journal of Research and Treatment	Sage
Social & Legal Studies: an International Journal	Sage
Surveillance & Society	open access
Terrorism & Political Violence	Taylor & Francis
Theoretical Criminology	Sage
Trauma, Violence & Abuse	Sage
Violence against Women	Sage
Youth Violence and Juvenile Justice	Sage

**Appendix B**  
**Recommended Journals to Support BA in Criminal Justice**

Title	Publisher	ISSN	JCR 2010 Rank	Core Title <sup>1</sup>	Access in Criminal Justice	Cost <sup>2</sup>
					Abstracts	
American Jails	American Jail Association		-	✓	full-text	\$ 60
Australian and New Zealand Journal of Criminology	Sage	1837-9273	24		indexed	\$ 456
Crime and Justice	University of Chicago Press	2153-0416	1		indexed	\$ 90
Criminal Justice Ethics	Taylor & Francis (for J. Jay College)	1937-5948	-	✓	full-text (12-month embargo)	\$ 239
Criminal Justice Studies	Taylor & Francis	1478-6028	-		full-text (12-month embargo)	\$ 390
Defense and Security Analysis	Taylor & Francis	1475-1801	-		full-text (12-month embargo)	\$ 733
Journal of Applied Security Research	Taylor & Francis	1936-1629	-		indexed	\$ 620
Journal of Criminal Justice Education	Taylor & Francis	1745-9117	-		full-text (12-month embargo)	\$ 570
Journal of Offender Rehabilitation	Taylor & Francis	1540-8558	-	✓	full-text (12-month embargo)	\$ 1,217
JQ: Justice Quarterly	Taylor & Francis	1745-9109	15	✓	full-text (12-month embargo)	\$ 834
Policing and Society	Taylor & Francis	1477-2728	25	✓	full-text (12-month embargo)	\$ 825
Psychology, Crime and Law	Taylor & Francis	1477-2744	17		full-text (12-month embargo)	\$ 844
Security Journal	Palgrave	1743-4645	29		indexed	\$ 951
Studies in Conflict and Terrorism	Taylor & Francis	1521-0731	-		indexed	\$ 1,301
Women and Criminal Justice	Taylor & Francis	1541-0323	-		full-text (12-month embargo)	\$ 428
						\$ 7,313

<sup>1</sup>Listed as a "Basic Title" in *Magazines for Libraries* (18th ed., 2010)

<sup>2</sup>Total cost in 2012 for highlighted titles: \$2,114

**Appendix C**  
**Budget for Library Materials to Support Proposed BA in Criminal Justice**

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Criminal Justice Abstracts</i> with full-text (EBSCO) <sup>1</sup>	\$ 6,983	\$ 7,332	\$ 7,698	\$ 8,083	\$ 8,487
Monographs <sup>1</sup>	\$ 2,000	\$ 1,000	\$ 1,050	\$ 1,103	\$ 1,158
Reference sources <sup>1</sup>	\$ 1,000	\$ -	\$ -	\$ -	\$ -
Journal subscriptions <sup>2</sup>	\$ 2,100	\$ 2,268	\$ 2,449	\$ 2,645	\$ 2,857
Funding to support current resources	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	\$ 13,083	\$ 11,600	\$ 12,198	\$ 12,831	\$ 13,502

<sup>1</sup>Presumes 5% annual inflationary increase

<sup>2</sup>Presumes 8% annual inflationary increase

## **C. CORRESPONDENCE WITH COMMITTEES AND GOVERNANCE BODIES**

See correspondence with CAS Committee on Instruction next page.



Amanda Burgess-Proctor <burgessp@oakland.edu>

---

## Fwd: COI feedback on CJ proposal

---

Albert Meehan <meehan@oakland.edu>

Wed, Nov 2, 2011 at 7:06 PM

To: Amanda Burgess-Proctor <burgessp@oakland.edu>

----- Forwarded message -----

From: Sandra Dykstra

Date: Wednesday, October 5, 2011

Subject: COI feedback on CJ proposal

To: Jay Meehan <meehan@oakland.edu>

Dear Jay,

On behalf of the College's Committee on Instruction, I am providing you with feedback on your department's proposal for a Bachelor of Arts in Criminal Justice. The committee is very much in favor of the program, recognizing the value of a criminal justice major to the university and current and prospective students. Members found the program to be well conceived and the proposal well written. They do have a few questions and comments though, which are listed below.

Regarding the internship requirement:

- Should the internship experience be an absolute requirement, or should there be an alternate option? The concern is the number of internship opportunities available for the number of students in the program. Are you certain that sufficient internship experiences will be available for the enrollment you are expecting?
- Regarding internships, are there clearances that are necessary in order for students to apply and be hired? If so, when and how will these clearance requirements be made known to students?
- Can students try to find their own internship experience? If so, how would this be handled?

Following the description of the major requirements, please include the specific requirements for the minor in criminal justice and label the section with a heading. The minor is mentioned on 19, but it is under the

“Current Status of the Department” section. If there is to be a minor, the specifics should all be made clear in the proposal so that everything can be approved at the same time.

On pages 4 and 6 of the proposal, the development of written and verbal communication skills is noted within Goal #4. The committee agrees that excellent oral and written skills are of great importance to criminal justice professionals but cannot identify how their development is specifically addressed within the core or specialization curricula. What experiences will cause students to improve on these skills?

Similarly, electives drawing from a variety of disciplines, including economics, are mentioned on p. 28 of the proposal. There are no easily identifiable economics courses among the electives. In which courses is economics content found?

Are there too many new courses? Will there be sufficient instructors to offer the new courses on a reasonable rotation?

On page 34, the statement is made about encouraging students to take REL 101, 102 or 150. This is a good suggestion, but how specifically will students be steered toward the courses given that they are not listed among the electives?

Please revise the proposal as appropriate and/or provide separate feedback to address these questions/concerns.

Thank you,

Sandy

Sandra K. Dykstra

Assistant Dean

College of Arts and Sciences

Oakland University

**MEMORANDUM  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

TO: The Committee on Instruction (COI)  
College of Arts and Sciences

FROM: Albert J. Meehan, Professor and Chair  
Amanda Burgess-Proctor, Assistant Professor

RE: Responses to COI questions about the Criminal Justice Major Proposal

DATE: October 19, 2011

We thank the committee for their review of the Criminal Justice major proposal and providing us feedback and questions for consideration. This process is meant to clarify and strengthen curriculum development and we believe that the committee's review has been very beneficial to the further development of the proposal.

Since submission of our proposal we have received two important (positive) updates to the proposal that we wish to convey to committee members:

- 1) The library report from Shawn Lombardo is attached herein. That report recommends a slight increase in our budget line we allocated for library holdings from \$10,000 per year to an average of \$12,643 per year. We have made that change to the budget, which is also attached.
- 2) Professor Mohammed Dadashzadeh, Chair of the Department of Decision and Information Sciences (DIS) in the School of Business of Administration has indicated that a new course, MIS 301 Survey of Management Information Systems has been developed and approved for non-business majors interested in pursuing an MIS minor. This change will allow our the CJ majors in the information security and assurance specialization to undertake the MIS minor without the numerous pre-requisites that are currently associated with MIS 300—which to this point was required of both MIS majors and minors. This is a very positive development facilitating the offering of this specialization. Further, Professor Dadashzadeh indicated that his department is prepared to offer the sequence of courses for our students who will be taking MIS minor for the specialization.

We have organized our response by **bolding** the Committee's concerns, as articulated in email correspondence from Assistant Dean Sandy Dykstra, and inserting our *italicized* response immediately following. Where our response involves possible changes to the proposal itself, we provide that language here and await the committee's response before making the change on the proposal itself.

## **A. Internships**

**Should the internship experience be an absolute requirement, or should there be an alternate option? The concern is the number of internship opportunities available for the number of students in the program. Are you certain that sufficient internship experiences will be available for the enrollment you are expecting?**

*We discussed this issue at great length and concluded that the internship is a very important requirement for our students. The internship exposes students to the actual workings of a criminal justice agency as opposed to the distorted images students and the public at-large receive from the mass media and their own reference groups. The development and maintenance of internship sites is a demanding, but not impossible, job. Our social work program (which also requires an internship placement) has been able to do this because they have a full-time field coordinator and advisor, an identical position we have built into our budget proposal to assure that we can indeed meet the demand for internship placements. Agencies are very responsive to internship opportunities when there is adequate structural/administrative support at the university end.*

*There are two important exceptions to the internship requirement that we currently employ in the concentration. The first is that students who have worked, or are currently working, in the criminal justice system, or in the military or private security (e.g., corporate, retail fraud), are typically exempted from the internship requirement and allowed to substitute another elective course. Typically, these students are working full time while going to school and cannot undertake an internship, nor would an internship be necessary because they have received the sort of practical exposure to the system which is the goal of the internship.*

*The second exception is for students who work full time in non-criminal justice related occupations, but for whom taking on an internship would cause severe economic hardships on them and/or their families. In these cases, if health and other job-related benefits would be compromised by reducing the number of hours of work per week to take on an internship, we exempt students from this requirement. These exceptions will also be built into the major.*

**Are there clearances that are necessary in order for students to apply and be hired? If so, when and how will these clearance requirements be made known to students?**

*Yes, some internship placements require a criminal history clearance, but others do not. This is typically imposed at the discretion of the sponsoring agency. When students first enter the major program, we will advise them (as we currently do for the concentration) that most internships and jobs in the criminal justice field require passing a criminal background check. We also will advise students that maintaining excellent credit, an excellent driving record, and a reputable "on-line" persona is also something they should strive for as these records are also typically examined by employers when students are applying for jobs, but not necessarily for internships. This advising will be a central task of the AP who will develop a field manual for students.*

*Additionally, when cultivating internship placements, the AP will obtain from agencies their requirements for interns.*

**Can students try to find their own internship experience? If so, how would this be handled?**

*Yes, but the internship must be approved by the department in advance in order to count for major credit. The agency will be thoroughly vetted and a local supervisor must be assigned responsibility for the placement and experience. At present, this sort of placement has been utilized when students are returning home for the summer in other parts of Michigan. Students will be expected to maintain email/on-line/ phone contact with the internship instructor, who also will receive regular evaluation/ feedback from the agency.*

## **B. Minor Requirements**

**Following the description of the major requirements, please include the specific requirements for the minor in criminal justice and label the section with a heading. The minor is mentioned on 19, but it is under the “Current Status of the Department” section. If there is to be a minor, the specifics should all be made clear in the proposal so that everything can be approved at the same time.**

*The criminal justice minor will consist of a minimum of 20 credits:*

1. CJ 100            *Introduction to Criminal Justice*
2. CJ 200           *Criminological Theory*
3. CJ XXX         *One class from the list of core classes (CJ, 220,240,260,280)*
4. CJ XXX         *one class from CJ elective list*
5. CJ XXX         *one class from CJ elective list*

*The minor will not have an internship requirement. The Concentration in Criminal Justice (which is an interdisciplinary minor) will no longer be offered. Students currently enrolled in the concentration will complete the requirements that were in effect when they first enrolled.*

## **C. Development of written and verbal communication skills**

**On pages 4 and 6 of the proposal, the development of written and verbal communication skills is noted within Goal #4. The committee agrees that excellent oral and written skills are of great importance to criminal justice professionals but cannot identify how their development is specifically addressed within the core or specialization curricula. What experiences will cause students to improve on these skills?**

*First, the research and policy focus of the major throughout the curriculum is going to require of students the development of good written and oral communication skills. Many of the courses will require students to read original source materials and incorporate writing (i.e. essays exams, term papers) and oral presentations in course evaluation. For example, in SOC 300,*



*Alcohol Drugs and Society, a semester long group project and class presentation is a significant component of students' final grade. Faculty who teach in the major are aware of this research and policy focus—indeed we know that this is what will be distinctive about Oakland's criminal justice major.*

*This curricular experience will culminate in the capstone course which will entail a semester-long research project related to a policy question. The lengthy research paper should exhibit the research and writing skills that we have been preparing in our students. Indeed, our program assessment will utilize these papers as a critical evaluative component of the program's goals. In addition, we are requiring a public, oral presentation of capstone findings—which we will be open to all faculty involved in the program.*

*Second, the internship helps students develop their writing and oral skills. For example, under the supervision of court personnel, probation interns learn how and conduct interviews with probationers and prepare pre-sentence investigations that are presented in court to judges, prosecutors and defense attorneys. Internships typically require students to interact with a wide variety of criminal justice personnel in the system in addition to the public.*

#### **D. Course Offerings**

**Similarly, electives drawing from a variety of disciplines, including economics, are mentioned on p. 28 of the proposal. There are no easily identifiable economics courses among the electives. In which courses is economics content found?**

*Thank you for noticing this. At present there are no economics courses listed among our inter-disciplinary electives. We have deleted this reference in the proposal. However, if the economics department, or any department for that matter, develops a course that would be relevant to our major, we will include it in our curriculum, assuming our students could meet any pre-requisites listed by the department. Further, we are actively encouraging departments to develop permanent courses in their curricula that we think would add to our major's interdisciplinary experience. For example, the Department of Communications and Journalism is currently offering a special topics course on media and terrorism that we believe would be an excellent elective for our students. We understand that there are plans underway to make this a permanent listing. In addition, we have sent to Arik Dvir, Chair of the Department of Biological Sciences a list of links to courses/curriculum about bio-terrorism that are offered at other universities to encourage the department to develop a similar course. In short, we view our curriculum, especially in our inter-disciplinary electives, as a dynamic list.*

**Are there too many new courses? Will there be sufficient instructors to offer the new courses on a reasonable rotation?**

*All of the core courses are essential, but only two (Criminal Law and Courts, Juvenile Justice) have not been offered before. We have identified part-time faculty who can teach these in the*

*first year of the program. Eleven of the fifteen listed elective offerings have already been taught by existing full and/or part-time faculty. However, this question underscores the importance of hiring of new faculty. We want to craft a program that is primarily built around full-time faculty whose research and teaching expertise is in our core and elective areas, and our list of hires articulated in the proposal reflect this commitment. Of course, we understand that our ability to hire will be driven by meeting our enrollment targets.*

**On page 34, the statement is made about encouraging students to take REL 101, 102 or 150. This is a good suggestion, but how specifically will students be steered toward the courses given that they are not listed among the electives?**

*Thank you for the compliment. We believe that the advisor/field placement director will be a critical component for encouraging students in addition to the excellent advising services in the CAS advising office. After the major is approved, we will include these courses in the recommended general education list. We envision our AP working with the CAS advising office to assemble an advising document with "menus" for students tailored toward particular interests.*



Amanda Burgess-Proctor <burgessp@oakland.edu>

---

## Fwd: coi

1 message

---

Albert Meehan <meehan@oakland.edu>  
To: Amanda Burgess-Proctor <burgessp@oakland.edu>

Wed, Nov 2, 2011 at 8:47 AM

----- Forwarded message -----

From: **Sandra Dykstra** <dykstra@oakland.edu>  
Date: Mon, Oct 31, 2011 at 11:44 PM  
Subject: RE: coi  
To: Albert Meehan <meehan@oakland.edu>

Hi Jay,

The COI appreciated your thoughtful responses to their questions and were in agreement with all but the one regarding verbal and written communication skills. Members still do not see direct evidence that the proposed curriculum emphasizes these skills to the level purported in the proposal.

In spite of this area not being addressed to their satisfaction, the committee voted to approve the proposal with the changes you have indicated. However, they are expecting the individual new course syllabi submitted following overall program approval to include a strong focus on development of these skills prior to the internship experience.

Once I've received your revised proposal, I will post it for final COI review.

Thanks again for responding to the committee's concerns.

Regards,

Sandy

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: The University Committee on Undergraduate Instruction

FROM: Albert J. Meehan, Chair *ALBERT J. MEEHAN*  
Sociology, Anthropology and Social Work

RE: Response to Questions Regarding the Criminal Justice Major  
Proposal

DATE: February 10, 2012

On behalf of the department, thank you for your review of our proposal for the BA major in Criminal Justice. The committee has sought clarification on six issues that we address below. For ease of presentation, I have replicated the committee's question in bold typeface, followed by our response. If you need additional clarification, please do not hesitate to ask.

**1. Could you please provide enrollment information for other criminal justice programs in Michigan that you cite?**

The following table provides the information requested by the committee. This was assembled in the vast majority of cases by searching the institutional research websites of these universities. As the committee will note, each university has different reporting systems and metrics for data on majors (e.g., number of majors vs. number of majors awarded degrees). In addition to our own search, we requested the assistance Oakland's Office of Institutional Research and Assessment (OIRA) to contact their counterparts at several universities (e.g., Eastern Michigan, Lake Superior State) to obtain these data, unfortunately with no success.

Where total numbers of majors are available, we report this figure. Please note that some universities listed in the table do not have a criminal justice major. However, some universities choose to report majors by the number of degrees awarded each year. But even here, the data are uneven. Some institutions report one year only, others have longer trend data. When we found these data, we consulted the OIRA who utilizes a model to predict majors based upon number of degrees earned. We report these data under "estimated majors." Please note that OIRA staff caution that "the estimate is likely to have a very large confidence interval." We thank the OIRA staff for their kind and timely assistance.

Table 1

Criminal Justice Majors/Criminal Justice Degrees Awarded at Other Michigan Universities

2010/2011 Data from Institutional Research Offices (Unless Otherwise Noted)

Michigan University	Number of Undergrad Majors	Degrees Awarded (1)	Estimated Majors (2)
Central Michigan	Not Applicable No CJ major		
Eastern Michigan	Not Available		
Ferris State	795		
Grand Valley State	734		
Lake Superior State	Not Available		
Lawrence Tech.	Not Applicable No CJ Major		
Michigan State	112 in 2010 freshman class		
Michigan Tech.	Not applicable No CJ Major		
Northern Michigan	428		
Saginaw Valley	300 (3)		
U of D - Mercy	130 (4)		
U of Michigan	Not Applicable No CJ Major		
U of M - Dearborn	Not available	33/year (2006-2011)	100-150
U of M - Flint	Not Available	24 (2010)	75-125
Wayne State	Not Available	76 (2005)	350-500
Western Michigan	Not Available	129/year (2001-11)	350-500

- (1) When total major data was not available, the number of degrees awarded for the academic year is provided in parentheses
- (2) Estimates of major enrollment based upon degrees awarded, provided by OU OIRA
- (3) Data taken from department website
- (4) Data provided by department chairperson.

**2. Five new full-time faculty members is a substantial number. Could you please give more justification for needing that many full-time faculty?**

Pages 20-21 and pages 46-47 in the proposal discuss the programmatic need for faculty and how these will be phased in as the program grows. Without restating what is already written, in general, the justifications offered for the number of faculty currently are: 1) the current number of full time/part-time faculty would be insufficient to sustain a growing major; 2) faculty will be needed to, in some instances, strengthen and in other instances, develop, core areas of the major that will be initially covered by part-timers (e.g., homeland security); 3) a research and policy-focused major that culminates in a rigorous capstone project will require additional faculty to supervise such capstone projects; and 4) based upon our experience creating a highly successful social work major in the department, the proposed number of faculty parallels what was needed for that program.

**3. Will students be expected to find their own internships? Could you elaborate on the anticipated process?**

Pages 69-70 in the proposal contain our response to the College of Arts and Sciences Committee on Instruction, addressing a number of issues about internships (including this one raised by the UCUI). Drawing from our social work program as a model, students will be assisted by an administrative professional (written into the budget) who is tasked with the development and oversight of field placement opportunities in addition to providing advising for students.

**4. When you indicate that external courses will serve as the Exploratory for CAS, is that correct or do the Exploratory courses need to come from the College?**

The CAS exploratory requirement allows for a "pre-approved" thematic set of courses from outside the college. The approval process is governed by the College's Committee on Instruction (COI). To quote from the college's requirement:

"Courses taken to fulfill the College exploratory requirement must be at the 100 level or above and must be in a subject taught within the College of Arts and Sciences, with the exception of non-College courses that are part of pre-approved thematic sets." See <http://www.oakland.edu/exploratory>.

Upon approval of the criminal justice major, we will submit a formal request to the COI for approval of the MIS classes listed in the proposal to meet the

exploratory requirement. Please note that the COI has, in effect, recognized this by virtue of their approval of the proposal.

**5. Could you please clarify the role of the faculty in the oversight of the internships? Please comment on how that will impact workload.**

Our response to question #2 above is also relevant here. The faculty who are assigned to teach the internship class will have the assistance of the field placement director/advisor who identifies and maintains internship sites and supervisory relationships (including interviewing prospective students, conducting student orientations, facilitating appropriate site-student match and troubleshooting placements). This individual will be responsible for developing all policies and procedures related to the internship including establishing policies regarding professional standards and expectations of the student as well as guidelines and requirements for the internship site. Furthermore, the field placement director is responsible for monitoring the entire internship program to insure the instructional integrity of the experience for students in the field.

In this model, a faculty member assigned to teach the internship class is able to focus almost exclusively on the academic and learning components tied to an internship experience. For example, one of the required written assignments will ask students to discuss ethical concerns identified during the course of their internship and describe how they relate to criminal justice ethics more broadly.

**6. Will the major courses for the Criminal Justice program only be taught at AFC or will they also be taught on campus?**

On page 46, where we discuss classroom space requirements, we note that courses will be offered both on campus and at the AFC:

“Classes will be offered both on campus and at the AFC in Mt. Clemens thus minimizing demand for classroom space on campus. The one required lab class (SOC 203) utilizes an already existing computer lab in Varner Hall. In addition, the program will utilize an already existing computer lab space to offer this course at the AFC in Mt. Clemens.”

The criminal justice concentration already schedules classes on campus, and we will continue to do so as a major. Over the years, these offerings have been well balanced by time of day (including 8am and evening offerings) and days of

the week. Beginning Fall 2011, the concentration also began offering criminal justice classes in Mt. Clemens at the AFC. Criminal Justice courses are currently scheduled for the AFC and on campus for 2012-13 using the SOC 395 special topics rubric as schedule placeholders until a new rubric (CRJ) can be assigned. The courses in Mt. Clemens had very good enrollment. We anticipate balanced enrollments in courses on campus and the AFC.



February 22, 2012

**MEMORANDUM**

To: Senate Steering Committee

From: Susan Awbrey  
Chair of UCUI

Re: Proposal for the Bachelors of Criminal Justice

The University Committee on Undergraduate Instruction reviewed a proposal from the Department of Sociology, Anthropology, and Social Work to create a Bachelor of Arts in Criminal Justice. Two lead reviewers were assigned to examine the proposal in depth. After committee members read the proposal, the in-depth reviewers presented their findings and the full committee deliberated on the proposal. A number of questions arose that were subsequently referred to the Department. Responses to UCUI's questions are attached to this report.

UCUI voted unanimously to support the proposal for a new baccalaureate degree in Criminal Justice.

Overview:

The Department of Sociology, Anthropology, and Social Work proposed a Bachelor of Arts in Criminal Justice. The degree will draw on the current concentration in criminal justice in the sociology major. The program supports the university vision and strategic plan and aligns with the goals of the College of Arts and Sciences. The proposed program is similar to programs at other Michigan institutions, but can be distinguished from them in three ways: it has an interdisciplinary component, it requires an internship, and it requires a capstone. Two of the major's six specializations are significantly interdisciplinary – Information Security and Assurance, and Homeland Security. The program intends to begin with 25 students and build to 250 by the fifth year. The Department currently has three full-time professors teaching criminal justice, one special lecturer, and two part-time instructors. The proposal calls for three new tenure track faculty in criminal justice and two with specializations in methods and statistics. In addition the proposal requires one full-time AP to act as internship coordinator and advisor.

**Strengths:**

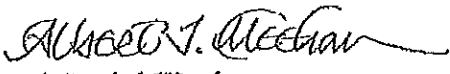
1. UCUI notes that the program is both well written (clearly stating requirements) and the program is rigorous.
2. The program's requirements for interdisciplinary study, an internship, and a capstone research project make it distinctive.
3. The specializations in homeland security and information security and assurance are likely to insure program growth.
4. The Bureau of Labor Statistics predicts job growth in areas of employment for holders of this degree.
5. The program is consistent with university and college missions.

**Concerns:**

1. UCUI's major concern is the need for five full-time faculty members in five years. The committee believes this need is justified if the program grows as predicted, but finds it to be a large number to obtain during a five year period.
2. A number of other concerns were address in the attached set of responses to UCUI's questions. UCUI members considered the responses of the Department as adequate to address their concerns.

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Gwendolyn McMillon, Chair  
The Senate Budget Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Questions Regarding the Criminal Justice Major  
Proposal

DATE: February 3, 2012

On behalf of the department, I appreciate the thoughtful comments on our proposal for the BA major in Criminal Justice. The committee has sought clarification on three issues which are addressed below. For ease of presentation, I have replicated the committee's concerns in *italics*, followed by our response. Please let me know if you need any additional information.

*1) A letter from your dean expressing his/her commitment to financially support or not support the new program if needed in the future.*

On January 30, 2012, Dean Sudol communicated to Provost Moudgil and Associate Provost Piskulich his support for the program which I have attached for your convenience.

*2) Additional support letters from a possible employer.*

A letter (dated 9/13/2011) from Doreen Olko, Chief of Police, Auburn Hills Police Department was inadvertently omitted from our proposal. I have attached it for the committee's review. I believe that Chief Olko's letter communicates the appeal of our major proposal to the criminal justice community in both the public and private sectors. I would also call the committee's attention to our two national partners, the John Jay College of Criminal Justice, and the Postgraduate Naval School's Center for Homeland Defense and Security, who did submit letters which recognize the quality of our program. I have also included those letters here for your convenience, which can also be found on pages 84-85 of our proposal. I am hopeful that these letters, taken together with the national and state level ten-year employment projections for fifteen occupational categories in the field we assembled from the Bureau of Labor Statistics, will provide the sort of support and assurances the committee seeks regarding the job market for prospective majors.

3) *Justification for low proposed starting salaries - the projections appear low for 5 years out.*

The base figure of 55,000 was simply used to reflect current starting salaries. We are in agreement with the committee that starting salaries may be higher five years out. In our experience, we can increase the proposed starting salaries for faculty through the pro-forma budget process. That is, starting salaries are determined by market factors and national/regional level data provided to the department and negotiated with the administration. We would prefer to have the flexibility to adjust our faculty starting salaries each year with current market data in hand when we submit our pro-forma budget. If we meet projected enrollments each year, there will be more than enough money to increase faculty salaries as needed.

With respect to the budget in general, we are assuming that new program budgets are tied to the number of new (i.e., incremental) students to Oakland pursuing the major. We created the budget using projections similar to our experience in building the Bachelor of Social Work major in the department, which has been both an academic and budgetary success. Each year, we have adjusted our pro-forma budget to meet program needs. Based upon the information we have collected both internally and externally, we are reasonably certain there is a strong demand for the criminal justice major we have proposed. We understand that if we don't achieve our projected number of (incremental) students, our pro-forma budget will be adjusted accordingly each year.



Albert Meehan <meehan@oakland.edu>

---

## Fwd: CAS programs for the Senate

1 message

---

Ronald Sudol <sudol@oakland.edu>

Mon, Jan 30, 2012 at 6:40 PM

To: Michelle Piskulich <piskulic@oakland.edu>

Cc: Virinder Moudgil <moudgil@oakland.edu>, Robert Stewart <stewart@oakland.edu>, Jay Meehan <meehan@oakland.edu>

----- Forwarded message -----

From: Ronald Sudol <sudol@oakland.edu>

Date: Mon, Jan 30, 2012 at 8:50 AM

Subject: Fwd: CAS programs for the Senate

To: Michelle Piskulich <piskulic@oakland.edu>

Cc: Virinder Moudgil <moudgil@oakland.edu>, Kathleen Moore <kmoore@oakland.edu>, Andrei Slavin <slavin@oakland.edu>

Dear Michelle,

I support the PhD proposal in Applied and Computational Physics and the BA proposal in Criminal Justice. This support is embedded in my conveying the proposal to the Steering Committee by way of the message below, dated December 20, 2011.

Ron

----- Forwarded message -----

From: Ronald Sudol <sudol@oakland.edu>

Date: Tue, Dec 20, 2011 at 4:50 PM

Subject: CAS programs for the Senate

To: Michelle Piskulich <piskulic@oakland.edu>

Hi Michelle,

The consensus among the deans is that there are no conflicts or issues concerning two pending proposals from CAS: PhD in Applied and Computational Physics and the BA in Criminal Justice. Accordingly they are ready to go to the Senate.

Ron

--

Ronald A. Sudol



## POLICE DEPARTMENT

1899 N. Squirrel Road  
Auburn Hills, MI 48326-2753  
Phone: 248.370.9444  
Fax: 248.370.9365

August 29, 2011

A. Jay Meehan Ph.D.  
Professor and Chairperson  
Department of Sociology & Anthropology  
Oakland University  
2200 N. Squirrel Road  
Rochester, MI 48309-4495

Dear Jay,

Thanks for allowing me an opportunity to preview your plans for a Criminal Justice major at Oakland University. I like the plan, particularly the fact that it will be interdisciplinary. I strongly believe that our work touches many disciplines and educating our future workers in that way is an excellent idea.

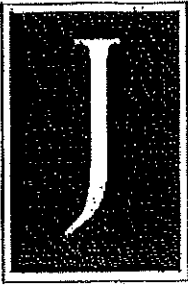
I also like the unique aspects of an interdisciplinary specialization that would be offered with the information security program and homeland security. I think both will add value to the criminal justice community both public and private and are areas where there is not enough expertise available at current.

I am excited about the prospect of such a program in our backyard! We have benefited from all of our previous work together on our community policing projects. We look forward to supporting and assisting you any way we can.

Best of luck on this important endeavor.

Sincerely,

Doreen E. Olko



John Jay College of Criminal Justice  
The City University of New York  
445 West 59th  
New York, NY 10019  
(212) 237-8089

**The Department of Public Management**

August 5, 2011

Dr. Jay Meehan  
Oakland University  
2200 Squirrel Road  
Rochester MI 48309

Dear Jay:

I am happy to confirm the active participation of Oakland University in the Academy of Critical Incident Analysis. The mission of the Academy of Critical Incident Analysis at John Jay College is "to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis."

Our partnership has really evolved these past two years. Diane Hartmus, Lisa Dalton and you have all been invited guests at conferences hosted by ACIA at John Jay College of Criminal Justice, ACIA's home institution. Diane Hartmus now serves on the Committee on Critical Incident's Panel on Critical Incident Education. The creation of a Critical Incident Learning Community at Oakland University has further strengthened our ties.

We are particularly excited that as part of its proposed Criminal Justice major Oakland University will be developing and offering a course in Critical Incidence Analysis. We are pleased to have shared with Oakland University faculty the successful experiences of faculty at John Jay who have offered the course. Oakland University's involvement with ACIA allows faculty and students to draw upon the data repositories on critical incidents located at John Jay and distance learning opportunities through ACIA.

We look forward to strengthening our relationship with Oakland University. If I can provide any further information to support your program, please do not hesitate to contact me.

Sincerely,

F. Warren Benton, Ph.D.  
Chair, Department of Public Management  
Chair, Academy for Critical Incident Analysis Governance Council  
Professor, John Jay College and Criminal Justice and the Graduate Center, City University of New York



August 30, 2011

A. Jay Meehan, PhD  
Professor and Chairperson  
Department of Sociology and Anthropology  
Oakland University

Dear Dr. Meehan,

On behalf of the Naval Postgraduate School Center for Homeland Defense and Security (CHDS), I would like to congratulate you on Oakland University's membership in CHDS' University and Agency Partnership Initiative.

Oakland University joins more than 250 academic institutions engaged in advancing education, research and critical thinking in the maturing discipline of Homeland Security. Under charter from the Federal Government, CHDS is pleased to provide Oakland faculty, administration and students with resource material and subject matter expertise to assist in program design, development and implementation.

CHDS views Homeland Security courses as an integral part of undergraduate and graduate curricular offerings. As the discipline has matured over the last decade, the rapid growth in the number of academic programs has resulted in a mix of *quality* in course delivery, faculty qualifications, research and - importantly - *output* - the overall value of the student experience in terms of their potential to make a material difference in the Homeland Security "thought-place". In discussion with you and your faculty, it is clear that Oakland is building a quality Homeland Security program of instruction. You have developed a course of action that follows the most successful models: emphasis on enabling critical thinking; efforts to gain broad campus support; and, recognition of the need for cross-discipline collaboration. Clearly, you have charted a course for Oakland University to create and sustain a solid, worthwhile security education experience.

Jay, CHDS welcomes you and Oakland University as a valued partner. If you or your faculty has any questions regarding the Partnership, please do not hesitate to contact me directly (tel: 719.640.4346; e-mail: [sprecca@nps.edu](mailto:sprecca@nps.edu)).

Best regards,

s/Steve Recca  
University and Agency Partnership Initiative



## **MEMORANDUM**

**TO:** C. Michelle Piskulich, Associate Provost

**FROM:** Dr. Gwendolyn Thompson McMillon, Chairperson  
Senate Budget Review Committee


**SUBJECT:** Criminal Justice Proposal

**DATE:** March 5, 2012

The Senate Budget Review Committee has reviewed the proposal for the Criminal Justice program and agreed that the proposal has met the criteria established by the charge to our committee. All of our concerns have been satisfactorily addressed.

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Thomas Discenna, Chair  
The Senate Planning Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Second Set of Questions Regarding the Criminal  
Justice Major Proposal

DATE: February 29, 2012

In response to our first memorandum of January 30, 2012, the committee has sought clarification on three issues which are addressed below. At this point in the process, I am respectfully requesting that the SPRC conclude its deliberations on this proposal and send its report to the Senate in a timely manner

For ease of presentation, I have replicated the committee's concerns in *italics*, followed by our response.

*1. There is no formal relationship between the Department of Sociology and Anthropology and the Decision and Information Sciences department of the School of Business Administration. The committee is concerned that without such a formal relationship curricular changes could be made to the MIS minor in ways that negatively impact the BA-CJ.*

The August 2011 email (included in my first response) written by Professor Dadashzadeh, Chair of DIS, expresses the "formal relationship" between our two departments and further states that the department will offer the Information Security Lab and the Privacy course on a regular basis. In addition, I would note that the SBA's clear support of the minor is quite evident in their approving the creation of MIS 301, which required approval by the SBA's committee on instruction. While my department has, in past years, signed articulation and formal agreements with Oakland Community College, Macomb Community College and Michigan State University, these were external institutional bodies. In short, I do not know what sort of internal "formal agreement," other than the aforementioned email and the actions of the SBA as a school, the SPRC is envisioning in its request.

In addition Professor Dadashzadeh has also offered the following personal communication with me, that I am quoting with his permission, and unequivocally reinforces this position (as communicated in the first memorandum):

"The DIS Department's changing the MIS Minor (via MIS 301 option) to make it available to non-SBA Majors is a formal commitment reviewed and approved by the SBA and the Dean. It binds the DIS Department that curricular changes in the MIS Minor should consider university-wide commitments and interdependence. All of this has really been prompted by a DIS Department strategic goal initiated by the former Chair, Tom Lauer, and continued by me as the current Chair. DIS Department considers this to be the formal relationship that SRPC issue #1 is looking for."

*2. The SPRC is not convinced that the collection of courses provided by the MIS minor realizes the goal of preparing students for the kind of roles envisioned by the BA-CJ proposal.*

I have also consulted with Professor Dadashzadeh on this matter and he has quite eloquently provided the following rationale:


"An information security & assurance program will require a thorough understanding of risk management through the entire life cycle of development of a secure information system that meets business needs. The MIS Minor is best positioned to provide that education. MIS Major/Minor is focused on preparing students to understand and contribute to the entire life cycle of information systems. From analyzing information requirements including security and audit, to modeling business processes, to acquiring hardware and software and services, to designing applications and databases, to testing and quality practices, to project planning and control, to organizational change management. The MIS Major/Minor core courses along with our Information Security and Privacy courses provide the educational foundation and hands-on experience to train CJ's Information Security & Assurance specialists."

*3. One suggestion was that the MIS course in "Information Systems Security Lab" be made an elective within the Specialization rather than a required course, this would alleviate the first concern for the committee.*

Please see the response to number 1 above. There is no need to make this course an elective. In fact, it would make little curricular sense to do so.

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Thomas Discenna, Chair  
The Senate Planning Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Questions Regarding the Criminal Justice Major  
Proposal

DATE: January 30, 2012

On behalf of the department, I appreciate the thoughtful comments on our proposal for the BA major in Criminal Justice. The committee has sought clarification on two issues that we have addressed below. For ease of presentation I have replicated the committee's question in italics, followed by our response. If you need additional clarification, please do not hesitate to ask.

*1) First, for the specialization in Information Security and Assurance we note that there are six required courses in MIS as well as one interdisciplinary elective (MIS 480: Privacy) and furthermore what assurances exist that a special topic course will be offered in the future (this is also pertinent to the specialization in Homeland Security). The committee notes that there are courses in the School of Engineering and Computer Science in Computer Forensics and Information and Homeland Security that might be more directly relevant for the Criminal Justice.*

As part of our development of the major, we examined Oakland's course catalogue to identify already existing courses and programs that we thought could be incorporated into the major proposal. The specialization in Information Security and Assurance is being offered in cooperation with the Department of Decision and Information Sciences (DDIS) in the School of Business Administration (SBA) with whom the department has also developed a close working relationship due to joint faculty involvement in **SurPriSe**: a three year old faculty learning community dedicated to both curricular and research interests in the interdisciplinary study of **Surveillance, Privacy and Security**. This relationship developed initially with the former chair of DIS, Professor Thomas Lauer, and has continued under the tenure of Professor Mohammed Dadashzadeh, current chair of DIS.

The specialization in Information Security and Assurance incorporates the necessary coursework within a minor offered by the DDIS. That is, students in CAS can participate in the DDIS minor without having to either take a large number of course

pre-requisites or require major standing in the SBA. Indeed, under Professor Dadashzadeh's guidance, the department and the SBA instituted a new course, MIS 301: Survey of Management Information Systems for non-majors, so students could participate in the MIS minor sequence without having to take a total of four required courses in economics and accounting. At the same time, 12 of the 18 credits required by the MIS minor, will meet the CAS Exploratory requirement which requires our students to take courses outside their major.

This is (currently) not the case for courses offered in the SECS, specifically in the information technology major, that may be relevant to our proposal. For example, CIT 448, Information Security Practice, which would be a very interesting course, requires major standing in the SECS. Further, there may be graduate level courses in SECS (i.e. 500+ level) that, while topically relevant, would not be possible for our undergraduate students to incorporate in their program. I can unequivocally state that we are *always* interested in working with colleagues across the campus to develop appropriate courses that would contribute to the criminal justice curriculum.

With respect to the committee's concern about course offerings, I must apologize for omitting an email from Professor Dadashzadeh, dated August 25, 2011 which I attach for your convenience. I have italicized the part where he states that both the Information Systems Security Lab course and the Privacy course will be offered on a regular basis. I believe this is the sort of assurance the committee is seeking.

2) *Second, the committee believes that identifying local community colleges with offerings in Criminal Justice would improve the proposal by identifying a population of students with interests in the BA-CJ.*

Per the committee's request, we have produced a table below that identifies community colleges that offer Criminal Justice associates degrees.

Community College	Criminal Justice Associates Degree?
Alpena Community College	Yes
Delta College	Yes
Henry Ford Community College	Yes
Lansing Community College	Yes
Macomb Community College	Yes (law enforcement only)
Monroe County Community College	Yes
Mott Community College	Yes
Oakland Community College	Yes
Schoolcraft College	Yes
St. Clair County Community College	Yes
Washtenaw Community College	Yes
Wayne County Community College	Yes

## CJ Major Specialization in Information Security and Assurance ... DIS Department

Mohammad Dadashzadeh <mdz123@yahoo.com>  
Reply-To: Mohammad Dadashzadeh <mdz123@yahoo.com>  
To: Albert Meehan <meehan@oakland.edu>  
Cc: Tom Lauer <lauer@oakland.edu>

Thu, Aug 25, 2011 at 6:26 AM

Dear Dr. Meehan,

Hope all is well with you and yours.

I am writing to follow up on Tom Lauer's conversations with you regarding the DIS Department's support of your Specialization in Information Security and Assurance.

Our department will be changing the pre-requisites on couple of courses. Specifically:

1) MIS 300 Prerequisite change to:

Prerequisite: For SBA majors: (MIS 100 or MIS 200 or CSE 125) and Major Standing. For non-SBA majors: (MIS 100 or CSE 120) and Junior Standing with a cumulative GPA of 2.6 or better.

2) MIS 305 Prerequisite change to:

Prerequisite: (MIS 100 or CSE 120) with a minimum grade of 2.0

*Also, we intend to offer our Information Systems Security Lab course as well as our course on Privacy on a regular basis to support our undergraduate students and, of course, those from your proposed specializations.*

Please do not hesitate to let me know if there is anything we can do at the DIS Department to help advance your worthy effort.

Warmest Regards,  
Mohammad.

## Memorandum

Date: 15 March 2012

To: University Senate

From: Thomas A. Discenna, Chair  
Senate Planning & Review Committee

Re: Proposal for a BA in Criminal Justice

The Senate Planning Review Committee (SPRC) reviewed the proposal from the Department of Sociology and Anthropology for a new degree program leading to a Bachelor of Arts in Criminal Justice. The SPRC read, reviewed and discussed the proposal and offers the following summary and conclusions.

### Summary

The Department of Sociology and Anthropology of the College of Arts and Sciences (CAS) proposes a new program leading to a Bachelor of Arts in Criminal Justice, building on the department's existing concentration in criminal justice. The department has identified four goals for the program, including: providing OU students with in-depth study of criminology and criminal justice; offering a multifaceted education through interdisciplinary association with other CAS units as well as the School of Business (SBA); "offering a distinctive undergraduate curriculum that is theoretically-grounded, empirically-rigorous, and policy oriented;" creation of a program that emphasizes skills afforded by the liberal arts tradition and the CJ curriculum. The proposed major contains a six CJ specializations including: Law Enforcement, Courts, Corrections and Treatment, Juvenile Justice, Information Security and Assurance, and Homeland Security.

The Department of Sociology and Anthropology intends to implement this program upon approval of this proposal and beginning in the fall of 2012. The BA-CJ is projected to begin with 25 students, adding approximately 50 students per academic year until reaching a steady state of 250 students in the fifth year. The Department projects that these students will be drawn both from the current CJ concentration but also from prospective high school and community college transfer students. There are currently no four-year CJ programs in Oakland, Macomb and St. Clair counties and the Department has increased its presence in Macomb County through participation in the Anton Frankel Center in Mt. Clemens.

The Department of Sociology and Anthropology rationalizes this program on the basis of serving the University's 2020 Vision. The Department maintains that the BA-CJ will contribute to making OU a "destination school known for its distinctive undergraduate experience" due to the program's emphasis on "combined classroom and community-based experience." Similarly, the new program will contribute to the University's goal of developing Professional Education programs that meet marketplace demands for entry-

level positions in federal, state and local levels of the criminal justice system. Furthermore, the CJ program will contribute to the goal of engaging Community Partnerships through its internships with local law enforcement, judicial, correctional and business agencies. The BA-CJ is also intended to serve goal of providing a "Student-Centeredness" through its defining features of interdisciplinary study, internship experience and capstone requirement with a strong "research policy focus." Finally, the Department argues that the new program will contribute to the growth of the institution, citing strong student demand for CJ programs and growth in CJ related careers.

The Department has identified a number of peer institutions locally (e.g., Wayne State University, University of Detroit-Mercy), statewide (e.g., Michigan State University, Grand Valley State University), and regionally (Cleveland State University, Indiana State University, University of Missouri-St. Louis) that offer degree programs in Criminal Justice. The design of the program at OU is consistent with these institutions but differentiates itself on the basis of offering a BA-CJ of its three distinctive features including interdisciplinary study, internship experience and the required capstone.

The CJ concentration currently relies on three tenure-line faculty, one special lecturer and two lecturers. These faculty will provide for the core of the major as it is rolled out. The Department anticipates the need for three tenure-line positions with specializations in CCJ as well as two positions with statistical and methodological specializations and one administrative professional for coordinating the internship program. The department argues that additional resource needs will be "modest" including an increase in the library budget, moderate equipment upgrades and facilities expansion that will be offset by offerings at the Anton Frankel Center.

The SPRC has identified the following items as strengths and weaknesses of this proposal.

#### Strengths

1. The committee finds that, based on the success of the CJ concentration and the projections of student demand provided by the department, there is strong demand for a degree program in Criminal Justice. In other words, the program proposed here should indeed facilitate the growth of the institution.
2. Further, the committee accepts the rationale for job growth provided by the Bureau of Labor Statistics. The Department has provided sufficient evidence that there is employment demand for holders of this degree.
3. The SPRC also believes that the claims made by the Department for interdisciplinarity are fully realized in the proposal. In short, the Department of Sociology and Anthropology has realized the goal of interdisciplinary study in a manner entirely consistent with the committee's understanding of the term.
4. The committee finds that the proposed program draws appropriate on current faculty expertise and that the projections for further growth are similarly reasonable and appropriate.



5. The SPRC further finds that the program being proposed here to be both consistent with and distinctive with peer institutions. The committee believes that this program will be competitive with other schools both locally and regionally.

6. The committee finds that, on the whole, this proposal is consistent with OU's mission and the 2020 strategic initiative.

#### Concerns

The only significant concern identified by the SPRC relates to the specialization in "Information Security and Assurance." The committee has identified the following issues as being particularly problematic:

1. There is no formal relationship between the Department of Sociology and Anthropology and the Decision and Information Sciences department of the School of Business Administration. The committee is concerned that without such a formal relationship curricular changes could be made to the MIS minor in ways that negatively impact the BA-CJ.

2. The SPRC is not convinced that the collection of courses provided by the MIS minor realizes the goal of preparing students for the kind of roles envisioned by the BA-CJ proposal.

With these in mind, the SPRC by a vote of 6-0 supports the Bachelor of Arts in Criminal Justice.

## **D. SUPPORT DOCUMENTS**

### **1. Internal (OU) letters of support**

- a. Shannon Esselink, CAS Advising
- b. Eleanor Reynolds, Admissions
- c. Mark Rigstad, Department of Philosophy
- d. David Dulio, Department of Political Science
- e. Todd Shackleford, Department of Psychology
- f. Betty Youngblood, Outreach and OU-Macomb
- g. Mohammad Dadashzadeh, Decision and Information Sciences Department
- h. Lindsay Zeig, Advising Resource Center

### **2. External letters of support**

- a. F. Warren Benton, Academy of Critical Incident Analysis, John Jay College of Criminal Justice
- b. Steve Recca, Center for Homeland Defense and Security, Naval Postgraduate School
- c. Michael Metz, Macomb Community College

### **3. CAS Advising worksheets**

# Memorandum

**To:** Albert Meehan, Chair  
Sociology and Anthropology

**From:** Shannon Esselink, Director of Advising Services  
College of Arts and Sciences

**Date:** 9/8/11

**Re:** Support for the Bachelor of Arts in Criminal Justice

---

The College of Arts and Sciences professional advising office strongly supports the proposed Criminal Justice degree. All of our advisers have reviewed the proposal and feel the proposed program will positively meet our students' needs.

On a regular basis, our advisers interact with both existing and prospective Oakland students that are looking for a Criminal Justice major. Some are satisfied with the existing concentration, but many are looking for a more in depth study in the areas of their interest. The proposed specializations will be very appealing to students and offer paths that students may otherwise not thought of.

Our office has developed a strong working partnership with the departments Social Work Adviser, Maria Devoogd-Beam. We work very closely with Maria on all BSW students, for prospect through major standing and graduation. We look forward to having the same positive relationship with the Criminal Justice Field Placement Adviser.

We are thrilled that this major is being proposed and look forward to the day we can offer it to students.

September 20, 2011

Dr. Albert Meehan, Chair  
Sociology and Anthropology  
Oakland University

Dear Jay:

I am pleased to write this letter of strong support for the proposed Criminal Justice degree. I have had the opportunity to review the program proposal. I am impressed with the comprehensive structure of the program and the unique features it brings to the new major. It builds upon the current success of the concentration and expands the program to include elements not normally found in a criminal justice major. I am confident that this new program will be well received by new students.

Introducing new and expanded programs and majors which are of interest to prospective students exploring college options is very important as we move forward to meet the strategic enrollment goals of the University. The criminal justice area has garnered significant student interest as well as being a field that has experienced significant growth and expansion in scope and complexity. Prospective students, counselors, and school administrators exploring college programs in this area have looked to our current concentration as a viable but limited option. The expansion of the concentration into a major is important, timely, and will assuredly positively impact university enrollment.

The opportunity for interdisciplinary studies, an internship, and the new specializations define the uniqueness of this new major. Without question, it will be well received by those who have long expressed interest in the availability of more comprehensive program offering in criminal justice here at Oakland.

I am excited to include my support for this proposal and look forward to its approval and the opportunity to promote this new major to prospective university students. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,



Eleanor L. Reynolds  
Assistant Vice President and  
Director of Admissions

# MEMORANDUM

To: Albert Meehan, Chair  
Sociology and Anthropology

From: Mark Rigstad, Chair  
Philosophy

Date: 9/19/2011

Re: Proposal for Bachelor of Arts in Criminal Justice

I have examined in some detail the Department of Sociology and Anthropology's Proposal for a new Bachelor of Arts degree in Criminal Justice, and I would like to offer my enthusiastic support. This new degree program will offer substantial benefits to our students, to faculty scholars across many disciplines, to the future success of Oakland University, and to the broader community that we serve.

I am impressed that the proposal contains many timely curricular innovations – proposed courses in Homeland Security, Threat Assessment, Critical Incident Analysis, Organizational Deviance, Cyber Crime & Information Assurance – that reflect recent and predictable changes in security industries both public and private. The degree also appropriately reflects the increasing importance of understanding local and national security problems in global perspective. In short, this new proposed Criminal Justice major is clearly skating to where the puck is going to be!

The Philosophy Department at Oakland University has long had a close collaborative relationship with the existing Criminal Justice Concentration, and we look forward to lending our continued support to the new Bachelor's degree. This interdisciplinary engagement is part of the reason why political and legal theory has recently emerged as a scholarly strong point in our department. Both our faculty and our students will benefit from the resources that are available through partnerships with the Center for Homeland Defense and Security and the Naval Postgraduate School, for example. Our courses in Philosophy of Law, Political Philosophy, Global Justice, and Philosophy of International Relations are essentially interdisciplinary in nature, where the learning environment is significantly enhanced by the convergence of diverse perspectives. Many of the best students in these courses have gone on to outstanding careers as lawyers, judge advocates in the Marines, FBI agents, and so on. This new Bachelor's degree will help us to support more of these success stories.

In the past students at, say, Macomb Community College intending to pursue careers in criminal justice would have been well advised to consider transferring to Wayne State University, which offers a good Bachelor's degree in Criminal Justice. Those days may soon be over, however, once this lean and farsighted degree program is up and running.



**Department of Political Science**

418 Varner Hall  
Rochester, Michigan 48309-4488  
(248) 370-2352 Fax: (248) 370-4299

Professor A. Jay Meehan  
Chair, Department of Sociology and Anthropology  
Oakland University  
Rochester, MI 48308

Dear Jay:

I write to you today to express my unequivocal support for your department's proposed major in criminal justice. I believe the faculty in your department have crafted a fine proposal that demonstrates the benefits of adding this program to the already impressive list of offerings in Sociology and Anthropology.

There are many things I like about the proposed major, but let me highlight just two here. First, I like the interdisciplinary nature of the department. As you well know, the Political Science Department currently contributes to the criminal justice concentration; we could not be happier to help with the next iteration of this program. I believe this new major will not only benefit your department but it will provide benefit to the Political Science Department as well through new enrollments in our own courses.

I also appreciate your efforts to take the program to the new Mt. Clemens location. The proximity of the new Anton/Frankel Center to the court house there make for a wonderful synergy with criminal justice. I can see many opportunities there for students and faculty alike.

Again, I fully support the new criminal justice major. If I can do anything to help as the proposal makes it way through governance, please do not hesitate to ask.

Sincerely,

David A. Dulio  
Associate Professor and Chair

September 20, 2011

Professor Jay Meehan, Chair  
Department of Sociology/Anthropology  
Oakland University  
Rochester, MI 48309

Dear Professor Meehan:

It is my pleasure to write this letter in strong and unequivocal support of the Department of Sociology/Anthropology proposal for a new **Bachelor of Arts in Criminal Justice**. Not only is the proposed degree program innovative and timely, but also the Department of Sociology/Anthropology is well-suited to effectively offer and manage this degree program. The proposed degree program offers students the opportunity to specialize their undergraduate studies in criminal justice, but also ensures that students have broad exposure to the many other disciplines with which criminal justice interfaces, including sociology, anthropology, and psychology. This emphasis on breadth of studies strikes me as innovative and will set this program apart from similar programs in Michigan and, indeed, in the country.

The Department of Sociology/Anthropology is well-positioned to offer this degree, with stellar faculty and a history of managing with impressive success first-class undergraduate programs. The proposed program offers students the opportunity to focus their studies in a field that has grown at an astonishing pace, and one that is projected to continue to grow. Students that complete this degree are expected to have bright employment prospects, indeed. But more than that, this particular program encourages breadth of studies without sacrificing depth of studies. I can imagine students with a degree in the criminal justice who also are academically well-rounded will be especially attractive for many prospective employers or graduate programs.

In summary, I strongly support the Department of Sociology/Anthropology proposal for a new Bachelor of Arts in Criminal Justice. I look forward to assisting in the delivery of this innovative and timely program.

Sincerely,

Todd K. Shackelford, Ph.D.  
Professor and Chair  
Department of Psychology  
Oakland University



Oakland University Outreach

Macomb University Center  
44575 Garfield Road, Building UC2  
Clinton Township, MI 48038-1139  
(586) 263-6242

October 10, 2011

Dr. Albert J. Meehan  
Professor of Sociology and  
Chairperson, Department of Sociology and Anthropology  
Oakland University  
Rochester, MI 48309-4401

Dear Dr. Meehan:

I am very pleased to know that you are proposing a new program in criminal justice at Oakland University. Interest in a criminal justice major is high in Macomb County. As I talk with community leaders and prospective students, I am frequently asked about the possibility of a criminal justice program being offered at the Anton/Frankel Center (AFC) in Mt. Clemens.

A criminal justice major at the AFC would help us serve students from Macomb County and also students from adjacent counties. For example, we have a new enrollment agreement with St. Clair County Community College and the presence of a criminal justice program in Macomb County should also help strengthen that relationship.

The specific proposal that you have developed is particularly exciting. The program's interdisciplinary nature will prepare students well to meet the challenges of today's society. The AFC's location in Mt. Clemens, the seat of Macomb County government, will provide significant opportunities to meet the program's internship and capstone course requirements.

The two proposed program specializations in (a) Information Security and Assurance and (b) Homeland Security will help meet growing and extremely vital areas of interest in criminal justice. Graduates should be very marketable in these areas. The proposed criminal justice major is well-positioned to take a leadership role in preparing criminal justice professionals for the decades ahead.

I am completely supportive of the proposed major in criminal justice and I am hopeful that the program will be offered at the AFC. We will meet your needs for classroom space, faculty office space, and computer utilization. In short, we will do everything we possibly can to ensure the long-term success of the criminal justice program and its faculty, students, and graduates.

Sincerely yours,

A handwritten signature in black ink that reads "Betty J. Youngblood".

Betty J. Youngblood  
Associate Vice President for Outreach and  
Executive Director, OU-Macomb





Amanda Burgess-Proctor <burgessp@oakland.edu>

---

## Fwd: CJ Major Specialization in Information Security and Assurance ... DIS Department

---

Amanda Burgess-Proctor <burgessp@oakland.edu>  
To: Amanda Burgess-Proctor <burgessp@oakland.edu>

Thu, Nov 3, 2011 at 11:08 AM

----- Forwarded message -----

From: **Mohammad Dadashzadeh** <dadashza@oakland.edu>  
Date: Tue, Oct 18, 2011 at 11:40 PM  
Subject: Re: CJ Major Specialization in Information Security and Assurance ... DIS Department  
To: Albert Meehan <meehan@oakland.edu>  
Cc: Mohan Tanniru <tanniru@oakland.edu>

Dear Jay,

Hope all is well with you and yours.

It was a pleasure meeting you today. I conveyed your regards to Dean Tanniru (who is copied on this e-mail) and would like to reiterate our interest in working with you on the Information Security and Assurance specialization.

I have gone back to your document to highlight items that reflect some of our pertinent curriculum changes.

1) Your statement correctly reflects the intention:

"This unique specialization requires criminal justice students to take courses that result in a minor in Management Information Systems (MIS)."

2) Please note the changes regarding:

c) Six courses from MIS (3 credit classes)                      18 credits  
MIS 300 Management Information Systems  
MIS 305 Information Technology Foundation  
MIS 314 Data and Process Modeling  
MIS 315 Systems Design  
MIS 405 Networks  
MIS --- Information Systems Security Lab

The following would be the update of the above based on our intended curriculum changes:

c) Six courses from MIS (3 credit classes)                      18 credits  
MIS 301 Survey of Management Information Systems  
MIS 305 Information Technology Foundations  
MIS 314 Data and Process Modeling  
MIS 315 Systems Design  
MIS 405 Networks  
MIS 480 Information Systems Security Lab

Note: Effective Fall 2012, MIS 405 is being renumbered as MIS 563.

3) The additional MIS elective you indicate would be:

MIS 480 IS Privacy

Please do not hesitate to let me know if I can be of any help as you move your proposal forward.

We look forward to working with you and your Department on this new major for OU.

Warmest Regards,  
Mohammad.

--  
Mohammad Dadashzadeh, Ph.D.  
Professor of MIS and  
Chair, Decision and Information Sciences (DIS) Department  
Oakland University  
Rochester, MI 48309-4401  
+1 248.370.4649     <http://www.sba.oakland.edu>

Advising Resource Center  
Oakland University  
121 North Foundation Hall  
Rochester, MI 48309  
248-370-3227

September 23, 2011

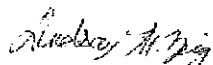
Dr. Meehan:

It is with much enthusiasm that I write this letter on behalf of the Advising Resource Center staff at Oakland University in support of the proposed Criminal Justice degree. Our Career & Academic Advisers work with students who are undecided and re-deciding their major at Oakland University and we have found that many students are interested in the criminal justice field. In fact, our recorded statistics show that we have referred 76 students to the criminal justice concentration in the last five years. Many of these students would have preferred to pursue a complete major in criminal justice, but settled on the concentration.

In our experience in conducting career exploration with OU students, we are finding that students are interested in the criminal justice field as it relates specifically to law enforcement, security, juvenile systems, probation and corrections, and the court system. I am pleased to read that the proposed criminal justice program includes a required internship. OU's Career Services office recommends that students complete a minimum of two internships before they graduate in order to be most marketable for employment after graduation. The required Internship will provide students with the hands-on, practical experience that employers are looking for.

This proposed program receives full support from my office since this major is of high interest with many Oakland University Students.

Sincerely,



Lindsay M. Zeig, MA, LPC, NCC  
Interim Director, Advising Resource Center  
Oakland University



**John Jay College of Criminal Justice**

*The City University of New York*

*445 West 59th*

*New York, NY 10019*

*(212) 237-8089*

**The Department of Public Management**

August 5, 2011

Dr. Jay Meehan  
Oakland University  
2200 Squirrel Road  
Rochester MI 48309

Dear Jay:

I am happy to confirm the active participation of Oakland University in the Academy of Critical Incident Analysis. The mission of the Academy of Critical Incident Analysis at John Jay College is "to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis."

Our partnership has really evolved these past two years. Diane Hartmus, Lisa Dalton and you have all been invited guests at conferences hosted by ACIA at John Jay College of Criminal Justice, ACIA's home institution. Diane Hartmus now serves on the Committee on Critical Incident's Panel on Critical Incident Education. The creation of a Critical Incident Learning Community at Oakland University has further strengthened our ties.

We are particularly excited that as part of its proposed Criminal Justice major Oakland University will be developing and offering a course in Critical Incidence Analysis. We are pleased to have shared with Oakland University faculty the successful experiences of faculty at John Jay who have offered the course. Oakland University's involvement with ACIA allows faculty and students to draw upon the data repositories on critical incidents located at John Jay and distance learning opportunities through ACIA.

We look forward to strengthening our relationship with Oakland University. If I can provide any further information to support your program, please do not hesitate to contact me.

Sincerely,

F. Warren Benton, Ph.D.

Chair, Department of Public Management

Chair, Academy for Critical Incident Analysis Governance Council

Professor, John Jay College and Criminal Justice and the Graduate Center, City University of New York



August 30, 2011

A. Jay Meehan, PhD  
Professor and Chairperson  
Department of Sociology and Anthropology  
Oakland University

Dear Dr. Meehan,

On behalf of the Naval Postgraduate School Center for Homeland Defense and Security (CHDS), I would like to congratulate you on Oakland University's membership in CHDS' University and Agency Partnership Initiative.

Oakland University joins more than 250 academic institutions engaged in advancing education, research and critical thinking in the maturing discipline of Homeland Security. Under charter from the Federal Government, CHDS is pleased to provide Oakland faculty, administration and students with resource material and subject matter expertise to assist in program design, development and implementation.

CHDS views Homeland Security courses as an integral part of undergraduate and graduate curricular offerings. As the discipline has matured over the last decade, the rapid growth in the number of academic programs has resulted in a mix of *quality* in course delivery, faculty qualifications, research and - importantly - *output* - the overall value of the student experience in terms of their potential to make a material difference in the Homeland Security "thought-place". In discussion with you and your faculty, it is clear that Oakland is building a quality Homeland Security program of instruction. You have developed a course of action that follows the most successful models: emphasis on enabling critical thinking; efforts to gain broad campus support; and, recognition of the need for cross-discipline collaboration. Clearly, you have charted a course for Oakland University to create and sustain a solid, worthwhile security education experience.

Jay, CHDS welcomes you and Oakland University as a valued partner. If you or your faculty has any questions regarding the Partnership, please do not hesitate to contact me directly (tel: 719.640.4346; e-mail: [sprecca@nps.edu](mailto:sprecca@nps.edu)).

Best regards,

s/Steve Recca  
University and Agency Partnership Initiative



**Macomb  
Community College**

Education • Enrichment • Economic Development

August 22, 2011

Jay Meehan Ph.D.  
Professor and Chairperson  
Department of Sociology & Anthropology  
Oakland University  
Rochester, MI 48309-4495

Dear Jay,

Thank you for providing my colleagues and me with the opportunity to review your proposal for a Bachelor of Arts in Criminal Justice Degree at Oakland University. Your proposal is comprehensive and well thought out.

As a former command officer with the Warren Police Department, I recognize the need for a quality education. In my current position at Macomb Community College, students often seek my advice as to which is the "best" program to transfer to, and quite frankly, there are not a lot of "quality" baccalaureate degrees in Criminal Justice in the area. If your proposal is approved, we would gladly recommend it to our students as they complete their academic journey.

If there is anything I can do to assist you in gaining program approval, please don't hesitate to call.

Best of luck!

Sincerely,

MACOMB COMMUNITY COLLEGE

Michael F. Metz, Director  
Public Service Institute

# College of Arts and Sciences Advising Worksheet

# CRIMINAL JUSTICE BA

**GENERAL EDUCATION REQUIREMENT** — requires one course of 3 or more credits in each area and a minimum total of 40 credits. See catalog for list of approved courses.

	Transfer	OU	Credits
Composition II (minimum 2.0 required)			
Art			
Literature			
Foreign Language and Culture			
Western Civilization			
Global Perspective			
Social Science			
Formal Reasoning			
Natural Science and Technology			
Knowledge Application (Not ENV)			
<b>General Education Total Credits:</b>	REQUIRED 40	COMPLETE 0	REMAINING 40

**GENERAL EDUCATION THAT MAY BE DOUBLE-COUNTED** (may be satisfied with courses that also satisfy other degree requirements)

	Course	Status
U.S. Diversity		
Writing Intensive in Gen Ed		
Writing Intensive in Major		
Capstone		

**COLLEGE EXPLORATORY REQUIREMENT** — Additional liberal arts beyond General Education.

(Minimum 12 credits; Minimum 2.0 grade required per course)

Single-Rubric (not CJ):

	Course	Grade	Credits
<b>College Exploratory Total Credits:</b>	REQUIRED 12	COMPLETE 0	REMAINING 12

**MAJOR COURSES** —

	Course	Grade	Credits
	CJ 100	4	
	CJ 200	4	
	SOC 202	4	
	SOC 203	4	
	CJ elective	4	
	CJ elective	4	
	Interdisciplinary elective	4	
	Interdisciplinary elective	4	
	Select two CORE COURSES from: CJ 326, CJ 327, CJ 328 or CJ 329		
	1.	4	
	2.	4	
	CJ 430	4	
	Capstone: CJ 492, 493, 494, or 495	4	
<b>Pre-Requisite Total Credits:</b>	REQUIRED 48	COMPLETE 0	REMAINING 48

## IMPORTANT NOTES:

2012/2013 Catalog

Student Type:  Catalog:   
TEW:

## MINOR COURSES (optional)

	Course	Grade	Credits
<b>Minor Total Credits:</b>	REQUIRED 0	COMPLETE 0	REMAINING 0

BLUE- indicates General Education

RED- indicates CJ overlap

**MAJOR COURSES** – A minimum of 40 credits in PS is required for the BA degree.

Course	Grade	Credit	
PS 100 SS	4		
PS 114 or 131 GP	4		
PS 303	4		
American Politics (see catalog for options)	4	PS elet 4	
Comparative/International Politics (see catalog for options)	4		
Political Theory and Thought (see catalog for options)	4		
PS elective	4	PS elet 4	
PS elective	4		
PS elective	4		
PS Capstone chosen from PS 470, 472, or 476	4		
<b>Major Total Credits:</b>	REQUIRED 40	COMPLETE 8	REMAINING 32

Notes:

1-2 possible Writing Intensive is PS major

Additional GE overlap based on course selection  
PS 377- WCIV  
PS 354- KA

GE= 32 EXPL= 0 CJ= 48 PS= 32 ELECTIVES= 12 TOTAL 124

**MAJOR COURSES** – A minimum of 40 credits is SOC is required for the BA degree.

Course	Grade	Credit	
SOC 100	4		
SOC 202	4	DC 4	
SOC 203	4	DC 4	
SOC 400	4		
Interaction Processes -SOC 206, 207, 337 or 402	4		
Social Issues -SOC 205, 222, 300, 323, 315, 316 or 465	4		
Social Institutions - SOC 240, 326, 305, 320, 327, 328, 335, 381, 425 or 437	4		
Social Inequality and Change - SOC 301, 331, 336, 344 or 345	4		
SOC 300-400 level elective	4		
SOC or AN 300-400 level elective	4		
<b>Major Total Credits:</b>	REQUIRED 40	COMPLETE 8	REMAINING 32

Notes:

1 Writing Intensive is SOC major

Additional GE overlap based on course selection  
SOC 331- KA

GE= 36 EXPL= 0 CJ= 48 SOC= 32 ELECTIVES= 8 TOTAL 124

**MAJOR COURSES** – A minimum of 40 credits in PSY is required for the BA degree.

Course	Grade	Credit	
PSY 100 (2.0 minimum grade required)	4		
PSY 250 (2.0 minimum grade required)	4		
**PSY 251 (2.0 minimum grade required)	4		
Two courses from the following: PSY 215, 225, 235 and 245	4		
1.	4		
2.	4		
Basic Processes-PSY 311, 315, 316, 318, 319, 415	4		
Developmental - PSY 321, 322, 323, 327, 425	4	4	
Social - PSY 330, 333, 337, 338, 339, 435	4		
Personality/Individual Differences-341, 342, 343, 344, 445	4	4	
PSY elective	4		
PSY capstone (see catalog for options)	4		
MTH 062 (ACT Math of 22 or placement)			
<b>Major Total Credits:</b>	REQUIRED 44	COMPLETE 8	REMAINING 36

Notes:

1-2 Writing Intensive is PSY major

Additional GE overlap based on course selection  
PSY 225-KA

GE= 36 EXPL= 0 CJ= 48 PSY= 36 ELECTIVES= 4 TOTAL 124

CREDIT SUMMARY AFTER:	
MINIMUM CREDITS REQUIRED:	124
OU credits completed	
Transfer credits (on OU transcript)	
TOTAL CREDITS	0
Pending OU and/or transfer	
TOTAL DEGREE CREDITS	0
MINIMUM CREDITS NEEDED:	124
Date: _____	Adviser: _____

General Education	40
Diversity	0
WIM/WIGE/Capstone	0
Exploratory	12
Major	48
Minor	0
Electives	24
<b>TOTAL CREDITS REMAINING:</b>	<b>124</b>

32 CREDITS AT 300-400 LEVEL			
300-400 Completed			0
<b>REMAINING:</b>			<b>32</b>

This worksheet is for advising purposes and is a summary of degree requirements based on available information at the time of completion. Students are responsible for verifying major requirements with the department faculty adviser and for reading the undergraduate catalog for all requirements necessary to complete their degree at Oakland University.



## **E. FACULTY CURRICULUM VITAE**

See curriculum vitae for all faculty teaching courses in the Criminal Justice Major next page.

---

**AMANDA BURGESS-PROCTOR**  
**CURRICULUM VITAE**

---

Department of Sociology & Anthropology  
Oakland University  
525 Varner Hall  
Rochester, MI 48309  
248.370.2474  
[burgessp@oakland.edu](mailto:burgessp@oakland.edu)

---

**ACADEMIC POSITIONS**

---

- 2009 - Assistant Professor, Oakland University  
present Department of Sociology & Anthropology  
(Affiliate Faculty, Women & Gender Studies Program)
- 2008 - Research Consultant, Wayne State University  
2009 Center for Urban Studies

---

**EDUCATION**

---

- 2008 Ph.D., Michigan State University  
Criminal Justice
- 2001 M.S., Michigan State University  
Criminal Justice
- 1999 B.S., Grand Valley State University  
Criminal Justice, Psychology

---

**REFEREED JOURNAL ARTICLES**

---

- 2011 Burgess-Proctor, Amanda. "Pathways of victimization and resistance: Toward a feminist theory of battered women's help-seeking." *Justice Quarterly* (forthcoming).
- 2008 DeJong, Christina, Amanda Burgess-Proctor, and Lori Elis. "[Police officer perceptions of intimate partner violence: An analysis of observational data.](#)" *Violence and Victims*, 23(6), 683-696.
- 2006 Burgess-Proctor, Amanda. "[Intersections of race, class, gender, and crime: Future directions for feminist criminology.](#)" *Feminist Criminology*, 1(1), 27-47.  
▪ Reprinted in S. Tibbetts & C. Hemmens (Eds.). (2009). *Criminological Theory: A Text/Reader* (pp. 584-598). Thousand Oaks, CA: Sage.
- 2006 DeJong, Christina and Amanda Burgess-Proctor. "[A summary of personal protection order statutes in the United States.](#)" *Violence Against Women*, 12(1), 68-88.
- 2003 Burgess-Proctor, Amanda. "[Evaluating the efficacy of protection orders for victims of domestic violence.](#)" *Women & Criminal Justice*, 15(1), 33-54.

## REFEREED BOOK CHAPTERS

---

- 2011 Sokoloff, Natalie J. and Amanda Burgess-Proctor. "Remembering criminology's 'forgotten theme': Seeking justice in U.S. crime policy using an intersectional approach." In M. Bosworth and C. Hoyle (Eds.), *What is Criminology?* (in press). Oxford, UK: Oxford University Press.
- 2009 Burgess-Proctor, Amanda. "Looking back, looking ahead: Assessing contemporary feminist criminological theory." In J.H. Copes and V. Topali (Eds.), *Criminological Theory: Readings and Retrospectives* (pp. 431-443). New York, NY: McGraw-Hill.
- 2009 Burgess-Proctor, Amanda, Justin W. Patchin, and Sameer Hinduja. "Cyberbullying and online harassment: Reconceptualizing the victimization of adolescent girls." In V. Garcia and J. Clifford (Eds.), *Female Victims of Crime: Reality Reconsidered* (pp. 162-176). Upper Saddle River, NJ: Prentice Hall.
- 2006 McCluskey, John, Timothy S. Bynum, Sean P. Varano, Beth M. Huebner, Justin W. Patchin, and Amanda Burgess-Proctor. "Police organizations and problem solving strategies for juvenile interventions: Identifying crucial elements." In B. Sims and P. Preston (Eds.), *Handbook of Juvenile Justice: Theory and Practice* (pp. 251-269). New York, NY: CRC Press.

## RESEARCH REPORTS

---

- 2007 Hinduja, Sameer, Justin W. Patchin, and Amanda Burgess-Proctor. *Parent/Teenager "Scripts" to Promote Dialogue and Discussion* (online).
- 2007 Burgess-Proctor, Amanda, Kendal Holtrop, and Francisco A. Villarruel. *Youth Tried as Adults: Racial Disparities*. Washington, DC: Campaign For Youth Justice.
- 2006 Burgess-Proctor, Amanda, Justin W. Patchin, and Sameer Hinduja. (2006). *Cyberbullying: The Victimization of Adolescent Girls* (online).
- 2002 Burgess-Proctor, Amanda. *Fact Sheet: Heroin*. Report submitted to the Michigan Office of Drug Control Policy.
- 2002 Burgess-Proctor, Amanda. *Fact Sheet: Methamphetamine*. Report submitted to the Michigan Office of Drug Control Policy.
- 2002 Burgess-Proctor, Amanda. *Fact Sheet: OxyContin®*. Report submitted to the Michigan Office of Drug Control Policy.
- 2002 Huebner, Beth M., Amanda Burgess-Proctor, and Timothy S. Bynum. *Sex Offenders Incarcerated in the State of Michigan*. Report submitted to the Michigan Department of Corrections.

## BOOK REVIEWS & OTHER PUBLICATIONS

---

- 2008 Burgess-Proctor, Amanda. [Review of the book *Rethinking Domestic Violence* by D.G. Dutton]. *Canadian Journal of Criminology & Criminal Justice* (online).
- 2006 Burgess-Proctor, Amanda. [Review of the book *Lost Opportunities: The Reality of Latinos in the U.S.*

*Criminal Justice System* by N.E. Walker, J.M Senger, F.A. Villarruel, and A.M. Arboleda]. *Journal of Ethnicity in Criminal Justice* 4(3), 81-85.

- 2002 Burgess-Proctor, Amanda. [Review of the book *Gender, Crime and Criminal Justice* by S. Walklate]. *International Journal of Comparative & Applied Criminal Justice*, 26(1), 133-134.

#### **GRANT APPLICATIONS, AWARDS, & FUNDING**

---

- 2011 Oakland University, Faculty Research Fellowship, **\$9000**.
- 2006 Harry Frank Guggenheim Foundation, Dissertation Fellowship, \$15,000. (Not funded.)
- 2005 Michigan State University Dissertation Completion Fellowship, **\$6,000**.
- 2005 National Institutes of Justice, Graduate Research Fellowship Grant, \$20,000. (Not funded.)
- 2005 National Science Foundation, Doctoral Dissertation Improvement Grant, \$7,215. (Not funded.)
- 2001 - Warren and Mary Frances Huff Professional Development Award, **\$700 annually**.  
2006

#### **RESEARCH EXPERIENCE**

---

- 2008 - Research Consultant, Wayne State University  
2009 Center for Urban Studies
- 2004 - Research Assistant, Michigan State University  
2005 School of Criminal Justice
- 2000 - Research Assistant, Michigan State University  
2003 Michigan Justice Statistics Center

#### **TEACHING EXPERIENCE**

---

- 2009 - Oakland University  
present
  - Alcohol, Drugs & Society
  - Criminological Theory
  - Criminal Careers & Career Criminals
  - Introduction to Sociology
  - Juvenile Delinquency & its Social Control
  - Women, Crime & Justice
- 2009 Wayne State University
  - Delinquency & Justice (graduate course)
- 2004 - Michigan State University  
2007
  - Criminal Careers & Career Criminals (writing course)
  - Criminology
  - Minorities, Crime & Social Policy
  - Quantitative Methods in Criminal Justice Research (online graduate course)

- 1996 - Grand Valley State University  
1999 - ■ Lead Tutor, GVSU Writing Center

## **PROFESSIONAL EXPERIENCE**

---

- 1999 - PPO Coordinator, Ingham County Personal Protection Order Office  
2000

## **PAPER PRESENTATIONS**

---

- 2010 Burgess-Proctor, Amanda and Hillary Potter. "Understanding women's experiences with serial battering." Annual Meeting of the American Society of Criminology, San Francisco, CA.
- 2010 Sokoloff, Natalie J. and Amanda Burgess-Proctor. "Remembering criminology's "forgotten theme": Seeking justice in U.S. drug policy using an intersectional approach. Annual Meeting of the American Society of Criminology, San Francisco, CA.
- 2009 Burgess-Proctor, Amanda. "Exploring the consequences of serial battering relationships for IPV victims." Annual Meeting of the Midwestern Criminal Justice Association, Chicago, IL.
- 2008 Burgess-Proctor, Amanda, Justin W. Patchin, and Sameer Hinduja. "Gender and strain in the context of online deviance." Annual Meeting of the Academy of Criminal Justice Sciences, Cincinnati, OH.
- 2007 Burgess-Proctor, Amanda. "Understanding the help-seeking decisions of marginalized battered women." Annual Meeting of the American Society of Criminology, Atlanta, GA.
- 2006 Burgess-Proctor, Amanda. "An intersectional analysis of domestic violence: Understanding the help-seeking decisions of marginalized battered women." Annual Meeting of the American Society of Criminology, Los Angeles, CA.
- 2006 Burgess-Proctor, Amanda, Justin W. Patchin, and Sameer Hinduja. "Cyberbullying among adolescent females." Annual Meeting of the Academy of Criminal Justice Sciences, Baltimore, MD.
- 2005 Burgess-Proctor, Amanda. "An intersectional analysis of domestic violence: Race, class, and gender in the lives of battered women." Annual Meeting of the American Society of Criminology, Toronto, ON.
- 2005 DeJong, Christina, Amanda Burgess-Proctor, and Lori Elis. "Officer characteristics and domestic violence schema." Annual Meeting of the American Society of Criminology, Toronto, ON.
- 2004 Burgess-Proctor, Amanda. "Gender, crime, and justice in the 21st century: Future directions for feminist criminology." Annual Meeting of the American Society of Criminology, Nashville, TN.
- 2004 DeJong, Christina, Lori Elis, and Amanda Burgess-Proctor. "Police perceptions of domestic violence: An analysis of observational data." Annual Meeting of the American Society of Criminology, Nashville, TN.
- 2003 Burgess-Proctor, Amanda. "Teaching intersections of race, class, and gender in criminal justice courses." Annual Meeting of the American Society of Criminology, Denver, CO.

- 2003 DeJong, Christina, Lori Elis, and Amanda Burgess-Proctor. "Gender symmetry in domestic violence: Findings from an observational study of the police." Annual Meeting of the American Society of Criminology, Denver, CO.
- 2002 Burgess-Proctor, Amanda, Beth M. Huebner, and Timothy S. Bynum. "Incarcerated sex offenders in the state of Michigan." Annual Meeting of the Academy of Criminal Justice Sciences, Boston, MA.
- 2002 Burgess-Proctor, Amanda and Christina DeJong. "A feminist critique of domestic violence theories." Annual Meeting of the American Society of Criminology, Chicago, IL.
- 2002 DeJong, Christina and Amanda Burgess-Proctor. "An overview of protection order statutes across the nation." Annual Meeting of the American Society of Criminology, Chicago, IL.
- 2001 Burgess-Proctor, Amanda. "The dichotomy of domestic violence: Evaluating the efficacy of protection orders for women experiencing patriarchal terrorism versus common couple violence." Annual Meeting of the American Society of Criminology, Atlanta, GA.

## **ACADEMIC SERVICE**

---

### **DEPARTMENT**

- 2010- Communications & Technology Director  
2011 Member, Awards Committee
- 2009- Member, Awards Committee  
2010 Member, Recruitment Committee

### **COLLEGE**

None.

### **UNIVERSITY**

- 2010- Faculty Adviser, "Live, Laugh, Love"  
present Faculty Adviser, Muggle Quidditch Team
- 2010 Faculty Representative, OU "Go for the Gold" Recruitment Event

### **DISCIPLINE**

- Editorial Board Member: *Feminist Criminology*
  - Manuscript Reviewer: *Criminal Justice Review, Critical Criminology, Feminist Criminology, Gender & Society, Justice Quarterly, Violence Against Women, Violence & Victims*
- 2011 Member, ACJS Teaching Award Committee
- 2009 - Member, ASC Division on Women & Crime Outreach Committee  
2010
- 2009 Judge, Midwest Criminal Justice Association Student Paper Competition
- 2008 - Member, ACJS Ethics Committee  
2011

- 2008 Participant, ASC Annual Meeting Roundtable (The State of Feminist Criminology)
- 2008 Section Chair, ASC Program Committee
- 2008 Session Chair, ACJS Annual Meeting Panel (Tests of General Strain Theory)
- 2006 - Executive Counselor, ASC Division on Women & Crime  
2008
- 2006 Member, ASC Division on Women & Crime Outreach and Website Committees
- 2004 - Associate Editor, *Baker Bantor & Nisbet News* (MSU School of Criminal Justice newsletter)  
2005
- 2004 - Co-Chair, ASC Division on Women & Crime Outreach Committee  
2005
- 2004 Graduate Student Representative, MSU School of Criminal Justice Faculty Search Committee
- 2004 Member, MSU School of Criminal Justice Awards Committee
- 2003 Chair, ASC Division on Women & Crime Outreach Committee
- 2003 - Role Player, Michigan State Police Homicide Investigation Training  
2006
- 2003 - Session Chair, ASC Annual Meeting Panel (Teaching Race, Class, and Gender in  
2008 Criminology/Criminal Justice: Addressing Difference in the Classroom)
- 2001 - Associate Editor, *DivisionNews* (ASC Division on Women & Crime newsletter)  
2005

### **HONORS & AWARDS**

---

- 2010 2009-2010 OU Department of Sociology & Anthropology Teaching Award
- 2004 MSU Faculty-Professional Women's Association Outstanding University Graduate Student Woman
- 2002 Honorable Mention, ASC Division on Women & Crime Student Paper Competition
- 1999 Grand Valley State University Greek Woman of the Year

### **PROFESSIONAL MEMBERSHIPS**

---

- Academy of Criminal Justice Sciences
  - Minorities & Women Division
- Alpha Phi Sigma
- American Association of University Women
- American Society of Criminology
  - Division on People of Color & Crime
  - Division on Women & Crime

American Sociological Association

- Section on Crime, Law, & Deviance
- Section on Race, Gender, & Class

Omicron Delta Kappa

Order of Omega

Society for the Study of Social Problems

- Crime & Juvenile Delinquency Division
- Law & Society Division

Sociologists for Women in Society

Updated 11/09/10



**MELISSA A. GOULD**

2438 John R Road #104 ~ Troy ~ Michigan ~ 48083 ~ [gouldmissy@hotmail.com](mailto:gouldmissy@hotmail.com)  
Cell (813) 526-1898

**EDUCATION**

**UNIVERSITY OF CAMBRIDGE**

*Master of Law (LL.M.)*

- Graduated with Honors
- Thesis: "The Admissibility of Evidence Seized in Violation Of the Knock-and-Announce Rule"

**Cambridge, UK  
2007-2008**

**CITY UNIVERSITY OF NEW YORK SCHOOL OF LAW**

*Juris Doctor*

- Recognized in top 5% of class

**New York, NY  
2004-2007**

**UNIVERSITY OF WESTERN ONTARIO**

*Bachelor of Arts, Major in Sociology*

- Graduated with distinction on Dean's Honor List

**Ontario, Canada  
2001-2004**

**BAR ADMISSION**

Florida (Attorney Number 48067)

**2007**

**LEGAL EXPERIENCE**

**Kelly Law Registry**

**Contract Attorney**

- handle litigation matters associated with antitrust litigation
- worked on discovery issues relative to a corporate governance case

**Troy, MI  
Nov. 2010-Present  
Nov. 2009 –May 2010**

**Law Offices of Brian Parker**

**Intake and Follow-up Specialist**

- conducted intake and follow-up
- handled claims involving the FDCPA, FCRA and TCPA

**Bingham Farms, MI  
June – Oct. 2010**

**Cole Scott & Kissane, P.A**

**Associate Attorney**

- handled claims involving officers and directors of condominium, homeowner and community associations
- worked on discrimination actions against employers, malpractice suits against professionals and personal injury actions involving businesses and private properties

**Tampa, Florida  
Dec. 2008 – May 2009**

**NYS Attorney General's Office, Health Law Litigation Bureau  
Intern**

- conducted advanced legal research and writing for actions concerning professional misconduct among doctors and other health care professionals

**New York, NY  
Fall 2006**

**NYS Criminal Court, Queens, New York, Judge Arthur J. Cooperman  
Judicial Intern**

**New York, NY  
Summer 2006**

- conducted advanced legal research and writing including draft orders and decisions

**CUNY School of Law**

**New York, NY  
Fall 2006  
Summer 2006**

- Teaching Assistant, evidence course for Professor John Cicero
- updated Treatise, *Employment Discrimination Law and Litigation* for Professor Merrick Rossein

**Young People's Press  
Legal/Editorial Consultant  
Writer/Editor**

**Ontario, Canada  
Summer 2005**

- wrote and edited numerous articles that were published in hundreds of major daily newspapers and on the Internet through Scripps Howard News Service
- provided consultation on a national public education campaign funded by the Government of Canada that focused on the new Canadian Youth Criminal Justice Act

**PRO BONO LEGAL EXPERIENCE**

**University of Michigan Law School**

**Ann Arbor, MI  
July 2009 – Oct. 2009**

- reviewed cases for the Innocence Clinic

**Tampa Jewish Community Center**

**Tampa, Florida  
Fall 2008**

- performed pro bono legal services for an action concerning employer liability

**AWARDS**

- Western (UWO) Scholarship of Distinction **2001**
- Harmony Movement Award Recipient **2001**  
(1 of 10 Canadian national award honorees for leadership in multiculturalism and diversity work)
- Flare Magazine Volunteer Award Recipient **2001**  
(1 of 6 Canadian women to be honored nation-wide for volunteerism)
- TD Canada trust Award of Merit **2001**  
(received one of Canada's most prestigious scholarships for "outstanding community leadership")
- Provincial Academic Scholarship **2001**

**ADDITIONAL INFORMATION**

- Offered golf scholarships; movie buff; traveled in France, Spain, England, Ireland, Austria, Germany, Poland, Italy, Greece, Turkey, Israel, Canada and the U.S.
- Served on Board of Directors of North Bay, Ontario Volunteer Center
- Spearheaded North Bay's First Annual Volunteer Fair (provincial government subsequently replicated model in several other communities)

## Cedrick G. Heraux

Home Address:  
3360 Wharton Street  
East Lansing, MI 48823

(517) 230-9690  
[cheraux@comcast.net](mailto:cheraux@comcast.net)

### Education:

*Michigan State University, East Lansing, MI.*

Degree: Ph.D.

Major: Social Science, Criminal Justice Concentration

Cognate Areas: Sociology; Social Psychology

Completion: August 2006

Dissertation Title: The Neighborhood Context of Police Use of Force Behavior

*University at Albany, State University of New York, Albany, NY.*

Degree: M.A.

Major: Criminal Justice

Completion: May 1998

*Purdue University, West Lafayette, IN.*

Degree: B.A.

Major: Law and Society; Psychology

Completion: December 1996

### Work Experience:

- Jan. 2011 - present    Adjunct Faculty: Oakland University  
Responsible for all course content and grading aspects of Sociology 240 (Crime and Punishment) and Sociology 323 (Juvenile Justice)
- Aug. 2010 - present    Adjunct Faculty: Michigan State University  
Responsible for all course content and grading aspects of Integrative Studies in Social Science 325 (Law Enforcement as an Instrument of War), Integrative Studies in Social Science 335 (National Diversity and Change) and Criminal Justice 355 (Juvenile Justice)
- Jan. 2010 - present    Adjunct Faculty: University of Michigan-Flint  
Responsible for all course content and grading aspects of Criminal Justice 185 (Introduction to Criminal Justice) and Sociology 215 (General Statistics)
- Sep. 2006 - Nov. 2009    Research Associate: National Archive of Criminal Justice Data at the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan.  
Responsible for all data and research related to the Federal Justice Statistics Series, including Federal Bankruptcy Court data and all data produced by the United States Sentencing

Commission. Also responsible for developing policies and procedures regarding the intake, preservation, and dissemination of geospatial data.

- Jan. 2003 - Instructor: Regional Community Policing Institute at  
Aug. 2006 Michigan State University.  
Crime and Data Analysis Workshop.  
Responsible for one-day workshop on crime and data analysis methods and utilization within law enforcement. Attendees routinely included law enforcement officers of all ranks and civilian crime analysts.
- Aug. 2002 - Project Manager: Michigan State University  
Aug. 2006 Research projects managed were: (1) Vulnerable Medicaid Populations (reporting to MDCH on elder abuse); and (2) Disproportionate Minority Contact (reporting to MI Committee on Juvenile Justice and the Office of Juvenile Justice and Delinquency Prevention regarding all aspects of the juvenile justice system).
- Aug. 1998 - Instructor: Michigan State University  
Aug. 2006 Courses taught include Criminal Justice 292 (Research Methods and Statistics in Criminal Justice), Criminal Justice 335 (Police Process), Criminal Justice 434 (Police Administration), Criminal Justice 456 (Career Criminals and Criminal Careers), Criminal Justice 809 (Special Topics in Criminal Justice – Crime Analysis), Communications 892 (Geographic Information Systems as a Research Tool). Also mentored 2 undergraduate students for Criminal Justice 490 (Independent Study).
- Aug. 1998 - Research Assistant: Michigan State University  
Aug. 2006 Research projects worked on include Project Safe Neighborhoods (in Detroit), Marquette Domestic Violence Research Project, Juvenile Suicide (grant to the National Center for Institutions and Alternatives), Sacramento Batterer's Treatment Program, Probation Recidivism, and the Project on Policing Neighborhoods.

## **Publications:**

### *In Progress:*

Heraux, Cedrick G., Christopher Maxwell and Joel Garner  
"Neighborhood Effects on Police Use of Force." Planned submission to Journal of Criminal Justice

### *In Print:*

Barboza, Iffignia, Lawrence B. Shiamberg, James Oehmke, Steve Korzeniewski, Lori Post, and Cedrick Heraux (2009) "Media Effects, Social Support, Self-Esteem, and School and Family Climate as Predictors of Bullying Among Adolescents in Grades 6-10." Journal of Youth and Adolescence 38 (1): 101-121.

Heraux, Cedrick G. (2007) "Software Review: Spatial Data Analysis of Crime." *Social Science Computer Review* 25 (2): 259-264.

Garner, Joel, Christopher Maxwell and Cedrick G. Heraux (2004) "Patterns of Police Use of Force as a Measure of Police Integrity." In Police Ethics and Integrity Greene, J., A. Piquero, M. Hickman (Eds.) Belmont, CA: Wadsworth Publishing

Garner, Joel, Christopher Maxwell and Cedrick G. Heraux. (2003) "Characteristics Associated with the Prevalence and Amount of Force Used by the Police." *Justice Quarterly* 19 (4): 705-746.

Nalla, Mahesh and Cedrick G. Heraux. (2003) "Assessing the Goals and Functions of Private Police." *Journal of Criminal Justice* 31 (3): 237-247

Heraux, Cedrick G. (2002) Review of "Murdered on Duty: The Killing of Police Officers in America" by Samuel Chapman. *Criminal Justice Review* 26 (1): 112-113.

Heraux, Cedrick G. (2002) "The Killing of Police" in Encyclopedia of Crime and Punishment, Levinson, David (Ed.) Thousand Oaks, CA: Sage Publications pp 1152-1154.

*Technical Reports:*

Heraux, Cedrick and Christopher Maxwell (2008). "Report Covering the Aggregation of 1970, 1980, 1990, and 2000 US Census for the National Institute of Justice Project on Geography and Crime: Understanding Place and Its Influence on Crime." Report to the National Institute of Justice.

Heraux, Cedrick (2007). "The Lifecycle of Digital Geospatial Data at ICPSR." Report to the Organizational Representatives Committee at the Inter-University Consortium for Political and Social Research.

Heraux, Cedrick, Lori Post, Steve Korzeniewski, Iffignia Barboza, and Emily Meyer (2005). "State of Michigan Juvenile Crime Analysis Report, 2000-2003." Report to the Michigan Committee on Juvenile Justice.

Hagstrom, Julie, Cedrick Heraux, Emily Meyer, Lori Post and Kimiko Tanaka (2005) "Measuring Disproportionate Minority Contact in the Juvenile Justice System: An Examination of the Michigan Relative Rate Index." Report to the Michigan Committee on Juvenile Justice.

Post, Lori, Julie Hagstrom, Cedrick Heraux, Vivek Joshi and Robin Christensen (2003) "Identifying Disproportionate Minority Youth Contact in Michigan's Juvenile Justice System: Phase 1 Report." Report to the Michigan Committee on Juvenile Justice.

Post, Lori, Julie Hagstrom, Cedrick Heraux, Vivek Joshi and Robin Christensen. (2003) "Minority Over-representation in Michigan's Juvenile Justice System: A Preliminary Report." Report to the Michigan Committee on Juvenile Justice.

*Conference Presentations:*

Heraux, Cedrick G. "Use of GIS for Identifying Problematic Areas or Officers."

National Institute of Justice MAPS Annual Meeting  
Pittsburgh, PA 2007

Heraux, Cedrick G. "NACJD's Role in Mapping and the Data Resources Program."

National Institute of Justice MAPS Annual Meeting  
Pittsburgh, PA 2007

Heraux, Cedrick G., Christopher Maxwell, and Joel Garner "The Neighborhood Context of Police Use of Force."

American Society of Criminology Annual Meeting  
Toronto, Ontario, Canada 2005

Heraux, Cedrick G. and Christopher Maxwell "Geographic Information Systems (GIS) as an Administrative Tool for Police Agencies."

American Society of Criminology Annual Meeting  
Chicago, IL 2002

Heraux, Cedrick G. "Police Use of Force: A Meta-Analysis of Simulations versus Observational Research."

American Society of Criminology Annual Meeting  
Atlanta, GA 2001

Heraux, Cedrick G. "The Killing of Police Officers: A Social Disorganization Model."

American Society of Criminology Annual Meeting  
San Francisco, CA. 2000

Nalla, Mahesh and Cedrick G. Heraux "College Students' Perceptions of Private Security."

American Society of Criminology Annual Meeting  
San Francisco, CA. 2000

**Skills:**

Proficient in statistical software (SPSS; HLM) and in GIS / spatial analysis software (ArcGIS). Proficient in Microsoft Office software. Fluent in French.

**Awards/Honors:**

Dissertation Completion Fellowship (University-wide competition)  
Michigan State University, Spring 2004

Warren and Mary Frances Huff Professional Development Award  
Michigan State University, Spring 2000, Spring 2001, Spring 2002  
Spring 2003

**Professional Service/Membership:**

American Society of Criminology/Academy of Criminal Justice Sciences

Panel Chair: Panel 076 (Police Corruption or Use of Force), American Society  
Of Criminology (ASC) 2005 Annual Meeting in Toronto, Ontario, Canada

Manuscript Reviewer for International Journal of Comparative and Applied  
Criminal Justice; Criminal Justice Review; and Theoretical Criminology

**References:**

Dr. Christopher Maxwell  
(Associate Dean for Research, College of Social Science)  
536 Baker Hall  
Michigan State University  
East Lansing, MI 48824  
(517) 432-0860  
[cmaxwell@msu.edu](mailto:cmaxwell@msu.edu)

Dr. Christina Dejong  
(Associate Professor, School of Criminal Justice)  
528 Baker Hall  
Michigan State University  
East Lansing, MI 48824  
(517) 432-1998  
[dejongc@msu.edu](mailto:dejongc@msu.edu)

Dr. Lori Post  
(Director of Research Development, School of Medicine)  
464 Congress Avenue  
Yale University  
New Haven, CT 06519  
(203) 785-4172  
[lori.post@yale.edu](mailto:lori.post@yale.edu)

## VITA

### **DANIEL BRUCE KENNEDY, Ph.D., C.P.P., C.S.P.**

1664 Rolling Woods Drive  
Troy, Michigan 48098-4385  
(248) 641-0988  
FAX (248) 641-0788  
e-mail [DanielBKennedy@comcast.net](mailto:DanielBKennedy@comcast.net)  
[www.ForensicCriminology.com](http://www.ForensicCriminology.com)

### **EDUCATION**

- June 1971            Ph.D. Educational Sociology. Wayne State University, Detroit, Michigan.
- December 1969      M.A. Sociology. Wayne State University.
- June 1967            B.A. Sociology. Wayne State University.

### **SPECIALIZED TRAINING**

Michigan Board of Social Work in-service training for 2010 relicensing, including suicidal behavior, mood and panic disorder, Asperger's syndrome, chronic misbehavior, and substance abuse.

Terrorism, Crime and Business: Legal and Security Liability Issues, Center for Terrorism Law, St. Mary's University, Houston, April, 2009.

Protective Measures Training for Executive and Employee Level Personnel in the Public/Private Sector, Department of Homeland Security, Detroit, June 2008.

Evolution of Islamic Politics, Philosophy and Culture in the Middle East and Africa, Association for the Study of the Middle East and Africa, Washington, D.C., April 2008.

Emergency Mental Health: Assessment and Treatment, Cross Country Education, Sterling Heights, MI, September 2007.

Forensic Nursing, PESI Health Care, Livonia, MI, August 2007.

Forensic Science and Grave Excavation, Oakland Police Academy, Auburn Hills, MI, June 2007.

Federal Bureau of Investigation Citizen's Academy, Combined Regional Emergency Services Training Center, Auburn Hills, MI, May 2007.

Urbanization and Security, International Police Executive Symposium, Dubai Police Headquarters, United Arab Emirates, April 2007.

Defeating Terrorism, Foundation for the Defense of Democracies and Tel Aviv University, locations throughout Israel, June 2006.



Medicolegal Investigation of Death, Wayne State University School of Medicine and Michigan State Police, Dearborn, April 2006.

Department of Homeland Security Frontline Responder Train-the-Trainer Course, Institute for Security Studies, University of Nevada, Las Vegas, November 2005.

Prevention and Response to Suicide Bombing Incidents, Michigan State Police Hazardous Materials Training Center, Lansing, February 2005.

Soft Targets Awareness Training: Malls and Shopping Centers, Department of Homeland Security and State of Michigan, Detroit, October 2004.

Suicidology 101, American Association of Suicidology, Santa Fe, April 2003.

Threat Assessment Seminar, U.S. Secret Service and U.S. Department of Education, Chicago, June 2002.

Working with Special Needs Offenders, American Correctional Association, May 2002.

Managing Problem Employees, American Society for Industrial Security and Century College, Internet Online course, June 2000.

International Perspectives on Crime, Justice and Public Order, John Jay College of Criminal Justice and University of Bologna, Bologna, Italy, June 2000.

Street Survival 2000, Calibre Press, Lansing, May 2000.

Correctional Health Care, National Commission on Correctional Health Care, Ft. Lauderdale, November 1999.

Personality Disorders in Social Work Practice, Heritage Professional Education, Troy, May 1999.

Risk Management: Protecting People, Property, and Profits, Institute of Real Estate Management, National Association of Realtors, Chicago, LRM 402, October 1998.

Psychiatric Emergencies: How to Accurately Assess and Manage the Patient in Crisis, Professional Education Systems, Health Care Division, Novi, September 1998.

Visitor Safety: Seventh Annual Tourism and Security Seminar, Las Vegas Convention Authority, Metropolitan Police Department and Security Chiefs Association, Las Vegas, May 1998.

Gaming Protection, American Society for Industrial Security and World Gaming Congress, Las Vegas, October 1997.

Facility Security, American Management Association, Detroit, September 1997.

Suicide: Prevention, Assessment, Treatment, Professional Development Institute, Ann Arbor, April 1997.

Sexual Violence: Perpetrators and Victims, Specialized Training Services, Dearborn, May 1995.

Shopping Center Security Management, International Council of Shopping Centers, East Lansing, June 1993.

Lodging Security Workshop, American Society for Industrial Security, Reno, May 1993.

Legal Remedies for Crime Victims Against Perpetrators, National Victim Center/U.S. Department of Justice, San Diego, December 1991.

Nonviolent Crisis Intervention Workshop, National Crisis Prevention Institute, Detroit, December 1991.

Safety and Security in Parking Operations, Institutional and Municipal Parking Congress, Pittsburgh, July 1991.

The Integrity Interview, John E. Reid & Associates, Detroit, January 1991.

Workshop on Police Liability, Americans for Effective Law Enforcement, San Francisco, November 1989.

Mediation and the Sociological Practitioner, Sociological Practice Association, Ann Arbor, June 1989.

Physical Security Workshop, American Society for Industrial Security, Orlando, February 1989.

Physical Security Workshop, Richard Kobetz Associates, Chicago, April 1987.

Certified Protection Professional Review Program, American Society for Industrial Security, Orlando, April 1984.

Loss Prevention Planning in Corporate Environment, National Crime Prevention Institute, University of Louisville, August 1983.

### CERTIFICATIONS/LICENSES

Certified Protection Professional (CPP). Board Certified in Security Management, American Society for Industrial Security. Certified by examination, November 1984. Recertified 2009.

Certified Sociological Practitioner (CSP). Association for Applied and Clinical Sociology. Certified by demonstration, June 1990.

Licensed Master's Social Worker (LMSW). State of Michigan, License No. 001443.

Certified Police Academy Instructor. Michigan Law Enforcement Officers Training Council.

CURRENT POSITIONS

June 1997  
to present           Principal Consultant  
Forensic Criminology Associates, Inc.  
1664 Rolling Woods Drive  
Troy, MI 48098  
(248) 641-0988

As principal consultant, I provide security consultant services to both the public and private sectors. Consulting expert and testifying expert services are also offered to attorneys involved in premises security litigation. Specifically, crime foreseeability, standards of care, and causation issues are addressed. Use of force, police pursuits, jail suicide, health care services, failure to protect, and other conditions of confinement issues are also reviewed. I have had active involvement in over 1,000 cases throughout the United States, Mexico, and the Caribbean and have been certified by court as expert in over 100 cases reaching trial both at state and federal level. I had been offering these services individually since about 1985.

August 2008  
to present           Emeritus Professor of Sociology and Criminal Justice  
University of Detroit Mercy  
4001 West McNichols  
Detroit, MI 48219  
(313) 993-1077

The title of Professor Emeritus was bestowed on me in 2008 by the President and Deans of the University of Detroit Mercy for Distinguished Scholarship and Outstanding Teaching. In further recognition of my services to the University, I was appointed Grand Marshall of the 2008 University commencement ceremony.

January 1977  
to May 2008       Professor, Department of Criminal Justice and Security Administration  
University of Detroit Mercy  
4001 West McNichols  
Detroit, MI 48219  
(313) 993-1077

My initial appointment was as Assistant Professor in charge of the undergraduate program in Criminal Justice. This entailed teaching on both the undergraduate and graduate levels, student advisement and a complete revision of the undergraduate curriculum.

I was promoted to Chairman in May of 1978 and held that position until June of 1993. Duties included faculty recruitment, administration of two off-campus programs as well as for the main campus, course scheduling and new program development. I designed and administered the Master of Science in Security Administration program and the Bachelor of Science in Human Resources Development along with my criminal justice duties. I was promoted to Associate Professor on August 16, 1980, and granted tenure in September 1982. Promoted to Professor in September 1986.

I have served as a Senator on the University Student-Faculty Senate, Chairman of the Rank and Tenure Committee of the School of Education and Human Services, as a member of the Dean's Council, as the elected faculty member of the School of Education and Human Services to the University Planning Committee, and as a member of the President's Honorary Doctoral Recipient Committee.

Sample of courses taught:

Terrorism and Homeland Security	Seminar in Criminology
Profiling and Threat Assessment	Theory of Law Enforcement
Forensic Criminology	Comparative Security
Workplace Violence	Seminar in Security Problems
Principles of Security Administration	Introduction to Corrections
Evaluation of Security Programming	Victimology
Introduction to Criminal Justice	Criminology and Penology
Introduction to Police Administration	Multicultural Understanding
Socialization and Social Control	Research Methodology
Criminal Justice and Community Relations	Senior Seminar: Theory and Research in Criminal Justice

**PREVIOUS POSITIONS**

August 1975      Assistant Professor of Social Sciences and Director  
to  
August 1976      Criminal Justice Program - College of the Virgin Islands  
St. Thomas, US Virgin Islands 00801

December 1973    Head, Research and Development  
to  
June 1975        Criminal Justice Institute - Wayne State University  
Detroit, MI 48202

June 1972        Administrator, Government Relations Department  
to  
December 1973    Campbell-Ewald Company  
Detroit, MI 48202

July 1971        Director  
to  
June 1972        Macomb County Criminal Justice Training Center  
Mt. Clemens, MI 48043

September 1968   Probation Officer, Adult Division  
to  
July 1971        Recorder's Court  
Detroit, MI 48226

**RELATED EXPERIENCE**

While attending college, I was also employed as an analyst for the Research and Development Bureau, Detroit Police Department, as inmate counselor for the US Bureau of Prisons, Detroit Prerelease Guidance Center (halfway house), and as an Urban Renewal Fieldworker for the City of Detroit.

**PROFESSIONAL ACTIVITIES**

Service on doctoral dissertation committees at Wayne State University and Bond University (Australia).

Advisory Board, Forensic Psychology Series, Praeger Publishers.

Visiting lecturer, FBI Academy, Quantico, Virginia.

Special Deputy Sheriff, Wayne County Sheriff's Office (Detroit).

Administrative Reserve Deputy, Oakland County Sheriff's Department.

Member, National Workplace Violence Guideline Committee, American Society for Industrial Security.

Consultant, Center for Information Assurance, University of Detroit Mercy (designated a Center of Academic Excellence by the National Security Agency).

Secured Member, Michigan InfraGard chapter.

Member, Subcommittee on Homeland Security, Detroit Chapter, American Society for Industrial Security.

Peer reviewer, "Out-of-Custody Offender Suicide" research grant, Social Sciences and Humanities Research Council of Canada, 2002.

Consultant to Wayne County Prosecutor's Office on school security issues and police conduct review methodologies, 2001-2002.

Periodic consultant to such news organizations as CNN, Reuters, AP, 20/20, Detroit News, Detroit Free Press, and Macomb Daily on crime and security-related issues.

Reader for Prentice-Hall and Butterworth manuscripts in areas of crime, criminology, and security administration.

Reviewer of academic manuscripts for Journal of Criminal Justice, Justice Quarterly, Journal of Security Administration, and American Journal of Police.

Criminal Justice and Security Administration curriculum development at various colleges and universities.

Consultant to State of Massachusetts in area of correctional program development.

Consultant to Virgin Islands Law Enforcement Planning Commission; member, Task Forces on Crime Prevention and Corrections.

Participation in evaluation of such activities as public detoxification programs (Detroit) and predelinquent diversion programs (Macomb County Juvenile Court, Michigan).

Research and testimony in arbitration hearings representing Detroit Police Officers Association, Detroit Police Lieutenants and Sergeants Association, Flint Police Officers Association, Toledo Patrolmen's Benevolent Association.

Training in premises liability, victimology, custodial suicide prevention, and security measures provided to Detroit Police Department, Taylor Police Department, Oakland County Sheriff's Department, and Wayne County Sheriff's Department.

Premises liability and loss prevention seminars for shopping center security directors (e.g., The Taubman Co., Forest City Enterprises).

Editor for security content, Institute for Real Estate Management, IREM Smart Partners Program: Better Properties Through Stronger Communities (Chicago: National Association of Realtors, 1994).

Consultant, Greektown Casino LLP, Detroit, police and security issues.

Consultant, Wayne County Sheriff's Department, policies and procedures. Evaluation of "Last Call" program.

Approved Candidate, Fulbright Senior Specialists Roster.

Design and implementation of 15 credit Correctional Officer Training Certificate for Michigan Department of Corrections.

Member, Subcommittee F-12.20 on Premises Security, American Society for Testing and Materials (ASTM), 1993-1995.

Field assessor, Commission on Accreditation for Law Enforcement Agencies, Fairfax, Virginia.

Recipient, University of Detroit "Faculty Award for Excellence," 1989.

Executive Committee Member, Mayor's Anticrime Project, City of Detroit, 1984.

Member, Downtown Detroit Security Executive Council. Chairman of Education Committee 1985-1988.

Member, Advisory Committee, 21st Century Camp, New Detroit, 1992.

Member, Board of Directors, International Foundation for Protection Officers, 1988 to 1995.

Special Commendation, Michigan House of Representatives, for efforts on behalf of Proposal B, Crime Victims Rights, Amendment to Michigan Constitution, December 24, 1988.

Associate Editor, Journal of Security Administration. Named "Associate Editor of the Year" 1988.

Editorial Boards, Journal of Physical Security and Global Security Studies.

Corecipient of American Society for Industrial Security Foundation grant to develop screening device for line-level security officers, 1988.

Member, Standing Committee on Academic Programs, American Society for Industrial Security. Committee Chairman, 1985-1988. Named "Chairman of the Year" 1985.

#### MEMBERSHIPS

International Academy of Investigative Psychology  
Academy of Behavioral Profiling (former Chair of Ethics Committee)  
American Society for Industrial Security  
International Society of Crime Prevention Practitioners  
International Council of Shopping Centers  
American Hotel and Motel Association (past)  
Association for Applied and Clinical Sociology  
Academy of Criminal Justice Sciences  
American Society of Criminology  
International Association of Chiefs of Police  
American Correctional Association  
American Jail Association  
Institute for Criminal Justice Ethics  
American Association of Suicidology (former Co-Chair, Jail Suicide Task Force)  
National Crime Victim Bar Association  
International CPTED Association

#### PUBLICATIONS

Daniel B. Kennedy, "Evolving Practice Parameters of Forensic Criminology," in Stephen Morewitz and Mark Goldstein (Eds.), Handbook of Forensic Sociology and Psychology (New York: Springer, in press).

Daniel B. Kennedy and Robert J. Homant, "Forensics in the Field: The Example of Profiling," pps. 77-99 in Martine Herzog-Evans (Ed.) Transnational Criminology Manual, Vol. 3 (Netherlands: Wolf Legal Publishers, 2010).

Robert J. Homant and Daniel B. Kennedy "Does No Good Deed Go Unpunished? The Victimology of Altruism," in Barbara Oakley, Ariel Knafo, Guruprasad Madhavan and David Wilson (Eds.), Pathological Altruism (New York: Oxford University Press, in press).

Daniel B. Kennedy, Robert J. Homant, Erick Barnes, and Megan Howell, "Homeland Security and Sleeper Cell Terrorists: A Comparison of Insider and Outsider Perceptions," in K. Shienbaum (Ed.), Can America Maintain Its Political, Military, and Economic Preeminence? Sixteen Key Challenges.

Daniel B. Kennedy, "Foreword" in Wayne Petherick, Brent Turvey, and Claire Ferguson, Forensic Criminology (New York: Elsevier, 2010).

Daniel B. Kennedy, "Terrorists Behind Bars," American Jails 23 (August 2009): 31-39.

Robert J. Homant and Daniel B. Kennedy, "Understanding Serial Sexual Murder: A Biopsychosocial Approach," in Wayne Petherick (Ed.) Serial Crime: Theoretical and Practical Issues in Behavioral Profiling 2<sup>nd</sup> ed. (Burlington, MA: Academic Press, 2009).

Daniel B. Kennedy and Robert J. Homant, "A Social Psychological Perspective on Terrorist Behavior," pps. 149-172 in Adam Lowther and Beverly Lindsay (Eds.) Terrorism's Unanswered Questions (Westport, CT: Praeger Security International, 2009).

Daniel Shoemaker and Daniel B. Kennedy, "Criminal Profiling and Cybercriminal Investigations," pps. 456-476 in Michael Pittaro and Frank Schmalleger (Eds.) Crimes of the Internet (Upper Saddle River, NJ: Prentice-Hall, 2009).

Daniel B. Kennedy and Robert J. Homant, "An Insider View of the Sleeper Cell Terrorist: A Face Validity Study," Journal of Applied Security Research 3 (2008): 325-350.

Daniel B. Kennedy and Jason R. Sakis, "From Crime to Tort: Criminal Acts, Civil Liability, and the Behavioral Sciences," pps. 119-142 in David Canter and Rita Zukauskiene (Eds.) Psychology and Law: Bridging the Gap (Aldershot, UK: Ashgate Publishing Ltd., 2008).

Michael J. Witkowski and Daniel B. Kennedy, "Breaking New Ground: An Historical Look at the Master of Science in Security Administration Degree at the University of Detroit Mercy," Journal of Applied Security Research 3 (2007): 123-140.

Robert J. Homant, Daniel B. Kennedy, and Warren Evans, "Evaluating 'Last Call': A Program Directed at Outstanding Drunk Driving Warrants," Police Quarterly 10 (2007): 394-410.

Daniel B. Kennedy, "Suicide Bombers," p. 541 in John Fay (Ed.) Encyclopedia of Security Management, 2<sup>nd</sup> ed. (Boston: Butterworth-Heinemann, 2007).

Daniel B. Kennedy, "A Précis of Suicide Terrorism," Journal of Homeland Security and Emergency Management 3 (2006):1-9. Available at <http://www.bepress.com/jhsem/vol3/iss4/2>

Daniel B. Kennedy, "Forensic Security and the Law," pps. 118-145 in Martin Gill (Ed.) Handbook of Security (New York: Palgrave Macmillan, 2006).

Robert Homant and Daniel B. Kennedy, "Serial Murder: A Biopsychosocial Understanding," pps. 189-223 in Wayne Petherick (Ed.) Serial Crime: Theoretical and Practical Issues in Behavioral Profiling (Burlington, MA: Academic Press, 2006).

Daniel B. Kennedy, "The Prevention and Management of Workplace Violence," pps. 379-400, in Adele El-Ayoubi (Ed.) Basic Crime Prevention Curriculum (Ann Arbor, MI: International Society of Crime Prevention Practitioners, 2005).

Daniel B. Kennedy, "Workplace Violence," pps. 1775-1777 in J. Mitchell Miller and Richard A. Wright (Eds.), Encyclopedia of Criminology, Vol. III (New York: Routledge, 2005).



Daniel B. Kennedy, Robert J. Homant, and Michael R. Homant, "Perception of Injustice as a Determinant of Support for Workplace Aggression," Journal of Business and Psychology 18 (2004): 323-336.

Daniel B. Kennedy and Richard T. McKeon (Eds.), Jail/Custody Suicide: A Compendium of Suicide Prevention Standards and Resources (Washington, D.C.: American Association of Suicidology, 2004.) Published on American Association of Suicidology website at [www.suicidology.org/associations/1045/files/Jail.pdf](http://www.suicidology.org/associations/1045/files/Jail.pdf).

Robert J. Homant and Daniel B. Kennedy, "The Crisis-Prone Organization as a Factor in Workplace Aggression," Security Journal 16 (2003): 63-76.

Robert J. Homant and Daniel B. Kennedy, "The Role of Hostile Attribution in Support for Workplace Aggression," Psychological Reports 92 (2003): 185-194.

Thomas M. Kelley, Daniel B. Kennedy, and Robert J. Homant, "Evaluation of An Individualized Treatment Program for Adolescent Shoplifters," Adolescence 38 (2003): 725-733.

Jason R. Sakis and Daniel B. Kennedy, "Avoiding the Exclusive-Remedy Doctrine: When Workers' Compensation is Not the Only Recourse for Employees Injured by Crime," Victim Advocate 4 (Winter 2003): 7-10.

Jason R. Sakis and Daniel B. Kennedy, "Violence at Work," Trial 38 (December 2002): 32-36.

Robert J. Homant and Daniel B. Kennedy, "A Typology of Suicide by Police Incidents," in Donald C. Sheehan and Janet I. Warren (Eds.) Suicide and Law Enforcement (Washington, D.C.: U.S. Department of Justice, 2001), pp. 577-586.

Daniel B. Kennedy and Michael Witkowski, "False Allegations of Rape Revisited: A Replication of the Kanin Study," Journal of Security Administration 23 (2000): 41-46.

Robert J. Homant and Daniel B. Kennedy, "Effectiveness of Less Than Lethal Force in Suicide by Cop Incidents," Police Quarterly 3 (2000): 153-171.

Robert J. Homant and Daniel B. Kennedy, "Suicide by Police: A Proposed Typology of Law Enforcement Officer Assisted Suicide," Policing 23 (2000): 339-355.

Robert J. Homant, Daniel B. Kennedy, and R. Thomas Hupp, "Real and Perceived Danger in Police Officer Assisted Suicide," Journal of Criminal Justice 28 (2000): 43-52.

Daniel B. Kennedy and Jason R. Sakis, "Tourist Industry Liability for Crimes Against International Travelers," The Trial Lawyer 22 (1999): 301-310.

Reprinted in Victim Advocate 1 (Spring 2000): 6-9.

Daniel B. Kennedy, Robert J. Homant, and R. Thomas Hupp, "Suicide by Cop," FBI Law Enforcement Bulletin 67 (August 1998): 21-27.

Daniel B. Kennedy and R. Thomas Hupp, "Apartment Security and Litigation: Key Issues," Security Journal 11 (1998): 21-28.

Robert J. Homant and Daniel B. Kennedy, "Psychological Aspects of Crime Scene Profiling: Validity Research," Criminal Justice and Behavior 25 (1998): 319-343.

Reprinted in Curt Bartol and Anne Bartol (Eds.), Current Perspectives in Forensic Psychology and Criminal Justice (Thousand Oaks, CA: Sage Publications, 2006), pps. 45-53.

Reprinted in Robert Keppel (Ed.) Offender Profiling, 2<sup>nd</sup> ed. (Stamford, CT: Thomson Learning, 2006), pps. 321-336.

Daniel B. Kennedy and Robert J. Homant, "Problems with the Use of Criminal Profiling in Premises Security Litigation," Trial Diplomacy Journal 20 (1997): 223-229.

Reprinted in Crime Victims' Litigation Quarterly 4 (November, 1997): 1, 4-7.

Daniel B. Kennedy and Robert J. Homant, "Role of the Criminologist in Negligent Security Cases," in Wiley Law Publications Editorial Staff (Ed.) 1996 Wiley Expert Witness Update (New York: John Wiley and Sons, 1996), pp. 151-166.

Daniel B. Kennedy, "A Synopsis of Private Security in the United States," Security Journal 6 (1995): 101-105.

Daniel B. Kennedy, "Social Control, Crime Prevention, and the Police," Security Journal 6 (1995): 163-170.

Daniel B. Kennedy, "The Expert Advisor: The Violent Crime Gender Gap," Crime Victims Litigation Quarterly 2 (1995): 7-9.

Robert J. Homant and Daniel B. Kennedy, "Landholder Responsibility for Third Party Crimes in Michigan: An Analysis of Underlying Legal Values," University of Toledo Law Review 27 (1995): 115-147.

Cited by Michigan Supreme Court in MacDonald v. PKT, Inc., 464 Michigan 322 (2001).

Cited by Michigan Supreme Court in Mason v. Royal Dequindre Inc., 455 Michigan 391 (1997).

Daniel B. Kennedy, "Litigation on Behalf of Tourists Victimized While Traveling Abroad," Trial Diplomacy Journal 17 (1994): 207-212.

Daniel B. Kennedy, "Rethinking the Problem of Custodial Suicide," American Jails 7 (January-February 1994): 41-45.

Robert J. Homant and Daniel B. Kennedy, "Citizen Preferences and Perceptions Concerning Police Pursuit Policies," Journal of Criminal Justice 22 (1994): 425-435.

Robert J. Homant and Daniel B. Kennedy, "Foreseeability of Crime as a Factor in Premises Liability for Negligent Security: Some Definitional and Practical Problems," Trial Diplomacy Journal 17 (1994): 81-87.

Reprinted as Chapter 2, Part 1, in Jurg Mattman, Steven C. Kaufer and Jean Chaney (Eds.) Premises Security and Liability (Laguna Beach, CA: Workplace Violence Research Institute, 1997), pps. 2-1 to 2-12.

Robert J. Homant and Daniel B. Kennedy, "Risk Taking As a Factor in Police Pursuit," Journal of Social Psychology 134 (1994): 213-221.

Robert J. Homant and Daniel B. Kennedy, "The Effect of High Speed Pursuit Policies on Officers' Tendency to Pursue," American Journal of Police 13 (1994): 91-111.

Daniel B. Kennedy, "Architectural Concerns Regarding Security and Premises Liability," Journal of Architectural Planning and Research 10 (1993): 105-129.

Reprinted as Chapter 6, Part 1, in Jurg Mattman, Steven C. Kaufer and Jean Chaney (Eds.) Premises Security and Liability (Laguna Beach, CA: Workplace Violence Research Institute, 1997), pps. 6-1 to 6-29.

Daniel B. Kennedy, "Precautions for the Physical Security of the Wandering Patient," Security Journal 4 (1993): 1-7.

Daniel B. Kennedy, "Premises Liability for Negligent Security," in John Fay (Ed.) Encyclopedia of Security Management (Boston: Butterworth-Heinemann, 1993), pp. 567-570.

Daniel B. Kennedy, review of "Suicide Behind Bars: Prediction and Prevention" by D. Lester and B. Danto in Criminal Justice and Behavior 20 (1993): 306-310.

Robert J. Homant and Daniel B. Kennedy, "Sensation Seeking as a Factor in Police Pursuit," Criminal Justice and Behavior 20 (1993): 293-305.

Daniel B. Kennedy, "Probability, Vulnerability, and Criticality as Architectural Security Considerations," Security Journal 3 (1992): 199-209.

Reprinted as Chapter 12, Part 1, in Jurg Mattman, Steven C. Kaufer and Jean Chaney (Eds.) Premises Security and Liability (Laguna Beach, CA: Workplace Violence Research Institute, 1997), pps. 12-1 to 12-19.

Daniel B. Kennedy, "The Violent Crime Gender Gap," Security Management 36 (October 1992): 56-58.

Reprinted in American Society for Industrial Security Standing Committee on Lodging Security (Eds.), Tactics That Work: An Overview of Security Management (Alexandria, VA: American Society for Industrial Security, 1997) pps. 91-93.

- Daniel B. Kennedy, Robert J. Homant, and John F. Kennedy, "A Comparative Analysis of Police Vehicle Pursuit Policies," Justice Quarterly 9 (1992): 227-246.
- Daniel B. Kennedy, "Inadequate Security and Premises Liability," Trial 27 (June 1991): 56-61.
- Daniel B. Kennedy, "Cocaine-Related Violence," Protection Officer News 6 (April 1990): 3.
- Daniel B. Kennedy, "Facility Site Selection and Analysis Through Environmental Criminology," Journal of Criminal Justice 18 (1990): 239-252.
- Daniel B. Kennedy, "Is Our Professionalism on Trial?" Security Management 34 (April 1990): 136.
- Daniel B. Kennedy, Robert J. Homant, and George Emery, "AIDS Concerns Among Crime Scene Investigators," Journal of Police Science and Administration 17 (1990): 12-19.
- Robert J. Homant and Daniel B. Kennedy, "Developing a Test for Security 'Common Sense': A Preliminary Report," Security Journal 1 (1990): 270-275.
- Daniel B. Kennedy, "Case Your Space: Security Managers can use Environmental Criminology to Select the Safest Sites," Security Management 33 (April 1989): 47-52.
- Daniel B. Kennedy, Robert J. Homant, and George Emery, "AIDS Concerns Among Crime Scene Investigators," in International Association of Chiefs of Police (Ed.) Criminal Investigation (Arlington: International Association of Chiefs of Police, 1989).
- Daniel B. Kennedy, Robert J. Homant, and George Emery, "AIDS and the Crime Scene Investigator," The Police Chief 56 (December 1989): 19-23.
- Daniel B. Kennedy and Robert J. Homant, "Predicting Custodial Suicides: Problems with the Use of Profiles," Justice Quarterly 5 (1988): 401-416.
- Daniel B. Kennedy and Robert J. Homant (Eds.), Police and Law Enforcement, Vol. 5 (New York: AMS Press, 1987).
- Daniel B. Kennedy and Robert J. Homant (Eds.), Police and Law Enforcement, Vol. 4 (New York: AMS Press, 1987).
- Robert J. Homant and Daniel B. Kennedy, "Subjective Factors in Clinicians' Judgments of Insanity: A Comparison of a Hypothetical and an Actual Case," Professional Psychology 18 (1987): 439-446.
- Robert J. Homant and Daniel B. Kennedy, "Subjective Factors in the Judgment of Insanity," Criminal Justice and Behavior 14 (1987): 38-61.
- Daniel B. Kennedy et al., "About the Security Degree - Are We Losing It?" Journal of Security Administration 9 (1986): 7-20.

Daniel B. Kennedy and Robert J. Homant, "Security Managers' Attitudes Toward Locus of Responsibility for Crime," Psychological Reports, 59 (1986): 199-205.

Robert J. Homant and Daniel B. Kennedy, "Judgment of Legal Insanity as a Function of Attitude Toward the Insanity Defense," International Journal of Law and Psychiatry 8 (1986): 67-81.

Robert J. Homant, Daniel B. Kennedy, Thomas M. Kelley, and Michael Williams, "Ideology as a Determinant of Views on the Insanity Defense," Journal of Criminal Justice 14 (1986): 37-46.

Daniel B. Kennedy, Thomas M. Kelley, and Robert J. Homant, "A Test of the 'Hired Gun' Hypothesis in Psychiatric Testimony," Psychological Reports 57 (1985): 117-118.

Daniel B. Kennedy and Robert J. Homant, "Security Managers Take a Look in the Mirror," Security Management 29 (February 1985): 67-71.

Robert J. Homant and Daniel B. Kennedy, "Determinants of Expert Witnesses' Opinions in Insanity Defense Cases," in Susette M. Talarico (Ed.), Courts and Criminal Justice (Beverly Hills: Sage Publications, 1985).

Robert J. Homant and Daniel B. Kennedy, "Definitions of Mental Illness as a Factor in Expert Witnesses' Judgments of Insanity," Corrective and Social Psychiatry 31 (1985): 125-130.

Robert Homant and Daniel B. Kennedy (Eds.), Police and Law Enforcement, Vol. 3 (New York: AMS Press, 1985).

Robert J. Homant and Daniel B. Kennedy, "Police Perceptions of Spouse Abuse: A Comparison of Male and Female Officers," Journal of Criminal Justice 13 (1985): 29-47.

Robert J. Homant and Daniel B. Kennedy, "The Effect of Prior Experience on Expert Witnesses' Opinions," Criminal Justice Review 10 (1985): 18-21.

Daniel B. Kennedy, "A Theory of Suicide While in Police Custody," Journal of Police Science and Administration 12 (1984): 191-200.

Daniel B. Kennedy, "Clinical Sociology and Correctional Counseling," Crime and Delinquency 30 (1984): 269-292.

Daniel B. Kennedy, "Contributions of the Social Sciences to Security Education and Practice," Journal of Security Administration 7 (1984): 7-24.

Daniel B. Kennedy, "Contributions to Comparative Security," Security Management 28 (July 1984): 119-122.

Daniel B. Kennedy, "Detecting Deception or Deceiving Ourselves?" Security Management 27 (March 1984): 96-98.

Daniel B. Kennedy, "Theft by Employees," Security Management 28 (September 1984): 171-174.

Daniel B. Kennedy, "Transition to Custody as a Factor in Suicides," Corrective and Social Psychiatry 30 (1984): 88-91.

Daniel B. Kennedy, review of "Assaults within Psychiatric Facilities" by J. Lion and W. Reid (Eds.) in American Journal of Psychiatry 141 (1984): 1119-1120.

Daniel B. Kennedy, review of "Security and Loss Control" by N. Bottom and J. Kostanoski in Journal of Security Administration 6 (1984): 74-75.

Daniel B. Kennedy and Robert Homant, "Battered Women's Evaluation of the Police Response," Victimology 9 (1984): 174-179.

Daniel B. Kennedy and Robert Homant, "Personnel Managers and the Stigmatized Employee," Journal of Employment Counseling 21 (1984): 89-94.

Daniel B. Kennedy, Robert J. Homant, and Roger Fleming, "The Effect of a Crime Prevention Survey on Citizens' Behavior," Journal of Security Administration 7 (1984): 31-38.

Roger Fleming, Robert J. Homant, and Daniel B. Kennedy, "The Role of the Police Specialist: An Evaluation of an Evidence Technician Program," Police Studies 7 (1984): 45-48.

Robert J. Homant and Daniel B. Kennedy, "A Content Analysis of Statements about Policewomen's Handling of Domestic Violence," American Journal of Police 3 (1984): 265-283.

Robert J. Homant and Daniel B. Kennedy, "The Effect of Victimization and the Police Response on Citizen's Attitudes Toward Police," Journal of Police Science and Administration 12 (1984): 323-332.

Daniel B. Kennedy, "Implications of the Victimization Syndrome for Clinical Intervention with Victims of Crime," Personnel and Guidance Journal 62 (1983): 219-222.

Daniel B. Kennedy, "Toward a Clarification of the Police Role as a Human Services Agency," Criminal Justice Review 8 (1983): 41-45.

Daniel B. Kennedy and Robert Homant, "Attitudes of Abused Women toward Male and Female Police Officers," Criminal Justice and Behavior 10 (1983): 391-405.

Daniel B. Kennedy, "Violence, the Family, and the Police Response," Revista Cayey 15 (1982): 67-76.

Daniel B. Kennedy and August Kerber, "The Nature of Resocialization," in Richard Larson and Ronald Knapp (Eds.) Readings for Introducing Sociology (New York: Oxford University Press, 1982).

Robert Homant and Daniel B. Kennedy, "Attitudes Toward Ex-Offenders: A Comparison of Social Stigma," Journal of Criminal Justice 10 (1982): 346-355.

Thomas Kelley and Daniel B. Kennedy, "Assessing and Predicting the Competency of Juvenile Court Volunteer Probation Officers," Journal of Criminal Justice 10 (1982): 383-391.

Daniel B. Kennedy, Crime and Justice in Greater Detroit (Washington, DC: University Press of America, 1981).

Daniel B. Kennedy and Robert Homant, "Nontraditional Role Assumption and the Personality of the Policewoman," Journal of Police Science and Administration 9 (1981): 346-355.

Daniel B. Kennedy and Thomas Kelley, "The Swinging Pendulum of Correctional Reform," Criminal Justice Review 6 (1981): 44-47.

Thomas Kelley and Daniel B. Kennedy, "Some Cautions for the Future of Criminal Justice Research," The Police Chief 47 (February 1980): 57-61.

Daniel B. Kennedy, review of "The Investigators: Managing FBI and Narcotics Agents" by James Q. Wilson in Contemporary Sociology 8 (1979) 612-614

Thomas Kelley and Daniel B. Kennedy, "Education/Training of Criminal Justice Personnel: Some Thoughts and Reflections," The Police Chief 45 (August 1978): 60-63.

Daniel B. Kennedy (Ed.), The Dysfunctional Alliance: Emotion and Reason in Justice Administration (Cincinnati: Anderson Publishing Co., 1977).

Daniel B. Kennedy, review of "Police Background Characteristics and Performance" by Bernard Cohen and Jan Chaiken, in Contemporary Sociology 4 (1975): 266.

Daniel B. Kennedy and August Kerber, Resocialization: An American Experiment (New York: Human Sciences Press, 1973).

Thomas Kelley and Daniel B. Kennedy, "Validation of a Selection Device for Volunteer Probation Officers," Journal of Criminal Justice 1 (1973): 171-172.

Daniel B. Kennedy, "In-Service Training as a Key to Police Professionalism," The Peace Officer 14 (June 1972): 17-20.

Daniel B. Kennedy and Bruce Kennedy, Applied Sociology for Police (Springfield: Charles C. Thomas, 1972).

Daniel B. Kennedy and Jerome Rozycki, "Professional Training for the Corrections Practitioner," Michigan Corrections Association Report 2 (September 1972): 84-86.

Thomas Kelley and Daniel B. Kennedy, "Delinquency Prevention and College Student Para-Professionals," Journal of Volunteer Administration 6 (1972): 22-41.

Daniel B. Kennedy, "The Relationship between Pre-Riot Crime and Riot Activity," The Police Chief 38 (July 1971): 58-60.

### INTERVIEWS

Daniel B. Kennedy (interviewed for), "List of Standard Questions Helps Assess Likelihood of Workplace Violence," Corporate Security (March 2003): 2.

Daniel B. Kennedy (interviewed for), "Expert Spotlight on Daniel B. Kennedy," Victim Advocate: Journal of the National Crime Victim Bar Association (Summer 1999): 11.

Daniel B. Kennedy (interviewed for), "Train Staff How to Answer Prospects' Security Questions," Professional Apartment Management (October 1997): 1-5.

Daniel B. Kennedy (interviewed for) Michele Wolf, "How Safe Are You at Work?" Good Housekeeping (February 1992): 211-212.

Daniel B. Kennedy (interviewed for), "The New Building: Where?" Security Management: Protecting People, Property, Assets No. 2016 (August 25, 1991): Section II.

Daniel B. Kennedy (interviewed for), "Would a Court Say You Have Enough Security?" Security Management: Protecting People, Property, Assets No. 2003 (Feb 10, 1991): Section II.

### PROFESSIONAL PRESENTATIONS

Daniel B. Kennedy, "Inadequate Security Lawsuits." National Webinar sponsored by IOMA Institute of Finance and Management, February 2011.

Daniel B. Kennedy, "The Expanding Use of Forensic Criminology and Investigative Psychology in U.S. Civil Courts." Paper presented at IXth Investigative Psychology Conference, London South Bank University, January 2010.

Daniel B. Kennedy, "Religious Terrorism: Some Nagging Questions and Possible Answers." Paper presented to faculty and students of the School of Social Sciences, Bond University, Australia, February 2009.

Daniel B. Kennedy, "Cybercriminology and Information Assurance." Paper presented to faculty and students of the School of Engineering and Computer Science, Oakland University, April 2009.

Daniel B. Kennedy, "Criminologists in the Courtroom: Consulting and Forensic Criminology." A colloquium held at the School of Criminal Justice, Michigan State University, February 25, 2008.

Daniel B. Kennedy, "Criminologists in the Courtroom: Consulting and Forensic Criminology." Roundtable presentation to Association for Applied and Clinical Sociology, Annual Conference. Ypsilanti, Michigan, October 6, 2007.

Daniel B. Kennedy, "Victimology and the Question of Revictimization." Paper presented at the annual convention. American Association for Justice. Chicago, July 17, 2007.



Daniel B. Kennedy, "Defending Democracies Against Suicide Terrorism: Lessons from the Israeli Experience." Keynote address. Detroit Chapter of ASIS International, October 19, 2006.

Daniel B. Kennedy, "Liability: Negligent Security, Detention and Holding Rooms." Paper presented at American Gaming Association, Global Gaming Expo. Las Vegas, September 13-15, 2005.

Daniel B. Kennedy, "How to Mess Up a Good Case—The Expert's Eye View." Paper presented at the annual convention, Association of Trial Lawyers of America. Toronto, July 26, 2005.

Daniel B. Kennedy, "Expert Testimony in a Negligent Security Case." Paper presented at Georgia Institute of Continuing Legal Education, Seminar on Premises Liability. Norcross, GA, November 7, 2003.

Daniel B. Kennedy, Trial Participant, American Board of Trial Advocates, Masters in Trial Mock Trial, Wayne State University School of Law. Detroit, MI, October 31, 2003.

Daniel B. Kennedy, "Criminology in the Courtroom: Expert Contributions to Premises Security Litigation." Paper presented at 2003 National Conference, The National Crime Victim Bar Association. Washington, DC, October 16, 2003.

Daniel B. Kennedy, "Some Recurring Issues in Custody Suicide Litigation." Paper presented at 36<sup>th</sup> Annual Conference, American Association of Suicidology. Santa Fe, NM, April 23-26, 2003.

Robert J. Homant, Erick Barnes, and Daniel B. Kennedy, "Hostile Attribution as a Factor in Workplace Aggression." Paper presented at annual meeting of Academy of Criminal Justice Sciences. Boston, MA, March 4-9, 2003.

Daniel B. Kennedy, "Forensic Applications of Behavioral Profiling." Paper presented at Third Annual Meeting of the Academy of Behavioral Profiling. East Rutherford, NJ, December 14-16, 2001.

Daniel B. Kennedy, "Solving School Violence." Panel discussion sponsored by University of Detroit Mercy College of Education and Human Services Alumni Council. Dearborn, MI, October 17, 2001.

Daniel B. Kennedy, "The Security Consultant's Role in Crime Victim Litigation." Paper presented at National Crime Victim Bar Association and Michigan Trial Lawyers Association "Representing Crime Victims in Civil Cases" Seminar. Ann Arbor, MI, June 14, 2001.

Daniel B. Kennedy, "Profiling: Pros and Cons." Paper presented at the Association of Trial Lawyers of America (ATLA) National College of Advocacy "Inadequate Security and Violent Crimes" Seminar. Miami, FL, March 30-31, 2001.

Daniel B. Kennedy, "Preventing Violence at Work and School Utilizing Threat Assessment Techniques." Paper presented at Special Training Seminar, Oakland County Sheriff's Department. Pontiac, MI, March 16, 2001.

Daniel B. Kennedy, "An Expert's View of Liability Issues Involved in Deaths During Arrest or Incarceration," 7<sup>th</sup> Annual Seminar, Wisconsin County Mutual Insurance Corporation/Corporation Counsel and Defense Counsel Forum. Wisconsin Rapids, WI, July 23, 1999.

Daniel B. Kennedy, "Security Liability Issues: Landlord Liability for Crimes Against Patrons and Guests," Eighth Annual Tourism and Safety Security Conference, sponsored by Las Vegas Convention and Visitors Authority, Las Vegas Metropolitan Police Department, and Las Vegas Security Chiefs Association. Las Vegas, NV, May 17-19, 1999.

Daniel B. Kennedy, "Negligent Hiring and Related Forms of Administrative Negligence." Paper presented at the Association of Trial Lawyers of America (ATLA) National College of Advocacy "Mega" Seminar. Phoenix, AZ, February 26-27, 1999.

Daniel B. Kennedy and Jason R. Sakis, "Tourist Industry Liability for Crimes Against International Travelers." Paper presented at International Conference on Criminology and Criminal Justice in the Caribbean, sponsored by University of Toronto and University of the West Indies. Barbados, October 14-16, 1998.

Daniel B. Kennedy, "Premises Liability." Lecture presented at monthly meeting of Dearborn Security Network, sponsored by Dearborn Police Department. Dearborn, MI, September 9, 1998.

Daniel B. Kennedy, "The Constable Can Do No Wrong? Police Pursuit Liability." Paper presented at the annual convention, American Bar Association, Tort and Insurance Practice Section. Toronto, July 30-August 4, 1998.

Daniel B. Kennedy, "How to Approach the Defense of Criminal Profiling." Paper presented at the annual convention, Association of Trial Lawyers of America. Washington, DC, July 10-14, 1998.

Daniel B. Kennedy, "Establishing the Foreseeability of Crime and the Adequacy of Security: Premises Liability Issues at Hotels and Casinos." Paper presented at First Annual Tourist Safety and Hospitality Seminar sponsored by Detroit Police Department and Metropolitan Detroit Convention and Visitors Bureau. Detroit, MI, July 13-14, 1998.

Daniel B. Kennedy, "Apartment Security and Litigation." Paper presented at Michigan Crime Free Multi-Housing Program Officer Association and Southfield Police Department seminar. Farmington Hills, MI, April 21, 1998.

Daniel B. Kennedy, "Establishing the Foreseeability of Crime." Paper presented at Consumer Attorneys of California 33<sup>rd</sup> Annual Tahoe Seminar. South Lake Tahoe, CA, March 27-29, 1998.

Daniel B. Kennedy, "Premises Liability." Lecture presented at monthly meeting of Pooling Resources in Defense of Environment (PRIDE) and Southfield Police Department. Southfield, MI, February 25, 1998.

Daniel B. Kennedy, "Premises Liability: The Security Manager as Consulting and Testifying Expert." Lecture presented at Detroit Police Department/American Society for Industrial Security "Update 97" seminar. Detroit, MI, March 18-19, 1997.

Daniel B. Kennedy, "Additional Perspectives on Criminal Profiling." Paper presented at the Association of Trial Lawyers of America (ATLA) National College of Advocacy "Mega" Seminar. Las Vegas, NV, February 24-25, 1997.

Daniel B. Kennedy, "Security Considerations for Parking Facilities and Shopping Centers." Lecture presented at the ATLA 1996 Annual Convention. Boston, MA, July 27-31, 1996.

Daniel B. Kennedy, "Nevada Premises Liability: Inadequate or Negligent Security--Hotels." Lecture presented at Professional Education Systems seminar. Reno, July 11, and Las Vegas, NV, July 12, 1996.

Daniel B. Kennedy, "Security Considerations for Parking Facilities and Shopping Centers." Paper presented at ATLA National College of Advocacy seminar, Premises Liability: Inadequate Security and Violent Crimes. Scottsdale, AZ, February 23-24, 1996.

Daniel B. Kennedy, "Violence in the Workplace: Type I Violence and Premises Liability." Lecture presented at the Troy Chamber of Commerce and Troy Police Department seminar, Violence in the Workplace. Troy, MI, January 17, 1996.

Daniel B. Kennedy, "Texas Inadequate or Negligent Security... Establishing the Foreseeability of Crime and Security at Three Common Attack Sites." Lecture presented at Professional Education Systems seminar. Dallas, November 30, and Houston, TX, December 1, 1995.

Daniel B. Kennedy, "Inadequate Security: Use of Experts, Foreseeability Issues and Standards of Care." Lecture presented at Washington State Trial Lawyers Association seminar, Violence: Liability and Damages. Seattle, WA, September 21, 1995.

Daniel B. Kennedy, "Louisiana Inadequate or Negligent Security... Establishing the Foreseeability of Crime and Security Concerns at Three Common Attack Sites." Lecture presented at Professional Education Systems Seminar. New Orleans, LA, April 28, 1995.

Daniel B. Kennedy, "Mississippi Inadequate or Negligent Security ...Establishing the Foreseeability of Crime and Security Concerns at Three Common Attack Sites." Lecture presented at Professional Education Systems seminar. Jackson, MS, April 27, 1995.

Daniel B. Kennedy, "Ohio Inadequate or Negligent Security." Lecture presented at Professional Education Systems seminar. Columbus, February 9, 1995, and Cleveland, OH, February 10, 1995.

Daniel B. Kennedy, "Arizona Inadequate or Negligent Security." Lecture presented at Professional Education Systems seminar. Phoenix, AZ, November 4, 1994.

Daniel B. Kennedy, "Demonstrating the Existence of 'High Crime' Areas." Lecture presented at ATLA National College of Advocacy seminar, Premises Liability for Violent Crimes. Las Vegas, NV, October 14-15, 1994.

Daniel B. Kennedy, "Nevada Inadequate or Negligent Security--Hotels." Lecture presented at Professional Education Systems seminar. Las Vegas, March 24, and Reno, NV, March 25, 1994.

Daniel B. Kennedy, "The Expert's Perspective on Custodial Suicide and Police Pursuits." Paper presented at a Defense Research Institute seminar, Civil Rights and Governmental Tort Liability. San Diego, CA, January 20-21, 1994.

Daniel B. Kennedy, "Demonstrating the Existence of 'High Crime' Areas." Lecture presented at ATLA National College of Advocacy seminar, Premises Liability for Violent Crimes. Atlanta, GA, November 12-13, 1993.

Daniel B. Kennedy, "Inadequate Security Litigation: Assessing the Effectiveness of Security Measures Designed to Prevent Criminal Attack." Paper presented at the annual convention, Ohio Association of Civil Trial Attorneys. Maumee Bay, OH, October 1-2, 1993.

Daniel B. Kennedy, "Crime Foreseeability." Lecture presented at the annual convention, Association of Trial Lawyers of America. San Francisco, CA, August 1-5, 1993.

Daniel B. Kennedy, John Dise, and Tom Hupp, "Police Liability." Paper presented at the 99th annual conference of the International Association of Chiefs of Police. Detroit, MI, October 24-28, 1992. Also presented at Mid-Winter Training Conference, Michigan Association of Chiefs of Police. Lansing, MI, February 3-4, 1993.

Daniel B. Kennedy, "Premises Liability: Crime Foreseeability and the Adequacy of Security." Paper presented at the 11th Annual Conference of the International Society of Crime Prevention Practitioners. Detroit, MI, October 17-20, 1988.

Daniel B. Kennedy, "The Hallcrest Recommendations: Implications for Theory and Practice." Panel moderated at 32nd Annual Seminar, American Society for Industrial Security. New Orleans, LA, September 22-25, 1986.

Daniel B. Kennedy, "Practitioner as Professor: Utilizing Security Executives as Part-time College Faculty." Lecture presented at 31st Annual Seminar, American Society for Industrial Security. Dallas, TX, September 30-October 3, 1985.

Daniel B. Kennedy, "Toward a Perspective on the 'New' Penology." Paper presented at annual meeting of the Academy of Criminal Justice Sciences. Philadelphia, PA, March 11-14, 1981.

OAKLAND UNIVERSITY  
College of Arts and Sciences  
Department of Sociology/Anthropology

1. BIOGRAPHICAL DATA

- a. Name: Raymond V. Liedka
- b. Department: Sociology and Anthropology
- c. Rank: Assistant Professor of Sociology

2. EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Date</u>	<u>Subject</u>
Ph.D.	Cornell University	1995	Sociology
M.A.	Cornell University	1989	Sociology
B.A.	LeMoyne College	1986	Sociology

3. PROFESSIONAL EXPERIENCE

a. Teaching Experience Not as a Graduate Student

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>
Oakland University	Assistant Professor	2006-present
Univ. of Kentucky	Visiting Asst. Prof.	2005-2006
Univ. of New Mexico	Assistant Prof.	1998-2005
Univ. of New Mexico	Visiting Instructor	1997-1998 1994-1996

b. Teaching Experience as a Graduate Student

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>
Cornell University	ABD	1991

c. Other Relevant Professional Experience

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>
Instit. Soc. Research (UNM)	Senior Research Associate	1996-2006

d. Oakland Appointment Record

i. Rank and date of initial appointment

Assistant Professor of Sociology, August 1, 2006

ii. Date(s) of reappointment

Assistant Professor of Sociology, August 1, 2008

iii. Rank and date(s) of promotion

iv. Date(s) of Spring/Summer teaching

<u>Semester/Year</u>	<u>Course</u>	<u>Enrollment</u>	<u>Evaluations</u>
Spring 2007	SOC 202	12	No
Summer 2008	SOC 101	26	No
Summer 2008	SOC 202	20	No
Summer 2010	SOC 202	38	No
Summer 2010	SOC 203	22	No

v. Date(s) and type(s) of leave

e. Oakland Instructional Record (Tenured faculty list only courses since receiving tenure)

<u>Semester/Year</u>	<u>Course</u>	<u>Enrollment</u>	<u>Evaluations</u>
Fall 2006	SOC 100	83	Yes
Fall 2006	SOC 202	39	Yes
Winter 2007	SOC 203	22	Yes
Winter 2007	SOC 323	34	Yes
Winter 2007	SOC 425	18	Yes
Fall 2007	SOC 100	93	Yes
Fall 2007	SOC 202	32	Yes
Fall 2007	SOC 203	23	Yes
Winter 2008	SOC 323	43	Yes
Winter 2008	SOC 425	26	Yes
Fall 2008	SOC 100	89	Yes
Fall 2008	SOC 202	40	Yes
Fall 2008	SOC 323	35	Yes

Winter 2009	SOC 203	24	Yes
Winter 2009	SOC 425	32	Yes
Fall 2009	SOC 203	24	Yes
Fall 2009	SOC 203	15	Yes
Winter 2010	SOC 203	22	Yes
Winter 2010	SOC 203	22	Yes
Winter 2010	SOC 425	30	Yes
Winter 2010	SOC 480	2	No
Fall 2010	SOC 202	42	Yes
Fall 2010	SOC 203	27	Yes
Winter	SOC 203	26	No
Winter	SOC 203	29	No
Winter	SOC 203	36	No

Independent study projects directed.

<u>Semester/Year</u>	<u>Course</u>	<u>Enrollment</u>	<u>Subject</u>
Winter 2008	SOC 430	2	No
Winter 2009	SOC 480	2	No

4. RESEARCH, SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES: indicate how each item was selected (referee, editor, invitation, etc.) for publication or presentation.

a. Doctoral dissertation

“Status, Power, and Expressivity as the Basis of Occupational Grading: Multidimensional Analyses” Professor Ronald A. Breiger, advisor.

b. Master’s thesis

“Interpersonal Network Density as a Resource for Organizations” Professor Ronald A. Breiger, advisor.

c. Books published or in press

d. Book chapters

“Markets and Inequality in the Transition from State Socialism,” Victor Nee and Raymond V. Liedka, pp. 202-244 in *Inequality, Democracy, and Economic Development*, Manus I. Midlarsky, ed., Cambridge University Press: New York, NY, 1997 (selected by editor)

e. Articles published or in press

“The Crime-Control Effect of Incarceration: Does Scale Matter?,” Raymond V. Liedka, Anne Morrison Piehl, and Bert Useem, Criminology and Public Policy 5:245-276, 2006. (peer review)

“Popular Support for the Prison Build-Up,” Bert Useem, Raymond V. Liedka, and Anne Morrison Piehl, Punishment and Society 5:5-32, 2003. (peer review)

“On Summary Measures of Binarized Dominance Data,” John M. Roberts, Jr., and Raymond V. Liedka, Social Networks 21:23-35, 1999. (peer review)

“Who Do You Know in the Group: Location of Organizations in Interpersonal Networks,” Social Forces 70:455-474, 1991. (peer review)

f. Oral presentations, performances, exhibitions

“Examining Profiling via Placement of Surveillance Cameras,” Raymond V. Liedka and Albert J. Meehan, the Annual Meeting of the American Society of Criminology, San Francisco, November, 2010

“Examining Profiling via Placement of Surveillance Cameras,” Raymond V. Liedka, the Annual Meeting of the Midwest Criminal Justice Association, Chicago, September, 2010

“Scale Effects of Incarceration Rates: Evidence from National Uniform Crime and Victimization Data,” Raymond V. Liedka, the Annual Meeting of the American Sociological Association, Atlanta, August, 2010

“Scale Effects of Incarceration Rates: Evidence from National UCR and Victimization Data,” Raymond V. Liedka, the Annual Meeting of the Academy of American Criminal Justice Sciences, Cincinnati, March, 2008

“Prison and Crime Control: A Cross-national test,” Bert Useem, Anne Morrison Piehl, Raymond V. Liedka, and Aki Roberts, the Annual Meeting of the Society for Cross-Cultural Research, Santa Fe, February, 2002

“The Crime-Control Effect of Incarceration: Reconsidering the Evidence,” Raymond V. Liedka, Bert Useem, and Anne Morrison Piehl, the Annual Meeting of the American Society of Criminology,



Toronto, November, 1999.

“Prisons and Crime-Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, the Annual Meeting of the American Sociological Association, Chicago IL, August, 1999

“Institutional Change and Inequality in the Transition from State Socialism,” Victor Nee and Raymond V. Liedka, the Annual Meeting of the American Sociological Association, Washington DC, August, 1995.

“Who Do You Know in the Group: Networks and Organizations,” the Annual Meeting of the American Sociological Association, San Francisco, CA, August 1989.

g. Book reviews published or in press

h. Abstracts published or in press

i. Research in progress

“Scale Effects of Incarceration Rates on Crime: Comparing UCR and NCVS Data,” Raymond V. Liedka. Manuscript under review at *Criminal Justice Policy Review*.

“Eyes in the Skies: Disparate racial impact of CCTV surveillance camera placement,” Raymond V. Liedka. Manuscript under revision for submission to *Critical Sociology*.

“The Social Costs of Mass Incarceration,” Raymond V. Liedka. Outline.

“Revisiting the ‘does more crime mean more prisoners’ debate,” Raymond V. Liedka.

The Pontiac Study Group. Research development with several colleagues to conduct a community study of Pontiac, involving students, with a book as final product.

The Surveillance Group. Research development with over a dozen colleagues to produce published articles in the area of surveillance of individuals by government and business. Initial product will be replication of prior research.

j. Grants: source, date and amount of award

“Cross-National Study of Prisons and Crime Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, Harry Frank Guggenheim Foundation, January-December 2000, \$27,197

“Prisons and Crime Control: Effect of Changes over Time in the Numbers and Composition of State Prison Populations on the Level of Crime,” Bert Useem, Raymond V. Liedka, and Anne Morrison Piehl, National Institute of Justice, January-September 1999, \$21,551

“Prisons and Crime Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, National Science Foundation, April 1999-March 2001, \$148,079

k. Technical reports

“Eyes in the Skies: Lansing Residential Surveillance and its Intrusion on Privacy – Technical Appendix,” Raymond V. Liedka. Prepared for the Michigan ACLU, February, 2010.

“Prisons and Crime Control,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, final report to the National Science Foundation (Grant 9818897), January 2003.

“Explaining Instability in the New Mexico Female Prison Population,” Susan Brumbaugh, Raymond V. Liedka, Chris Birkbeck, Institute for Social Research, Albuquerque NM, April 2002.

“The Crime-Control Effect of Incarceration: Reconsidering the Evidence,” Bert Useem, Anne Morrison Piehl, and Raymond V. Liedka, final report to the National Institute of Justice (98-IJ-CX-0085), November 1999, revised January 2001.

“Prison Population Projections for New Mexico, 1997-2002 (CJJCC Working Paper #22),” Raymond V. Liedka, Institute for Social Research, Albuquerque NM, March 1997.

“Profile of Youthful Offenders and Serious Youthful Offenders in New Mexico’s Prisons (CJJCC Working Paper #20),” Penelope J. Hanke, Edward Gilliland, and Raymond V. Liedka, Institute for Social Research, Albuquerque NM, September 1996.

5. PUBLIC AND UNIVERSITY SERVICE

<u>Names of activity</u>	<u>Dates</u>	<u>Role in activity</u>
a. <u>Public service</u>		
Pontiac Central Schools Forum	March 19, 2009	Attendance
b. <u>University service</u>		
General Education Committee	2007-2008 2010-present	Member
c. <u>College service</u>		
CAS Assembly	2006-2007	Member
d. <u>Department service</u>		
Sociology Dept. Curriculum Cmte.	2010-present	Member
Sociology Club	2008-present	Faculty Adv.
Assessment Committee	2007-present	Member
Awards Committee	2006-2008	Member
Webpage & Technology Committee	2006-2008	Member
Sociology Search Committee	2006-2007	Member
Undergraduate Committe (UNM)	1994-1996	Member
	1998-2002	Member
Research and Computer Use	1996-2000	Member
Committee (UNM)	2002-2005	Chair

6. ANY OTHER ACTIVITIES RELEVANT TO YOUR APPLICATION FOR TENURE OR PROMOTION

a. Honors/awards

“The Crime-Control Effect of Incarceration: Scale Effects in Regional Analyses using UCR and NCVS data sources,” Raymond V. Liedka, Faculty Research Fellowship, University Research Committee, Oakland University, May 2009, \$8500

2007-2008 Departmental Service Award  
2006-2007 Departmental Teaching Award

b. Conferences attended

c. Professional editorial or organizational positions

Reviewer for Social Forces, Criminology, Journal of Quantitative Criminology, American Sociological Review

d. Undergraduate mentoring

Amanda Stein, "Impact of the Economic Recession on The Services Provided by Non-Profit Organizations in Oakland County," Oakland University Honors Thesis, 2009-2010.

e. Professional memberships

American Sociological Association  
American Society of Criminology

f. Other

Administrator, METHODS-L email discussion list on social science methodology and methods teaching, with approximately 675 members on the list, 1995-present.

University of New Mexico, Official Representative to ICPSR, 1999-2005

## CURRICULUM VITA

**ALBERT J. MEEHAN**

September 2011

Department of Sociology and Anthropology  
Oakland University  
Rochester MI 48309-4495  
(248) 370-2428  
[meehan@oakland.edu](mailto:meehan@oakland.edu)

**CURRENT POSITION:** Professor of Sociology and Chair, Department of Sociology & Anthropology

### EDUCATION

<u>Degree</u>	<u>Institution</u>	<u>Date</u>	<u>Subject</u>
Ph.D.	Boston University	1983	Sociology
<u>Thesis:</u> For the Record: Organizational and Interactional Practices for Producing Police Records on Juveniles. (Awarded departmental distinction.)			
M.A.	Boston University	1976	Sociology
<u>Thesis:</u> An Explanation of the Systematic Elusiveness of Goffman's Concept of the Self.			
B.A.	Kings College (Magna Cum Laude)	1974	Sociology

### PROFESSIONAL EXPERIENCE

Other relevant professional experience:

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>
University of Wisconsin Madison, Dept. of Psychiatry	NIMH Post- Doctoral Fellow	1984-1987
Boston University Law School, Center for Criminal Justice	Research Associate	1978-1981
Dept. of Drug Rehabilitation State of Massachusetts	Educational Consultant	1976-1977
Penn State University	Research Assistant	1973

Teaching Experience not as a graduate student:

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>	<u>Full/Part</u>
Oakland University	Assoc. Prof.	1987-	Full-time
Univ. of Wisconsin Medical School	Instructor	1985-1987	Part-time
Northeastern University	Visiting Asst. Prof.	1983-1984	Part-time
Boston University	Instructor	1976-1977	Part-time

Teaching Experience as a graduate student:

<u>Institution</u>	<u>Rank</u>	<u>Dates</u>
Boston University (Metropolitan College)	Instructor	1982-1983
Boston University	Teaching Fellow	1974-1976, 1981-1982

**RESEARCH, SCHOLARSHIP, PUBLICATIONS AND RELATED ACTIVITIES**

**Books:**

The Interactional Order: New Directions in the Study of Social Order, New York: Irvington Press, 1989 (Co-edited with T. Anderson, D. Helm, A. Rawls.)

**Articles published or in press:**

A.J. Meehan. "Using Talk to Study the Policing of Gangs" in Paul Drew, Geoffrey Raymond & Darin Weinberg (eds) *Talking Research*. London: Sage Publications. 2006

A.J. Meehan and Michael Ponder. "How Roadway Composition Matters in Analyzing Police Data on Racial Profiling." Police Quarterly, Vol. 5 (3): 306-333. (2002b)

A.J. Meehan and Michael Ponder. "Racial Profiling," Oakland Journal, Vol. 4, Spring, 2002 pp. 7-25.

A J Meehan and Michael Ponder, "Race & Place: The Ecology of Racial Profiling African American Drivers," Justice Quarterly, 9:14-55, 2002a

Reprinted in Maggie McPherson, Miguel Baptista Nunes, Inc NetLibrary - 2004  
[Developing Innovation in Online Learning an Action Research Framework - Page 191](#)  
 Inc NetLibrary -Routledge 2004

Reprinted in S. Gabbidon and H. Greene (eds.) *Race, Crime and Justice*. New York:

Routledge. 2005. pp. 191-212

Reprinted in William T. Lyons Jr., *Crime and Criminal Justice: The International Library of Essays in Law and Society*. Hampshire, UK: Ashgate Publishing. ( March 2006)

A.J. Meehan, "The Organizational Career of Gang Statistics: The Politics of Policing Gangs," The Sociological Quarterly. Vol. 41(3), 337-370. August 2000.

Reprinted in Delos H. Kelly and Edward Clark (eds.), *Deviant Behavior: A Text-Reader in the Sociology of Deviance*. Bedford, Freeman and Worth Publishers. (2003)

A.J. Meehan, "The Transformation of the Oral Tradition of the Police through the Introduction of Information Technology," Sociology of Crime, Law and Deviance (2):107-132, 2000.

Lynetta Mosby, A. Rawls, A.J. Meehan, C. Pettinari, and E. Mays, "Troubles in Interracial Talk About Discipline," Journal of Comparative Family Studies. Vol. 30(3):489-522, summer 1999.

A.J. Meehan, "The Impact of Mobile Data Terminal (MDT) Information Technology on Communication and Recordkeeping in Patrol Work," Qualitative Sociology. Vol. 21(3):225-254, fall 1998.

Anne Rawls, A.J. Meehan, C. Pettinari, E. Mays and L. Mosby, "The Application of Interactional Analysis to an Applied Study of Social Work," Journal of Applied Behavioral Science Review. Vol. 5(1):113-139, 1997.

A.J. Meehan, "Policing and the Chronically Mentally Ill," Psychiatric Quarterly. Vol. 66, No. 2:163-184, summer 1995.

A.J. Meehan, "Internal Police Records and the Control of Juveniles: Politics and Policing in a Suburban Town," British Journal of Criminology. Vol. 33(4):504-524. Fall 1993

A.J. Meehan, " 'I Don't Prevent Crime I Prevent Calls': Policing as Negotiated Order," Symbolic Interaction, Vol. 15(4):455-480, 1992.

A.J. Meehan, "Rule Recognition and Social Competence: The Case of Children's Games," Sociological Studies of Child Development, Vol. 3, 1990:245-262, 1990.

A.J. Meehan, "Assessing the Police Worthiness of Citizens Complaints: Accountability and the Negotiation of Facts," in D. Helm, et al., Interactional Order: New Directions in the Study of Social Order. New York: Irvington Press, 1989.

A.J. Meehan, "Recordkeeping Practices and the Policing of Juveniles," Urban Life, Vol. 15(1) 70-102, April, 1986.

[reprinted in Max Travers and John Manzo (eds.) Law In Action: Ethnomethodological and Conversation Analytic Approaches to Law, pgs. 183-208, Aldershot U.K.:

Dartmouth Publishers, 1997.]

[reprinted in Nancy Herman (ed.) Deviance: A Symbolic Interactionist Approach, pgs. 242-259, Dix Hills NY: General Hall Publishers, 1995.]

A.J. Meehan, "Some Conversational Features of the Use of Medical Terms by Doctors and Patients," in Paul Atkinson and Christian Heath (eds.) Medical Work: Realities and Routines, 1981, London: Gower Press.

### **Technical Reports**

A.J. Meehan and M. Ponder, Final Evaluation Report of the Warren Police Department COPS Problem-Solving Grant, prepared for the Warren Police Department, Warren, MI, June, 2000.

A.J. Meehan, Community Corrections Comprehensive Plan for Oakland County, final report of the Oakland County Community Corrections Advisory Board, 1992.

A.J. Meehan & J. Czeszewski, Pre-Trial Services Pilot Study: Southfield District Court, report submitted to Oakland County Circuit Court Pre-Trial Services 1992.

B. Gilman, A.J. Meehan et al., Police Handling of Juveniles: A Comparison of Four Police Agencies. Final report submitted to the Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Boston University Law School, Center for Criminal Justice, 1982.

B. Gilman, A.J. Meehan, et al., Police Handling of Juveniles: Final Report submitted to the Police Division of the Arlington (MA) Department of Community Safety, Boston University Law School, Center for Criminal Justice, 1982.

B. Gilman, A.J. Meehan, et al., Police Handling of Juveniles: Final Report submitted to the Belmont (MA) Police Department, Boston University Law School, Center for Criminal Justice, 1982.

B. Gilman, C. Rosensweig, R. Purdy & A. J. Meehan, Police Procedures for Handling Juveniles, Boston University Center for Criminal Justice, 1982.

B. Gilman, A.J. Meehan et al., Police Handling of Juveniles: Boston (Charletown) MA. Final report submitted to the Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Boston University Law School, Center for Criminal Justice, 1980.

B. Gilman, A.J. Meehan et a., Police Handling of Juveniles: Stamford, Connecticut. Final report submitted to the Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Boston University Law School, Center for Criminal Justice, 1980.

### **Book Reviews:**

Review of Glenn Loury, Race, Incarceration and American Values (Boston: Boston Review Books, MIT, 2008) *forthcoming* in Mobilization



Review of Laura Huey, *Negotiating Demands: The Politics of Skid Row Policing in Edinburgh, San Francisco and Vancouver* British Journal of Sociology 60 (2) pgs 432-434. (May 2009)

Review of R. Wardhaugh, How Conversation Works (New York: Basil Blackwell, 1985), in Contemporary Sociology, Vol. 16(3):395, 1987.

### **Abstracts Published:**

“Record-keeping Practices in The Policing of Juveniles,” Urban Life, 15(1): 70-102, 1986. Abstracted for Criminal Justice Abstracts of The National Council on Crime and Delinquency, Rutgers University.

### **Conference and Symposia Presentations:**

“You Know That’s Not Why You Pulled Me Over Man”: Citizen’s Verbal Challenges in Traffic Stops.” Paper accepted for presentation at the Annual Meeting of the American Society of Criminology, St. Louis. November 2008

“Good” Organizational Reasons for “Bad” Video Recordkeeping Practices” Paper accepted for presentation at the Annual Meetings of the Academy of Criminal Justice Sciences. Cincinnati, OH, March 2008

“A Theoretical and Methodological Space for Studies of Talk and Interaction in Policing” Paper accepted for presentation at the Annual Meetings of the Academy of Criminal Justice Sciences. Cincinnati, OH, March 2008

“Aspects of the Local Order of Racial Profiling in a Pretext Traffic Stop.” Presented at the 2003 meetings of the International Institute of Ethnomethodology and Conversation Analysis. Manchester, UK. July 2003

“An Empirical Study of In-Car Camera Archives to Examine Racial Profiling” Presented at the American Society of Criminology Annual Meetings, Denver. November 2003 (with Jennifer Dierickx)

“Studying Camera Car Archives: Issues and Preliminary Findings” presented at “Confronting Racial Profiling in the 21<sup>st</sup> Century: New Challenges and Implications for Racial Justice.” An invitation only conference sponsored by the Institute for Race and Justice, Northeastern University, Boston, MA.. April 2003

“Testing...Testing: Racial Profiling and In-Car Camera Usage in Two Suburban Police Departments” “” American Society of Criminology Annual Meetings, Chicago. November 2002 (with Jennifer Dierickx)

“Racial Profiling, Video Technology and Video Records in Police Work,” Annual Meetings of the American Sociological Association, Chicago, August 2002 (with Jennifer Dierickx)

“Aspects of the Local Order of Racial Profiling in a Pretext Traffic Stop.” Accepted for presentation at the 2003 meetings of the International Institute of Ethnomethodology and Conversation Analysis. Manchester, UK. July 2003

“An Empirical Study of In-Car Camera Archives to Examine Racial Profiling” Accepted for presentation at the American Society of Criminology Annual Meetings, Denver. November 2003 (with Jennifer Dierickx)

Racial Profiling and the Police. Public Policy and Social Change Colloquia Series. Bentley College. Waltham MA. March, 2002

“Race and Place: Using MDT Data to Study Racial Profiling.” accepted for presentation at the annual meetings the American Criminological Society, Atlanta, Georgia, November 2001 (with Michael Ponder)

“Race and Place: The Ecology of Racial Profiling” accepted for presentation at the annual meetings the American Sociological Association, Anaheim CA. August 2001 (with Michael Ponder)

“The Use of Humor in Serious Fora: Analyzing Community Meetings on Racial Profiling.” Midwest Sociological Association, St. Louis, MO. April 2001

Organized and Chaired two sessions on “Social Processes and Symbolic Interaction”, American Society of Criminology Meetings November 2000.

“Racial Profiling and Information Technology,” Midwest Sociological Society, Chicago, IL, April, 2000.

“Problem Oriented Policing,” North Central Association Meetings, March 1999. (with Michael Ponder)

“At the Intersection of Ethnography and Ethnomethodology: Analyzing Police Mobile Data Terminal Communications,” Midwest Sociological Association meetings, March, 1999.

“Using Mobile Data Terminal (MDT) Data to Examine Racial Profiling by the Police,” Michigan Sociological Association Annual Meetings, Grand Rapids, MI, October 1999. (With Michael Ponder)

“Community Policing,” Michigan Sociological Association Meetings, October, 1998. (with Michael Ponder)

Session Organizer for the Ethnomethodology and Conversation Analysis sessions for 1998 Annual Meetings of the American Sociological Association, August 1998, San Francisco. (Organized four sessions.)

“The Impact of Information Technology on Organizational Communication: The Case of the Police,” presented at the Annual Conference of the National Communication Association,

November 1997, Chicago.

“Information Technology, Patrol Work and Policing,” presented at the 1996 Annual Meetings of the American Sociological Association (Regular Session: Organizations, Occupations and Work).

“Audio/Video Records and the Oral Tradition in Policing,” presented at the Gregory Stone/Carl Couch Symposium of the Society for the Study of Symbolic Interaction, July, 1996, University of Nottingham, U.K.

“The ‘Asshole’ as an Interactional Achievement in Policing,” presented at the 1996 Annual Meetings of the American Sociological Association (Regular Session: Ethnomethodology and Conversation Analysis), August 1996, New York.

Conference Co-Organizer, 1995 and 1996 Annual Meetings of the Michigan Sociological Association (held at Michigan State 1995, Oakland University 1996)

“Technology and Policing,” 1994 Meetings of the American Society of Criminology, Miami, November 1994. Also, Session Organizer and Chair: “Modes of Ethnographic Study of Crime and Criminal Justice.”

“Police and Information Technology,” presented at the 1994 Annual Meetings of the Michigan Sociological Association, Kalamazoo, MI (October). Also organized two sessions for these meetings: The Chairs Panel; Technology and Social Control.

“Technology and Recordkeeping in Criminal Justice,” paper presented at the Midwest Sociological Society meetings, March, 1994.

“A Longitudinal Content Analysis of Prison News,” presented at the 1993 meetings of the Michigan Sociological Association, Detroit, MI. (with Judith Adams)

“The In-Situ Practice of Role Modeling,” presented at the Midwest Sociological Association Meetings, April 1993, Chicago, IL. (with Edward Mays)

“Role Modeling and the Deficiency of Clients,” meetings of the Society for the Study of Symbolic Interaction, American Sociological Association Meetings, Miami, FL, August 1993. (with Edward Mays)

“An Interactional Analysis of Agency Programmatics,” meetings of the Black Sociological Association, Ft. Lauderdale, FL. August 1993. (with Edward Mays)

Guest Presenter. Sociolinguistics Colloquium, Indiana University, Professors Alan Grimshaw & William Corsaro, Co-organizers, February 1993.

Guest Presenter. Social Psychology Colloquium, Indiana University, Professor Sheldon Stryker, Organizer, February 1993.

Guest Presenter. Seminar on Conversation Analysis, Indiana University, Professor Doug Maynard, February 1993.

“The Psychiatrist-Client Relationship and Medication Groups for the Chronically Mentally Ill,” presented at the Annual Meetings of the American Sociological Association, Washington, D.C., August 1990.

“The Meaning of Juvenile Crime: Gang Statistics and the Politics of Policing Gangs,” American Society of Criminology, Reno, NV, November 1989.

“Talk and Social Structure: The Case of Calls to the Police,” Midwestern Sociological Society, Minneapolis, MN, March 1988.

Session Organizer and Chair, Eighth International Institute for Ethnomethodology and Conversation Analysis, Boston, MA, August 1987.

“An Analysis of Medication Groups for the Chronically Mentally Ill,” presented at the Department of Psychiatry, University of Wisconsin-Madison, March 1986.

“From Conversation to Coercion: The Police Role in Medication Compliance,” Annual Meetings of the Society for the Study of Social Problems, New York. Also presented at the Deviance, Law and Social Control Colloquium, Department of Sociology, University of Wisconsin-Madison, 1986.

“Legal Aspects of Treating the Chronically Mentally Ill in Community Settings,” Annual Meetings of the Midwest Sociological Society, Des Moines, Iowa, 1986.

“Confidentiality of Research Data: Legal, Moral and Practical Considerations,” Annual Meetings of the American Society of Criminology, San Diego, CA, 1985.

“Dual Justice: Working the Records in the Policing of Juveniles,” Annual Meetings of the Society for the Study of Social Problems, New York, 1985.

“Calling the Police,” Temple University Sixth Annual Conference on Language and Communication, Philadelphia, PA, 1985.

“The Politics of Research within the Police Context,” Annual Meetings of the Eastern Sociological Society, Boston, MA, 1984.

“The Organizational Career of an Incident: An Evening’s Work in the Gang Car,” Annual Meetings of the Society for the Study of Social Problems, Detroit, MI, 1983.

“Crowd Behavior at Sporting Events: Internal vs. External Forms of Social Control,” Annual Conference of the North American Society for the Sociology of Sport, Toronto, Canada, 1982.

“Reconciling Reported Victimization with Agency Crime Statistics,” Annual Meetings of the Eastern Sociological Society, Philadelphia, PA (with Bernard Gilman), 1982.

“The Social System of the Crowd,” Twelfth World Congress of the Association Internationale des Ecoles Superieur d’Education Physique, Boston, MA, 1982.

“Dispatcher’s Techniques for Assessing Citizens’ Complaints,” delivered at the Fifth Annual Institute for Ethnomethodology and Conversation Analysis, Boston University, Boston, MA, 1980.

“Packaging a Complaint to the Police,” delivered at the Third Annual Conference on Ethnomethodology and Conversation Analysis, University of South Carolina, Columbia, SC, 1980.

“Understanding Medical Jargon in Doctor-Patient Interaction: In-Situ Socialization of the Patient,” Annual Meetings of the Eastern Sociological Society, Boston, MA 1979.

### **Research in Progress:**

CCTV Surveillance, Racial Profiling, Informational Technology and Policing

### **Grants Received:**

University Research Committee. \$1000 to support racial profiling research. April 2000.

“Problem Solving Partnership to Study and Implement Strategies for the Police Handling of Drug Houses” Warren Police Department. U.S. Department of Justice Community Oriented Problem Solving Program. 1997. \$149,655. (Grant writer and project consultant)

Oakland University Research Committee, \$1032 Special Projects award for the annual Conference of the Michigan Sociological Association held at Meadowbrook Hall. 1996

Oakland County Community Corrections Research Grant, \$82,000, 1990-1992. (Principal Investigator)

Oakland University Undergraduate Research Award, \$250, Faculty Sponsor/Advisor

Boston University Chapter of Sigma Xi, \$350, 1978.

### **Grants Submitted (not funded)**

Using Mobile Data Terminal (MDT) Data to Study Racial Profiling. Submitted to the National Institute of Justice, U.S. Department of Justice. \$195,357. (Principal Investigator). Submitted January 15, 2001. (Not funded)

### **Professional Consulting Activities:**

Consultant, Macomb County Police Academy. 2003- present

Consultant and Technical Advisor, Warren (MI) Police Department, Problem Solving Using Information Technology, 1996-2002

Consultant, Oakland Community College. Needs Assessment Survey for Law Enforcement, Fire and Public Safety Departments in Oakland County, 1995.

Consultant and Technical Advisor, Auburn Hills (MI) Police Department. Implementing Community Policing, 1995-95.

Consultant, "Parent Response to Infant Cry: Abuse Potential" Grant, Department of Sociology, Wayne State University in conjunction with the Wayne State School of Nursing, January-June, 1993.

Consultant, "Skillman Intergenerational Training Grant," Department of Sociology, Wayne State University, 1990-1992.

Pro-Bono Consultant to Oakland County Pre-Trial Services, 1991-present (Computerization and Analysis of Pre-Trial cases)

Pro-Bono Consultant to Oakland County Probation Department, 1990-present (Substance Abuse Grant Evaluation, Probation Violator Study; SAI Bootcamp Study)

Consultant, Oakland County Community Corrections Advisory Board, 1990-1992. (Researched and Developed a Comprehensive Plan for Community Based Corrections.)

Pro-Bono Consultant to the Washtenaw County Community Corrections Advisory Board. Summer 1991 (assisted in the developed of the Washtenaw County Comprehensive Community Corrections Plan)

**Courses taught:**

The Surveillance Society  
Crime and Punishment (Criminology)  
Police and Society  
Juvenile Delinquency  
Corrective and Rehabilitative Institutions  
Research and Policy Evaluation  
Medical Sociology  
Sociology of Mental Illness  
Social Psychology  
Self and Society  
Deviance and Social Control  
Sociology of Sport  
Introduction to Sociology

**Service to the Profession:**

Offices Held: Michigan Sociological Association  
 Executive Officer 1996-97  
 President, 1995  
 Board Member, 1993-1997

Journal Positions/Service:

Co-Editor, Michigan Sociological Review, 1996, 1997

Editorial Board Member, Symbolic Interaction 1993-1994.

Dissertation/Master's Thesis Committees Served on at Oakland University or other Universities

Student	University	Year degree awarded
Shelly Krajewski	Oakland University	current (Ph.D. School of Education)
Patrick Faircloth	Oakland University	current (Ph.D. School of Education)
Sue W. Tyce	Oakland University	2009 (Ph.D. School of Education)
Jennifer Direickx	Wayne State University	2007 (Ph.D. Sociology)
Derek Coates	Wayne State University	2003 (Ph.D.Sociology)
Kevin McAllister	Boston University	2002 (Ph.D. Education)
Carey Ford	Wayne State University	1998 (Ph.D. Sociology)
Waverly Duck	Wayne State University	2000 (Ph.D. Sociology)
Judy Adams	Oakland University	1990 (MA Sociology)
Karen Fleischer	Oakland University	1989 (MA, Sociology)

Reviewer for Professional Journals: Annual Review of Criminology and Law, Applied Behavioral Science Review, Qualitative Sociology, Social Psychology Quarterly, Social Problems, Symbolic Interaction, Sociological Quarterly, Journal of Contemporary Ethnography, Justice Quarterly, Police and Society

**Awards:**

Oakland University Alumni Association Award for Outstanding Academic Advising 1988-1989 (\$500).

**PUBLIC AND UNIVERSITY SERVICE**

<u>Activity</u>	<u>Dates</u>	<u>Role in Activity</u>
<b><u>Public service:</u></b> Oakland County Probate Court Citizen's Advisory Council: Juvenile Subcommittee	1992-95	Appointed
Southern Oakland County	1990-92	Elected to

NAACP

Exec. Board

**University service:**

University Surveillance Review Panel	2009-	Appointed Faculty Rep.
Faculty Reappointment and Promotion Committee	2007-	Elected Chair 2009-2010
University Senate Elected to Steering Committee	2007-	Elected
Institutional Review Board	2005-	Prisoner Rep.
Mentor Students First Program	2005-6	Faculty Mentor
SHES Doctoral Dissertations for Sue Wilbourn and Patrick Fairecloth	2005-	Committee Member
University Senate	2005-6	
Title IX Committee	2001-	Faculty Representative
General Education II: Budget Subcommittee	2001	Member
Oakland University/Thomas Cooley Law School Committee	2003	Faculty Representative
Parking Committee	1999-	Member
King-Chavez-Park College Program	1996,1998,1999	Faculty Coordinator
Office of Grants and Contract Ad-Hoc Committee on Social Science Research Center	1998-99	Invited
OU Mascot Committee	1997-1998	Member
Institutional Review Board	1995-1996	Member
Americorp Advisory Board	1994-2000	Member



University Senate	1995-1997	Elected Member
Campus Police Oversight Committee	1992-1997	Chair
President's Ad-Hoc Committee on Campus Police	Summer 1992	Appointed Member
Orientation Office	Summer 1992 1991	Faculty Participant
Honors College	Winter 1992	Thesis Advisor
Athletic Department	Winter 1992	Research Advisor
Mentor Alliance Program	1990-91	Faculty Participant
University Senate	1989-1991	Elected Member
AAUP	1989-1991	Elected Assistant Grievance Officer
University Internship Office	1988-2000	Faculty Advisor
Program in General Studies	1988-	Student Advisor
University Open House	11/1/87--yearly	Faculty Participant

**College service:**

Committee on Appointments and Promotion	2007 (winter)	replacement Appt.
Ad Hoc Committee on General Education	2007-	appointed
College Marshal, Graduations	2004-5	appointed
Committee on Appointment & Promotion	2002 (winter)	Replacement Appt.
Varner Hall Space Advisory Committee	1998	Member
OU Previews Program	1997	Faculty Participant
Committee on Appointment & Promotion	1996-1999	Elected Member Chair, 1998-99

Graduate Programs Committee	1994-1996	Appointed Member
College Assembly	Winter 1995	Elected Member
Committee on Instruction	1991-1993	Appointed Member
CAS Advising Office: Orientation Advisor	Summer 1991 1989, 1988	Faculty Advisor
MPA Program, Dept. of Political Science	1991-	Project Advisor
Women's Studies Concentration	1988-1990	Faculty
College Assembly	1987-1988	Member
College of Arts & Sciences "Major" Event	2/1/88-present	Faculty Participant

**Departmental service:**

Department Chair	2006-	
Chair, Recruitment Committee	2005-6	Chair
Awards Committee	2005-6	Member
Department Chair (Acting)	Fall 2004	
Assessment Committee	2004-2006	Chair
Jo Reger C-2 (early tenure) Review	2004	Member
Curriculum Committee	2001-2004	Chair
Lynetta Mosby C-4 Review	2003	Member
Jo Reger C-1 Review	2003	Chair
Self-Report Subcommittee	2001	Chair
Merit Review Committee	2001	Member
Recruitment Committee	2000	Member
C-4 Review Committee: Terri Orbuch	1999-00	Chair

AAUP Bargaining Forum	1999	Dept. rep.
C-1 Review Committee: Lynetta Mosby	1998	Chair
Recruitment Committee	1996-98	Member
C-2 Review Committee: Kevin Early	1993-94	Member
Concentration in Criminal Justice	1987-2004 2006-	Director
Recruitment Committee	1990-91	Member
Undergraduate Association for Sociology & Anthropology Students	1988-90	Faculty Advisor
Graduate Program Service	1988-90	
Geri S. McGregor	1988	Research Project
Karen Fleischer	1989	Advisor and
Judy Adams	1990	Reader

## **OTHER RELEVANT PROFESSIONAL ACTIVITIES**

### Lectures/Presentations Outside the University

Racial Profiling and the Police. Invited Speaker for the Department of Sociology Annual Luncheon, Aquinas College, Grand Rapids, MI. April 29 2003

Community Policing. Invited Speaker for the Macomb County Police Academy. April 2003 and April 2004

Racial Profiling and the Police. Public Presentation for the Birmingham Bloomfield Task Force on Race Relations. October 19, 2002

Leadership Oakland: Keynote Luncheon Speaker on the Criminal Justice System. 1991-1996

Pontiac Forum on Crime and Substance Abuse: Panelist. October 1991.

### Lectures/Presentations Inside the University

Racial Profiling. President's Colloquium. February 2002

Black Faculty and Staff Network: Panel discussant on the Malice Green Incident.

December 1992.

President's Quarterly Executive Breakfast: Keynote Speaker, May 1992.

Black Faculty and Staff Network: Panel discussant, The Rodney King Decision, May 1992.

The Meadow Brook Forum: Faculty Presenter, March 1992.

The President's Club Lecture Series: CAS Faculty Forum Lecture, January 1992.

Department of Sociology Colloquium Presentation, November 1991.

United Ministries in Higher Education: Roots of Racism Forum, October 1991.

United Students for Christ: Faculty Presenter, September 1991.

Selected "Favorite Faculty Member" by students for the "Senior Send Off 2005, 2006, 2007

**Bachelor of Arts in Criminal Justice**  
**Major Proposal**

**University Senate**  
**March 8, 2012**

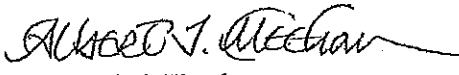
**Department responses to queries from:**

- 1) The Senate Budget Review Committee (2/3/2012)**
- 2) The Senate Planning Review Committee (1/30/2012)**
- 3) The Senate Planning Review Committee (2/29/2012)**

**Note: these were not posted on Senate Website**

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Gwendolyn McMillon, Chair  
The Senate Budget Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Questions Regarding the Criminal Justice Major  
Proposal

DATE: February 3, 2012

On behalf of the department, I appreciate the thoughtful comments on our proposal for the BA major in Criminal Justice. The committee has sought clarification on three issues which are addressed below. For ease of presentation, I have replicated the committee's concerns in *italics*, followed by our response. Please let me know if you need any additional information.

1) *A letter from your dean expressing his/her commitment to financially support or not support the new program if needed in the future.*

On January 30, 2012, Dean Sudol communicated to Provost Moudgil and Associate Provost Piskulich his support for the program which I have attached for your convenience.

2) *Additional support letters from a possible employer.*

A letter (dated 9/13/2011) from Doreen Olko, Chief of Police, Auburn Hills Police Department was inadvertently omitted from our proposal. I have attached it for the committee's review. I believe that Chief Olko's letter communicates the appeal of our major proposal to the criminal justice community in both the public and private sectors. I would also call the committee's attention to our two national partners, the John Jay College of Criminal Justice, and the Postgraduate Naval School's Center for Homeland Defense and Security, who did submit letters which recognize the quality of our program. I have also included those letters here for your convenience, which can also be found on pages 84-85 of our proposal. I am hopeful that these letters, taken together with the national and state level ten-year employment projections for fifteen occupational categories in the field we assembled from the Bureau of Labor Statistics, will provide the sort of support and assurances the committee seeks regarding the job market for prospective majors.

3) *Justification for low proposed starting salaries - the projections appear low for 5 years out.*

The base figure of 55,000 was simply used to reflect current starting salaries. We are in agreement with the committee that starting salaries may be higher five years out. In our experience, we can increase the proposed starting salaries for faculty through the pro-forma budget process. That is, starting salaries are determined by market factors and national/regional level data provided to the department and negotiated with the administration. We would prefer to have the flexibility to adjust our faculty starting salaries each year with current market data in hand when we submit our pro-forma budget. If we meet projected enrollments each year, there will be more than enough money to increase faculty salaries as needed.

With respect to the budget in general, we are assuming that new program budgets are tied to the number of new (i.e., incremental) students to Oakland pursuing the major. We created the budget using projections similar to our experience in building the Bachelor of Social Work major in the department, which has been both an academic and budgetary success. Each year, we have adjusted our pro-forma budget to meet program needs. Based upon the information we have collected both internally and externally, we are reasonably certain there is a strong demand for the criminal justice major we have proposed. We understand that if we don't achieve our projected number of (incremental) students, our pro-forma budget will be adjusted accordingly each year.



Albert Meehan <meehan@oakland.edu>

---

## Fwd: CAS programs for the Senate

1 message

Mon, Jan 30, 2012 at 5:40 PM

Ronald Sudol <sudol@oakland.edu>

To: Michelle Piskulich <piskulic@oakland.edu>

Cc: Virinder Moudgil <moudgil@oakland.edu>, Robert Stewart <stewart@oakland.edu>, Jay Meehan <meehan@oakland.edu>

----- Forwarded message -----

From: Ronald Sudol <sudol@oakland.edu>

Date: Mon, Jan 30, 2012 at 8:50 AM

Subject: Fwd: CAS programs for the Senate

To: Michelle Piskulich <piskulic@oakland.edu>

Cc: Virinder Moudgil <moudgil@oakland.edu>, Kathleen Moore <kmoore@oakland.edu>, Andrei Slavin <slavin@oakland.edu>

Dear Michelle,

I support the PhD proposal in Applied and Computational Physics and the BA proposal in Criminal Justice. This support is embedded in my conveying the proposal to the Steering Committee by way of the message below, dated December 20, 2011.

Ron

----- Forwarded message -----

From: Ronald Sudol <sudol@oakland.edu>

Date: Tue, Dec 20, 2011 at 4:50 PM

Subject: CAS programs for the Senate

To: Michelle Piskulich <piskulic@oakland.edu>

Hi Michelle,

The consensus among the deans is that there are no conflicts or issues concerning two pending proposals from CAS: PhD in Applied and Computational Physics and the BA in Criminal Justice. Accordingly they are ready to go to the Senate.

Ron

--

Ronald A. Sudol





## POLICE DEPARTMENT

1899 N. Squirrel Road  
Auburn Hills, MI 48326-2753  
Phone: 248.370.9444  
Fax: 248.370.9365

August 29, 2011

A. Jay Meehan Ph.D.  
Professor and Chairperson  
Department of Sociology & Anthropology  
Oakland University  
2200 N. Squirrel Road  
Rochester, MI 48309-4495

Dear Jay,

Thanks for allowing me an opportunity to preview your plans for a Criminal Justice major at Oakland University. I like the plan, particularly the fact that it will be interdisciplinary. I strongly believe that our work touches many disciplines and educating our future workers in that way is an excellent idea.

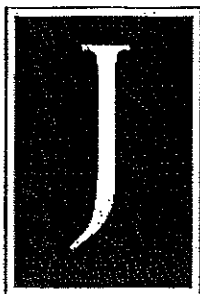
I also like the unique aspects of an interdisciplinary specialization that would be offered with the information security program and homeland security. I think both will add value to the criminal justice community both public and private and are areas where there is not enough expertise available at current.

I am excited about the prospect of such a program in our backyard! We have benefited from all of our previous work together on our community policing projects. We look forward to supporting and assisting you any way we can.

Best of luck on this important endeavor.

Sincerely,

Doreen E. Olko



John Jay College of Criminal Justice  
*The City University of New York*  
445 West 59th  
New York, NY 10019  
(212) 237-8089

**The Department of Public Management**

August 5, 2011

Dr. Jay Meehan  
Oakland University  
2200 Squirrel Road  
Rochester MI 48309

Dear Jay:

I am happy to confirm the active participation of Oakland University in the Academy of Critical Incident Analysis. The mission of the Academy of Critical Incident Analysis at John Jay College is "to promote and disseminate scholarly research relating to the emergence, management and consequences of critical incidents. ACIA sponsors scholarship and research, hosts conferences and symposiums, and maintains research archives of incident records. ACIA also supports the development and dissemination of course curricula and supporting media for the teaching of critical incident analysis."

Our partnership has really evolved these past two years. Diane Hartmus, Lisa Dalton and you have all been invited guests at conferences hosted by ACIA at John Jay College of Criminal Justice, ACIA's home institution. Diane Hartmus now serves on the Committee on Critical Incident's Panel on Critical Incident Education. The creation of a Critical Incident Learning Community at Oakland University has further strengthened our ties.

We are particularly excited that as part of its proposed Criminal Justice major Oakland University will be developing and offering a course in Critical Incidence Analysis. We are pleased to have shared with Oakland University faculty the successful experiences of faculty at John Jay who have offered the course. Oakland University's involvement with ACIA allows faculty and students to draw upon the data repositories on critical incidents located at John Jay and distance learning opportunities through ACIA.

We look forward to strengthening our relationship with Oakland University. If I can provide any further information to support your program, please do not hesitate to contact me.

Sincerely,

F. Warren Benton, Ph.D.  
Chair, Department of Public Management  
Chair, Academy for Critical Incident Analysis Governance Council  
Professor, John Jay College and Criminal Justice and the Graduate Center, City University of New York



August 30, 2011

A. Jay Meehan, PhD  
Professor and Chairperson  
Department of Sociology and Anthropology  
Oakland University

Dear Dr. Meehan,

On behalf of the Naval Postgraduate School Center for Homeland Defense and Security (CHDS), I would like to congratulate you on Oakland University's membership in CHDS' University and Agency Partnership Initiative.

Oakland University joins more than 250 academic institutions engaged in advancing education, research and critical thinking in the maturing discipline of Homeland Security. Under charter from the Federal Government, CHDS is pleased to provide Oakland faculty, administration and students with resource material and subject matter expertise to assist in program design, development and implementation.

CHDS views Homeland Security courses as an integral part of undergraduate and graduate curricular offerings. As the discipline has matured over the last decade, the rapid growth in the number of academic programs has resulted in a mix of *quality* in course delivery, faculty qualifications, research and - importantly - *output* - the overall value of the student experience in terms of their potential to make a material difference in the Homeland Security "thought-place". In discussion with you and your faculty, it is clear that Oakland is building a quality Homeland Security program of instruction. You have developed a course of action that follows the most successful models: emphasis on enabling critical thinking; efforts to gain broad campus support; and, recognition of the need for cross-discipline collaboration. Clearly, you have charted a course for Oakland University to create and sustain a solid, worthwhile security education experience.


Jay, CHDS welcomes you and Oakland University as a valued partner. If you or your faculty has any questions regarding the Partnership, please do not hesitate to contact me directly (tel: 719.640.4346; e-mail: [sprecca@nps.edu](mailto:sprecca@nps.edu)).

Best regards,

s/Steve Recca  
University and Agency Partnership Initiative

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Thomas Discenna, Chair  
The Senate Planning Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Second Set of Questions Regarding the Criminal  
Justice Major Proposal

DATE: February 29, 2012

In response to our first memorandum of January 30, 2012, the committee has sought clarification on three issues which are addressed below. At this point in the process, I am respectfully requesting that the SPRC conclude its deliberations on this proposal and send its report to the Senate in a timely manner

For ease of presentation, I have replicated the committee's concerns in *italics*, followed by our response.

1. *There is no formal relationship between the Department of Sociology and Anthropology and the Decision and Information Sciences department of the School of Business Administration. The committee is concerned that without such a formal relationship curricular changes could be made to the MIS minor in ways that negatively impact the BA-CJ.*

The August 2011 email (included in my first response) written by Professor Dadashzadeh, Chair of DIS, expresses the "formal relationship" between our two departments and further states that the department will offer the Information Security Lab and the Privacy course on a regular basis. In addition, I would note that the SBA's clear support of the minor is quite evident in their approving the creation of MIS 301, which required approval by the SBA's committee on instruction. While my department has, in past years, signed articulation and formal agreements with Oakland Community College, Macomb Community College and Michigan State University, these were external institutional bodies. In short, I do not know what sort of internal "formal agreement," other than the aforementioned email and the actions of the SBA as a school, the SPRC is envisioning in its request.

In addition Professor Dadashzadeh has also offered the following personal communication with me, that I am quoting with his permission, and unequivocally reinforces this position (as communicated in the first memorandum):

"The DIS Department's changing the MIS Minor (via MIS 301 option) to make it available to non-SBA Majors is a formal commitment reviewed and approved by the SBA and the Dean. It binds the DIS Department that curricular changes in the MIS Minor should consider university-wide commitments and interdependence. All of this has really been prompted by a DIS Department strategic goal initiated by the former Chair, Tom Lauer, and continued by me as the current Chair. DIS Department considers this to be the formal relationship that SRPC issue #1 is looking for."

*2. The SPRC is not convinced that the collection of courses provided by the MIS minor realizes the goal of preparing students for the kind of roles envisioned by the BA-CJ proposal.*

I have also consulted with Professor Dadashzadeh on this matter and he has quite eloquently provided the following rationale:


"An information security & assurance program will require a thorough understanding of risk management through the entire life cycle of development of a secure information system that meets business needs. The MIS Minor is best positioned to provide that education. MIS Major/Minor is focused on preparing students to understand and contribute to the entire life cycle of information systems. From analyzing information requirements including security and audit, to modeling business processes, to acquiring hardware and software and services, to designing applications and databases, to testing and quality practices, to project planning and control, to organizational change management. The MIS Major/Minor core courses along with our Information Security and Privacy courses provide the educational foundation and hands-on experience to train CJ's Information Security & Assurance specialists."

*3. One suggestion was that the MIS course in "Information Systems Security Lab" be made an elective within the Specialization rather than a required course, this would alleviate the first concern for the committee.*

Please see the response to number 1 above. There is no need to make this course an elective. In fact, it would make little curricular sense to do so.

**MEMORANDUM**  
**Department of Sociology, Anthropology and Social Work**  
**Oakland University**

TO: Thomas Discenna, Chair  
The Senate Planning Review Committee

FROM: Albert J. Meehan, Chair   
Sociology, Anthropology and Social Work

RE: Response to Questions Regarding the Criminal Justice Major  
Proposal

DATE: January 30, 2012

On behalf of the department, I appreciate the thoughtful comments on our proposal for the BA major in Criminal Justice. The committee has sought clarification on two issues that we have addressed below. For ease of presentation I have replicated the committee's question in italics, followed by our response. If you need additional clarification, please do not hesitate to ask.

*1) First, for the specialization in Information Security and Assurance we note that there are six required courses in MIS as well as one interdisciplinary elective (MIS 480: Privacy) and furthermore what assurances exist that a special topic course will be offered in the future (this is also pertinent to the specialization in Homeland Security). The committee notes that there are courses in the School of Engineering and Computer Science in Computer Forensics and Information and Homeland Security that might be more directly relevant for the Criminal Justice.*

As part of our development of the major, we examined Oakland's course catalogue to identify already existing courses and programs that we thought could be incorporated into the major proposal. The specialization in Information Security and Assurance is being offered in cooperation with the Department of Decision and Information Sciences (DDIS) in the School of Business Administration (SBA) with whom the department has also developed a close working relationship due to joint faculty involvement in **SurPriSe**: a three year old faculty learning community dedicated to both curricular and research interests in the interdisciplinary study of **Surveillance, Privacy and Security**. This relationship developed initially with the former chair of DIS, Professor Thomas Lauer, and has continued under the tenure of Professor Mohammed Dadashzadeh, current chair of DIS.

The specialization in Information Security and Assurance incorporates the necessary coursework within a minor offered by the DDIS. That is, students in CAS can participate in the DDIS minor without having to either take a large number of course

pre-requisites or require major standing in the SBA. Indeed, under Professor Dadashzadeh's guidance, the department and the SBA instituted a new course, MIS 301: Survey of Management Information Systems for non-majors, so students could participate in the MIS minor sequence without having to take a total of four required courses in economics and accounting. At the same time, 12 of the 18 credits required by the MIS minor, will meet the CAS Exploratory requirement which requires our students to take courses outside their major.

This is (currently) not the case for courses offered in the SECS, specifically in the information technology major, that may be relevant to our proposal. For example, CIT 448, Information Security Practice, which would be a very interesting course, requires major standing in the SECS. Further, there may be graduate level courses in SECS (i.e. 500+ level) that, while topically relevant, would not be possible for our undergraduate students to incorporate in their program. I can unequivocally state that we are *always* interested in working with colleagues across the campus to develop appropriate courses that would contribute to the criminal justice curriculum.

With respect to the committee's concern about course offerings, I must apologize for omitting an email from Professor Dadashzadeh, dated August 25, 2011 which I attach for your convenience. I have italicized the part where he states that both the Information Systems Security Lab course and the Privacy course will be offered on a regular basis. I believe this is the sort of assurance the committee is seeking.

*2) Second, the committee believes that identifying local community colleges with offerings in Criminal Justice would improve the proposal by identifying a population of students with interests in the BA-CJ.*

Per the committee's request, we have produced a table below that identifies community colleges that offer Criminal Justice associates degrees.

Community College	Criminal Justice Associates Degree?
Alpena Community College	Yes
Delta College	Yes
Henry Ford Community College	Yes
Lansing Community College	Yes
Macomb Community College	Yes (law enforcement only)
Monroe County Community College	Yes
Mott Community College	Yes
Oakland Community College	Yes
Schoolcraft College	Yes
St. Clair County Community College	Yes
Washtenaw Community College	Yes
Wayne County Community College	Yes

## **CJ Major Specialization in Information Security and Assurance ... DIS Department**

Mohammad Dadashzadeh <mdz123@yahoo.com>  
Reply-To: Mohammad Dadashzadeh <mdz123@yahoo.com>  
To: Albert Meehan <meehan@oakland.edu>  
Cc: Tom Lauer <lauer@oakland.edu>

Thu, Aug 25, 2011 at 6:26 AM

Dear Dr. Meehan,

Hope all is well with you and yours.

I am writing to follow up on Tom Lauer's conversations with your regarding the DIS Department's support of your Specialization in Information Security and Assurance.

Our department will be changing the pre-requisites on couple of courses. Specifically:

1) MIS 300 Prerequisite change to:

Prerequisite: For SBA majors: (MIS 100 or MIS 200 or CSE 125) and Major Standing. For non-SBA majors: (MIS 100 or CSE 120) and Junior Standing with a cumulative GPA of 2.6 or better.

2) MIS 305 Prerequisite change to:

Prerequisite: (MIS 100 or CSE 120) with a minimum grade of 2.0

*Also, we intend to offer our Information Systems Security Lab course as well as our course on Privacy on a regular basis to support our undergraduate students and, of course, those from your proposed specializations.*

Please do not hesitate to let me know if there is anything we can do at the DIS Department to help advance your worthy effort.

Warmest Regards,  
Mohammad.



# Proposal for the Bachelor of Arts in Criminal Justice



OAKLAND UNIVERSITY BOARD OF TRUSTEES  
MEETING

MARCH 28, 2012

PRESENTED BY:  
THE DEPARTMENT OF SOCIOLOGY,  
ANTHROPOLOGY AND SOCIAL WORK

COLLEGE OF ARTS AND SCIENCES

# Program Goals



- Provide in-depth study of criminology and criminal justice to OU students
- Utilize interdisciplinary contributions of OU's academic units
- Offer program that is theoretically-grounded, empirically-rigorous, and policy-relevant
- Develop students' critical thinking, written communication, research, and problem-solving skills

# The Basics: Program Requirements



- Total credits range from a minimum of 48 to 62 credits depending upon the specialization chosen
- Required Courses
  - Intro to CJ
  - Criminological Theory
  - Research Methods
  - Statistics
- Core Courses (choose 2)
  - Policing
  - Courts
  - Prisons
  - Juvenile Justice
- Electives (choose 4)—two within major, two from other departments
- Internship
- Capstone

# The Basics: Specializations



- Six Specializations-all research and policy focused not “training” focused
  - Four “traditional” areas:
    - ✦ Law Enforcement
    - ✦ Courts
    - ✦ Corrections & Treatment
    - ✦ Juvenile Justice
  - Two “niche” areas--require more credits
    - ✦ Homeland Security (59-60 credits)
    - ✦ Information Security & Assurance (60-62 credits) and offered in conjunction with Dept. of Decision & Information Sciences (SBA)
- The first four are typical of most CJ programs; the latter two distinguish our major from most other programs

# Benefits



- Major is structured to facilitate “double majors” owing to double count rule (8 credits) plus the new CAS exploratory requirement
- Major is truly interdisciplinary—crossing department and school boundaries
- BLS statistics indicate significant growth in CJ occupations at national and state level
- Timely--“Smart Justice” initiative linking public safety with economic growth

# National Partnerships



- **Academy of Critical Incident Analysis (ACIA), John Jay College of Criminal Justice (NYC)**
  - Critical incident analysis course offered as CJ elective
  - Access to ACIA data and course archives
  - Sponsorship of OU faculty and participant in Faculty Learning Community at OU
  - Letter of support
- **Center for Homeland Security and Defense, Naval Postgraduate School (Monterrey, CA)**
  - Access to course and training archives for all OU faculty/students
  - Funds faculty travel to national programs/seminars
  - Letter of support indicating approval and support for our homeland security specialization

# Local Partnerships



- Internship opportunities
- Oakland Community College/Macomb Community College
  - Current articulation agreements with their various Associate degree programs in criminal justice and homeland security programs
  - Expand our outreach to other community colleges
- Cooley Law School
  - Developing a new LLM. in Homeland Security Law

New opportunities for regional collaboration between educational institutions to coordinate curricular, training and grant opportunities

# Projected Student Base



- Strong Concentration interest=Strong Major Interest
- Many students now leave the area to pursue four year CJ degree—we will be a viable local option for FTIAC's both here and at Anton-Frankel in Mt. Clemens
- Our Community College partnerships will facilitate Transfer students at CC level
- We project 50 majors in year one and 225 by year five—similar to social work growth



# Budget



- Projects steady growth similar to social work program: net revenues expected to exceed 250,000 by Year 2
- Effective use of internal department faculty resources for course offerings
- Elective Courses outside the major are offered by eight participating departments on a regular basis.
- AP position budgeted in year one to assure good program start
- New faculty positions allocated over first four years of program tied to program growth

# THANK YOU FOR YOUR SUPPORT!



- QUESTIONS?

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**ADDITION OF CANIFF LIBERTY ACADEMY AS AN OAKLAND UNIVERSITY  
PUBLIC SCHOOL ACADEMY**

**A Recommendation**

1. **Division and Department:** Academic Affairs - Public School Academies and Urban Partnerships, School of Education and Human Services ("PSA Office").
2. **Introduction:** Governor Rick Snyder signed a bill into law (PA 277 of 2011) on December 20, 2011. A key provision of the law phases out the cap on university authorized charter schools over the next three years. As a result of this law, university authorizers have been presented with an opportunity to authorize additional public school academies beyond the legislatively imposed limit that had been previously in place. Oakland University ("University") along with other authorizing universities has established a common application period from January 1<sup>st</sup> to February 1<sup>st</sup> of each year with the intent to solicit applications in the event of a school closing or changes to legislation such as occurred in 2010 with the establishment of the School of Excellence designation, and most recently PA 277 of 2011. During the past year, 20 applications received during the 2011 common application period were extensively evaluated by the PSA Office, which now recommends that Caniff Liberty Academy ("Academy") be authorized by the University as a new public school academy. The Academy will open for the 2012-13 school year in its proposed location in Hamtramck, Michigan and is anticipating an enrollment of 350 students in grades K-6. The Academy plans to enroll 400 students in grades K-7 for the 2013-14 school year, and add an additional grade in 2014-15 to reach its full enrollment of 450 K-8 students.

The PSA Office also recommends that the Academy's agreement to organize and administer its public school academy be for a term not to exceed 15 years, running coterminous with the Academy's academic school year, or through June 30, 2027. Although a 15 year term is requested, the initial term will be five years, renewable by the University based upon the Academy's performance for up to an additional ten years. The Academy will be authorized to operate a program ranging from Pre-kindergarten to Grade 12.

Public school academies in Michigan were created by statute in 1994. Since that time, the Michigan Department of Education ("MDOE") has standardized the requirements for agreements to organize and administer public school academies. The authorizing agreement for the Academy incorporates the standardized MDOE requirements, and will be reviewed and approved by the Office of the Vice President for Legal Affairs prior to execution, and will be in compliance with the law and University policies and regulations and conform to the legal standards and policies of the Vice President for

**Addition of Caniff Liberty Academy  
as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

Legal Affairs and General Counsel. The University will be able to terminate the agreement to organize and administer the Academy upon an Academy breach, or the Academy's failure to fulfill any of the statutory requirements applicable to public school academies, without any liability to the Academy, to any pupil, parent, guardian or any other person.

**3. Previous Board Action:** On October 5, 1995, the Board approved Oakland University's Policy on Public School Academies. On May 2, 2007, the Board approved the amendment of the Criteria for the Evaluation of Applications.

**4. Budget Implications:** Oakland University receives three percent (3%) of the state school funding received by each of the Academies as an administrative fee for oversight.

**5. Educational Implications:** The philosophy of the Academy is aligned with that of Oakland University's School of Education and Human Services ("School") and will be able to strengthen the mission of the School. With its focus on servicing a diverse ethnic and English Language Learner population, the Academy will offer experiential learning opportunities for the School's teacher interns. Furthermore, the Academy will educate a well rounded and high achieving student body which in turn may become future Oakland University students.

**6. Personnel Implications:** There are no personnel implications associated with this resolution.

**7. University Reviews/Approvals:** The Academy's application was reviewed and recommended by the Public School Academy Office and the Review Committee. The recommendation was approved by the Dean of the School of Education and Human Services and the Senior Vice President for Academic Affairs and Provost.

**8. Recommendation:**

WHEREAS, the Michigan Revised School Code of 1976, as amended permits the Board to authorize the establishment from time to time of public school academies meeting the requirements of the Board and the requirements of applicable law; and

WHEREAS, on October 5, 1995, the Board approved the Oakland University Policy on Public School Academies and Criteria for the Evaluation of Applications; and

WHEREAS, on May 2, 2007, the Board approved an amendment of the Criteria for the Evaluation of Applications; and

**Addition of Caniff Liberty Academy  
as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

WHEREAS, the University has received the Academy's application requesting that the Board authorize the Academy as a public school academy; and

WHEREAS, the University has determined it is in the best interest of the University and the State of Michigan to authorize the Academy as a public school academy; now therefore, be it further

RESOLVED, that the application submitted by the Academy meets the requirements of the Board and of applicable law, and, be it further

RESOLVED, that the Board approves the application of the Academy; and, be it further

RESOLVED, that the Board appoints for the Academy the initial Board of Directors identified in Attachment D attached hereto; and, be it further

RESOLVED, that the University administration shall negotiate and finalize an agreement to organize and administer a public school academy for the Academy, in a form that incorporates the standardized requirements of the Michigan Department of Education and with such provisions as shall be required or authorized by the Revised School Code of 1976 as amended; and, be it further

RESOLVED, that the term of the agreement to organize and administer a public school academy with the Academy shall expire no later than June 30, 2027; and, be it further

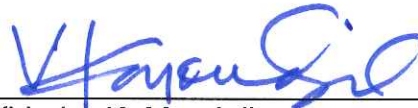
RESOLVED, that the agreement to organize and administer a public school academy shall be reviewed and approved by the Office of the Vice President for Legal Affairs prior to execution, and shall be in compliance with the law and University policies and regulations and shall conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

**Addition of Caniff Liberty Academy  
as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4**

**9. Attachments:**

- A. Criteria for the Evaluation of Applications
- B. Caniff Liberty Academy Application Summary
- C. Memorandum from Dean Louis Gallien recommending the Caniff  
Liberty Academy
- D. Academy Initial Board of Directors

Submitted to the President  
on 2/22, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 2/28, 2012  
to the Board for Approval by



Gary D. Russi  
President

## **CRITERIA FOR THE EVALUATION OF APPLICATIONS**

The Public School Academy Application Review Committee ("Review Committee") shall use the following criteria in the evaluation process to assist in determining the strengths and weaknesses of proposed public school academies. At the conclusion of the evaluation process, the Review Committee shall make a recommendation through the University President to the Board of Trustees to authorize or not to authorize the charter.

### **Section I: Demographic Characteristics**

A. Identification of Applicant. The applicant for the proposed public school academy must be clearly identified and his/her affiliation indicated as an individual, a representative of a government entity or non-government entity, or other designation.

B. Name of proposed Public School Academy. The name of the proposed public school academy shall not duplicate that of another known public or private school.

C. Proposed date of opening. The proposed opening date of the public school academy shall be identified and shall be reasonably achievable.

D. School calendar and school day schedule. The proposed school calendar and school day schedule shall meet or exceed any state mandated minimum at the time of the application.

E. Grade level(s) or ages of students to be enrolled. The application shall identify the grade level(s) and/or ages of students to be enrolled. Additionally, plans, if any, for expanding the number of grades and/or ages of students to be enrolled in future years must be clearly stated.

F. Projected enrollment. The proposed number of students to be enrolled must be stated and the method of determining potential enrollment must be identified.

G. Student population. A description of the target student population must be included.

### **Section II: Purposes and Goals**

#### **A. Purposes of the Public School Academy**

The purposes of the public school academy shall be congruent with the mission and goals of Oakland University, as reflected in the Oakland University Strategic Plan, and shall reflect a strong philosophical and educational focus that holds considerable promise for high quality teaching and learning for those students it is designed to serve.

Indicators:

(1) The educational underpinnings on which the proposed public school academy is to be founded are supported in part (but not necessarily in entirety) by research or documented practice elsewhere. Note: In an effort to foster innovation, non-traditional educational practices which are supported by a comprehensive and thorough rationale are encouraged.

(2) The proposed public school academy will effectively address the needs of students.

(3) The proposed public school academy utilizes sound practice (i.e., contemporary teaching methods, structures, etc.), and also incorporates innovative teaching strategies and/or instructional technology.

(4) The proposed public school academy is incorporated pursuant to Section 512a of the School Code of 1976, as amended.

(5) The proposed educational goals, programs and curricula are designed to fulfill at least one of the purposes articulated in Section 511(1) of the School Code of 1976, as amended.

#### B. Educational goals.

The educational goals of the public school academy may include statements of educational inputs; however, the goals must also include outcomes or performance based standards to be achieved by students.

Indicators:

(1) The proposed public school academy is committed to educating each student to his/her optimal level of learning.

(2) The proposed public school academy plans to develop a nurturing, child centered sense of educational atmosphere that contributes to the development of each student's confidence, sense of self-worth, personal enjoyment, and zest for learning.

(3) The proposed public school academy seeks to educate students to meet or exceed state and national standards of achievement.

(4) The proposed public school academy seeks to develop the critical thinking and problem solving skills of students.



### **Section III: Admission and Retention**

#### **A. Admission policy and criteria to be maintained.**

A public school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district. A public school academy may, however, limit admission to pupils who are within a particular range of ages or grade levels or on any other basis that would be legal if used by a school district.

##### Indicators:

(1) The applicant must provide a description of its plans to recruit students and to advertise the school's availability. It must specifically describe its plans to advertise within the geographical area to be served. The plan to advertise and recruit will be evaluated on whether the plan is calculated to inform those persons who are likely to be interested in the public school academy. The applicant must describe the enrollment period which will be available for registration by interested families. The enrollment period must offer evening and/or weekend enrollment opportunities. The applicant must describe both its initial plans for recruitment and advertising as well as plans for these activities once the academy has been started and has an established student body.

(2) The applicant must describe the process it plans to use for the random selection of students in the event the number of students wishing to enroll exceeds the number of seats provided by the public school academy.

#### **B. Retention**

The public school academy shall demonstrate a commitment to retain and to educate all students who enroll.

##### Indicators:

(1) The proposed public school academy demonstrates a commitment to the retention of all students enrolled.

(2) Procedures are established for intervention and special help or counseling for those students who do not perform up to their potential or who violate established codes of conduct.

(3) The applicant presents a code of student conduct and set of procedures for discipline and dismissal.

(4) The applicant includes a plan for regular involvement of the student's parent(s) or guardian(s) or other person(s) legally responsible for the student, both at home and school, and provisions for monitoring this participation.

(5) The procedure for dismissal of students shall include the requirement that the student's parent(s), guardian(s) or other person(s) legally responsible for the student will be counseled and provided a recommendation for future placement of the student.

#### **Section IV: Curriculum and Instructional Outcomes**

##### **A. Curricular and Instructional Design.**

The curriculum shall be designed to meet the substantiated educational needs identified by the public school academy. The curriculum shall be coordinated in such a manner to allow for effective teaching and learning. Innovations that provide meaningful learning and incorporate the expertise and research of Oakland University faculty and students and the expressed goals and needs of the business community and the community at large are encouraged.

###### **Indicators:**

(1) Minimally, the public school academy curriculum must comply with Michigan's core curriculum, if any.

(2) The curricular plan may include a unique curricular element, a unique instructional delivery system, and/or a unique assessment process.

(3) The curriculum plan shall include a comprehensive program evaluation component.

##### **B. Student Assessment.**

Evaluation is an integral part of curriculum and instruction and should occur on a regular basis. Minimally, outcomes evaluation must be incorporated into the assessment plan. Alternative assessment strategies that highlight students' achievement of identified outcomes are strongly encouraged.

###### **Indicators:**

(1) The proposed assessment program must include at least one of the following: MEAP, California achievement test, Stanford achievement test, Iowa test of basic skills, metropolitan achievement test, or other State approved tests.

(2) Assessment strategies must be appropriate to the educational goals of the public school academy.

- (3) The public school academy will use the assessment results to improve teaching and learning for students.

## **Section V: Physical Facility**

The public school academy shall be operated at a single site that is safe and appropriate for educational programming, and provides for the effective implementation of the curriculum.

### **A. Size.**

The space and the configuration of the site shall be appropriate for effective implementation of the curriculum.

Indicators:

- (1) The facility includes adequate instructional space.
- (2) Instructional space is properly equipped with appropriate furnishings, teaching aids, and student learning materials.
- (3) The public school academy either has, or has access to, specialized space as needed (e.g., library with appropriate holdings, laboratory with adequate equipment and supplies, musical instruments and practice rooms, studios, performance space, technology center, vocational shops, gymnasium, athletic fields, food preparation and dining facilities, etc.).
- (4) The facility has an adequate heating and ventilation system, and, whenever possible, air conditioning.
- (5) The public school academy contains adequate office space and equipment for the professional staff.
- (6) The public school academy has made arrangements for custodial and maintenance services.

### **B. Location.**

The academy shall be located in Wayne, Oakland, or Macomb County.

Indicators:

- (1) The application includes an address and description of the facility.

(2) The application includes documentation demonstrating the applicant's legal right to occupy the facility on or before the proposed opening date for the public school academy, or the steps to be taken to obtain that legal right and demonstration of ability to take those steps.

C. Compliance with School Code and Other Applicable Laws.

The facility complies with the State School Code and laws relevant to health, safety, and accessibility standards.

Indicators:

(1) The facility and surrounding area is free from natural hazards and attractive nuisances.

(2) Design plans, blueprints or other documents demonstrate that the facility will be in compliance with the Michigan Handicappers' Civil Rights Act and the Americans with Disabilities Act.

(3) Documentation demonstrates that the facility complies with the National Fire Protection and Life Safety Codes 101, sections 10 and 11.

(4) The public school academy has property-all risk insurance in an amount sufficient to cover the total value of the academy's real and personal property.

**Section VI: Budget and Finance**

Adequate financial resources are available to meet operating, capital and start-up costs of the public school academy. The proposed operating budget is consistent with the needs of the public school academy.

Indicators:

(1) A five-year financial projection for the public school academy includes consideration of all operating, capital and start-up costs and related funding sources. The applicant must identify financial resources on hand or committed resources from donors or other sources to fund costs of the public school academy not included in State aid.

(2) The proposed operating budgets include consideration for all elements of school operations.

(3) Adequate reserves are available to meet unplanned emergencies.

## **Section VII: Staffing and Governance Structure**

### **A. Governance Structure**

The governance structure is designed to provide for the orderly and effective operation of the public school academy, in compliance with all applicable state and federal laws.

Indicators:

(1) The public school academy demonstrates employment of a site-based cooperative governance structure, placing considerable authority and responsibility into the hands of the public school academy faculty and staff as it relates to the teaching methods and the implementation of the curriculum, and involving parents, the business community and the community at large.

(2) Descriptions of faculty and staff responsibilities, qualifications and certification demonstrate attention to site-based cooperative governance.

### **B. Board of Directors**

The Oakland University Board of Trustees ("University Board") requires that a public school academy meet the following criteria with respect to the method of selection, length of term, and number of members of its board of directors ("Academy Board"):

(1) Method of Selection. Oakland University's Director of Public School Academies and Urban Partnerships ("Director") is authorized to develop and administer an Academy Board selection and appointment process in accord with the criteria below:

a. Initial Academy Board. The University Board shall appoint the initial Academy Board by formal resolution. The Director shall recommend nominees for the initial Academy Board based upon a review of a Public School Academy Board Member Questionnaire, interview, criminal background check, and reference checks. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any or all initial Academy Board nominees.

b. Subsequent Academy Board Members. The Oakland University Vice President for Academic Affairs and Provost ("Provost"), upon recommendation from the Dean of the Oakland University School of Education and Human Services ("Dean"), shall appoint all subsequent Academy Board members. The Director shall recommend nominees to the Dean based upon a review of a Public School Academy Board Member Questionnaire, interview, criminal background check and reference checks. Each nominee shall be available for interview by the Provost or the Provost's designee. The Provost may reject any or all subsequent Academy Board nominees.

c. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. Nominees shall submit the Public School Academy Board Member Questionnaire for review by the Director. If the Director elects not to recommend any of the Academy Board's nominees for a vacant position on the Academy Board, the Director may nominate and recommend an Academy Board member of the Director's own choosing for the vacant position, or may request additional nominees from the Academy Board.

d. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.

(2) Length of Term. The term of each member of the Academy's Board shall be for a period of three (3) years, except that of the members first appointed, approximately one-third shall be appointed for a term of three (3) years, approximately one-third shall be appointed for a term of two (2) years, and approximately one-third shall be appointed for a term of one (1) year. At its organizational meeting, the Academy Board shall designate a term for each of the initial board members appointed by the University Board. All subsequent appointments shall be for three (3) year staggered terms. The terms for each position shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of the pertinent year, except the terms of the initial positions which shall begin upon appointment and end on June 30<sup>th</sup> of the pertinent year.

(3) Number of Directors. The initial number of board member positions on the Academy Board shall be five (5). The number of board member positions shall never be fewer than five (5) or more than nine (9). If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the Provost, may deem that failure an exigent condition and appoint a replacement.

(4) Qualifications of Members. To the extent possible, the Academy Board shall include (1) a parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with either elementary or secondary school administrative experience. The Academy Board shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) employees of the public school academy served by the Academy Board; (3) any director, officer, or employee of a management company that contracts with the public school academy served by the Academy Board; and (4) Oakland University officials or employees. A vacancy may be left on the initial board for a parent or guardian representative.

(5) Oath. All members of the Academy Board shall take and sign the constitutional oath of office, and shall cause a copy of such oath of office to be submitted to the Director. No appointment shall be effective prior to the taking and signing of the oath of office.

(6) Removal of Members. Any Academy Board member may be removed with or without cause by the Provost at any time, or with cause by a two-thirds (2/3) vote of the Academy Board.

(7) Tenure. Each Academy Board member shall hold office until that member's replacement, death, resignation, removal or until the expiration of the member's term, whichever occurs first.

(8) Resignation. Academy Board members may resign at any time by providing written notice to the Academy Board. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board or the Provost, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method described at B(1)(b).

(9) Board Vacancies. An Academy Board vacancy shall occur because of death, resignation, removal, failure to maintain residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as required by applicable law. Any vacancy shall be filled as provided by the method of selection adopted by the University Board.

(10) Compensation. An Academy Board member shall serve as a volunteer. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses related directly to their duties as an Academy Board member.

(11) Other University Action. The University Board authorizes and directs the Provost to take any other actions associated with the governance of Academy Board members as may be necessary or appropriate to carry out the business of Oakland University as authorizing body of public school academies.

(12) Reservation of Rights. The foregoing notwithstanding, the University Board and its designee reserve the right at all times to review, rescind, remove, modify, ratify, or approve any Academy Board member.

(13) Compliance with Law. If at any time a change in applicable law makes illegal any of the requirements, obligations or actions set forth in or contemplated by the foregoing criteria, the affected parties shall comply with applicable law, as such law may be amended from time to time.

C. By-Laws.

A set of by-laws must exist, setting forth the procedures and policies for the effective governance of the public school academy.

D. Administrators.

The head administrator must be an individual who has had three (3) or more years of previous experience as either a teacher or an administrator.

E. Teachers.

Teachers shall be either state certified teachers with the appropriate qualifications to teach the level or subjects they are to be assigned to teach, or Oakland University faculty members. In general, the teaching staff shall be made up of teachers with varying degrees of experience.

F. Paraprofessionals.

Parents and other lay people, including specifically Oakland University education students, may be employed or may volunteer to assist teachers in the instruction of children. In all cases, their activities within the classroom shall be directed and supervised by a certified teacher or Oakland University faculty member.

**Section VIII: Contractual Relationship with Oakland University**

The public school academy enters into a contract with the University on terms and conditions acceptable to the University and in compliance with the School Code of 1976, as amended.



## Attachment B

### PUBLIC SCHOOL ACADEMY APPLICATION SUMMARY

DATE: 3/12/12

**Public School Academy Name:** Caniff Liberty Academy (CLA)

**Proposed Location:** Hamtramck, Michigan

**Opening Date:** September 2012

**Existing Status:** None – new application

**Applicant:** Salman Community Services

**Proposed grades:** Kindergarten through 8<sup>th</sup> grade

**CLA Mission/Vision:** CLA is a K-8 public charter school whose mission is to enlist all community stakeholders to provide for the multi-cultural needs of students through innovative experiences in a fully inclusive, safe and nurturing environment, thus preparing the students to be productive, contributing members of their diverse community and the world.

**Location Information:** CLA will be located in Hamtramck, Michigan

**Community Need:** Hamtramck is a community which has long been recognized as a destination for immigrants, most recently from countries in the Middle East and South Asia. Over twenty different native languages were identified among students in Hamtramck public schools. Hamtramck is a little over two square miles in size but has a population of approximately 22,000 residents, making it the most densely populated city in Michigan. The poverty rate for all residents is 24%, and among aged 18 or younger, the rate is 37%.

**Anticipated Student Population:** The city and school district have experienced financial difficulties. In June of 2011 Hamtramck School District closed an elementary school for financial reasons, and relocated 585 students to other buildings. Despite this budgetary decision, there is still a need for a school at this location. With the backing of the community, CLA proposes to open in this area and provide families a neighborhood school again. For the 2010-11 school year, 2 of the school district's 6 schools attained Adequate Yearly Progress (AYP) and the 4-year graduation rate was reported at 62%. As CLA, the school will exceed the needs of its students by raising the expectations of all stakeholders including students, parents and staff.

**Public School Academy Application Summary**  
**Caniff Liberty Academy**  
**March 12, 2012**  
**Page 2**

**Projected Enrollment:**

	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
Kindergarten	50	50	50	50	50
First Grade	50	50	50	50	50
Second Grade	50	50	50	50	50
Third Grade	50	50	50	50	50
Fourth Grade	50	50	50	50	50
Fifth Grade	50	50	50	50	50
Sixth Grade	50	50	50	50	50
Seventh Grade		50	50	50	50
Eighth Grade			50	50	50
<b>TOTAL</b>	<b>350</b>	<b>400</b>	<b>450</b>	<b>450</b>	<b>450</b>

**Curriculum Plan:** Caniff Liberty Academy curriculum is built on the standards and benchmarks established by the Michigan Department of Education. In addition to the foundation of core academic subjects, the English Language Learner will be serviced to a high degree. The school will utilize the philosophies and methods of the Sheltered Instruction Observation Protocol (SIOP), which is geared towards the English Language Learner but has been found to be highly effective for use with all types of students. The school will use data as the driving force for instruction, continuous assessment and adjustment of instruction.

**Financial Information:** CLA applied for a federal grant administered through the Michigan Department of Education and was one of a select few to receive the full amount available. The grant provides potential new charter schools \$160,000 during the planning phase and \$150,000 in each of the school's first two years of operation. State school aid funds will be the primarily revenue source for CLA.

**School Governance:** CLA will be governed by a board of five. The members have submitted applications to the PSA Office and been interviewed and undergone a background check. The board members will be responsible for hiring a management company to administer the day to day functions of the school, upon execution of a charter contract.

**Public School Academy Application Summary**  
**Caniff Liberty Academy**  
**March 12, 2012**  
**Page 3**

**Selection Process:** The Oakland University Public School Academy (OUPSA) Office received 20 applications for a charter in January 2011. Three applicants were selected to move to Phase II and due diligence resulted in more extensive examination and scrutiny of their applications. The CLA application was selected as one applicant having the potential for success, as well as complementing the University's mission. Specifically, CLA:

- Will provide families an educational choice not currently available in its targeted area.
- Has a clear mission and vision, which includes providing an educational environment that is dedicated to meeting the needs of multiple language students.
- Has a commitment to children and the delivery of educational instruction that is differentiated and individualized.
- Is committed to the research-based arts integration program that will appeal to students with a broad diversity of interests and learning styles.
- Will implement a governing board with a variety of skills and backgrounds.
- Is eager to establish a relationship with Oakland University because of its reputation for hands-on, quality oversight.

The OUPSA Office and the Review Committee recommend Oakland University be authorized to enter into a charter contract with CLA.

## Attachment C



### Office of the Dean

School of Education and Human Services  
Rochester, Mi 48309-4494  
Tel: (248) 370-3050 Fax: (248) 370-4202

## MEMORANDUM

January 12, 2012

**To:** Virinder Moudgil  
Senior Vice President for Academic Affairs and Provost

**From:** Louis Gallien  
Dean

**Subject:** Recommendation of Caniff Liberty Academy

Caniff Liberty Academy (CLA) is being recommended to receive a charter from Oakland University. Subsequent to receiving 20 Phase I applications in January 2011, three applicants were moved to Phase II and asked to complete supplemental questions and to participate in an informal interview with members of the PSA staff.

The Phase II process included curriculum, fiscal and legal review. A site visit was conducted to the proposed school location. Proposed board members submitted applications, and background verifications were conducted for each, along with individual interviews. Formal interviews were also conducted with the applicant teams.

If granted the charter, CLA will open September 2012. The proposed location is 2650 Caniff Avenue in Hamtramck.

I request that you approve this recommendation for the presentation to the Oakland University Board of Trustees.

**Attachment D**

**CANIFF LIBERTY ACADEMY**

**INITIAL BOARD OF DIRECTORS**

Omar L. Abu-Shanab  
6622 Chatham Circle  
Rochester, MI 48306  
248-219-7408

Suhaib Alhaider  
6 Brookwood Lane  
Dearborn, MI 48120  
313-581-4128

Mohammad A. Barlaskar  
30452 Bradmore Road  
Warren, MI 48092  
586-556-4482

Mahera Rahman  
1997 Twin Sun Circle  
Commerce Township, MI 48390  
248-624-2669

Dr. Shazia Wadood  
454 E. South Boulevard  
Troy, MI 48085  
586-604-8108

**Agendum  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012**

**ADDITION OF MICHIGAN SCHOOL FOR THE ARTS AS AN OAKLAND UNIVERSITY  
PUBLIC SCHOOL ACADEMY**

**A Recommendation**

- 1. Division and Department:** Academic Affairs - Public School Academies and Urban Partnerships, School of Education and Human Services ("PSA Office").
- 2. Introduction:** Governor Rick Snyder signed a bill into law (PA 277 of 2011) on December 20, 2011. A key provision of the law phases out the cap on university authorized charter schools over the next three years. As a result of this law, university authorizers have been presented with an opportunity to authorize additional public school academies beyond the legislatively imposed limit that had been previously in place. Oakland University ("University") along with other authorizing universities has established a common application period from January 1<sup>st</sup> to February 1<sup>st</sup> of each year with the intent to solicit applications in the event of a school closing or changes to legislation such as what occurred in 2010 with the establishment of the School of Excellence designation, and most recently PA 277 of 2011. During the past year, 20 applications received during the 2011 common application period were extensively evaluated by the PSA Office, which now recommends that Michigan School for the Arts Academy ("Academy") be authorized by the University as a new public school academy. The Academy will open for the 2012-13 school year in its proposed location in Pontiac, Michigan and is anticipating an enrollment of 300 students in grades K-8. The Academy plans to enroll 350 students in grades K-9 for the 2013-14 school year, and add an additional grade each year thereafter until a full enrollment of 500 K-12 students is reached.

The PSA Office also recommends that the Academy's agreement to organize and administer its public school academy be for a term not to exceed 15 years, running coterminous with the Academy's academic school year, or through June 30, 2027. Although a 15 year term is requested, the initial term will be five years, renewable by the University based upon the Academy's performance for up to an additional ten years. The Academy will be authorized to operate a program ranging from Pre-kindergarten to Grade 12.

Public school academies in Michigan were created by statute in 1994. Since that time, the Michigan Department of Education ("MDOE") has standardized the requirements for agreements to organize and administer public school academies. The authorizing agreement for the Academy incorporates the standardized MDOE requirements, and will be reviewed and approved by the Office of the Vice President for Legal Affairs prior to execution, and will be in compliance with the law and University policies and regulations and conform to the legal standards and policies of the Vice President for

**Addition of Michigan School for the Arts  
Academy as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

Legal Affairs and General Counsel. The University will be able to terminate the agreement to organize and administer the Academy upon an Academy breach, or the Academy's failure to fulfill any of the statutory requirements applicable to public school academies, without any liability to the Academy, to any pupil, parent, guardian or any other person.

3. **Previous Board Action:** On October 5, 1995, the Board approved Oakland University's Policy on Public School Academies. On May 2, 2007, the Board approved the amendment of the Criteria for the Evaluation of Applications.

4. **Budget Implications:** Oakland University receives three percent (3%) of the state school funding received by each of the Academies as an administrative fee for oversight.

5. **Educational Implications:** The philosophy of the Academy is aligned with that of Oakland University's School of Education and Human Services ("School") and will be able to strengthen the mission of the School. With its arts integration program, the Academy will offer experiential learning opportunities for the School's teacher interns. Furthermore, the Academy will educate a well rounded and high achieving student body which in turn may become future Oakland University students.

6. **Personnel Implications:** There are no personnel implications associated with this resolution.

7. **University Reviews/Approvals:** The Academy's application was reviewed and recommended by the Public School Academy Office and the Review Committee. The recommendation was approved by the Dean of the School of Education and Human Services and the Senior Vice President for Academic Affairs and Provost.

8. **Recommendation:**

WHEREAS, the Michigan Revised School Code of 1976, as amended permits the Board to authorize the establishment from time to time of public school academies meeting the requirements of the Board and the requirements of applicable law; and

WHEREAS, on October 5, 1995, the Board approved the Oakland University Policy on Public School Academies and Criteria for the Evaluation of Applications; and

WHEREAS, on May 2, 2007, the Board approved an amendment of the Criteria for the Evaluation of Applications; and

**Addition of Michigan School for the Arts  
Academy as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3**

WHEREAS, the University has received the Academy's application requesting that the Board authorize the Academy as a public school academy; and

WHEREAS, the University has determined it is in the best interest of the University and the State of Michigan to authorize the Academy as a public school academy; now, therefore, be it further

RESOLVED, that the application submitted by the Academy meets the requirements of the Board and of applicable law; and, be it further

RESOLVED, that the Board approves the application of the Academy; and, be it further

RESOLVED, that the Board appoints for the Academy the initial Board of Directors identified in Attachment D attached hereto; and, be it further

RESOLVED, that the University administration shall negotiate and finalize an agreement to organize and administer a public school academy for the Academy, in a form that incorporates the standardized requirements of the Michigan Department of Education and with such provisions as shall be required or authorized by the Revised School Code of 1976 as amended; and, be it further

RESOLVED, that the term of the agreement to organize and administer a public school academy with the Academy shall expire no later than June 30, 2027; and, be it further

RESOLVED, that the agreement to organize and administer a public school academy shall be reviewed and approved by the Office of the Vice President for Legal Affairs prior to execution, and shall be in compliance with the law and University policies and regulations and shall conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

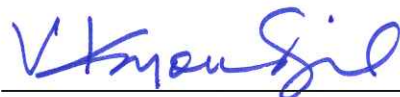


Addition of Michigan School for the Arts  
Academy as an Oakland University  
Public School Academy  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 4

9. Attachments:

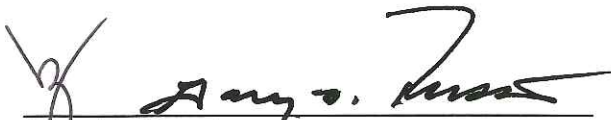
- A. Criteria for the Evaluation of Applications
- B. Michigan School for the Arts Academy Application Summary
- C. Memorandum from Dean Louis Gallien recommending the Michigan  
School for the Arts Academy
- D. Academy Initial Board of Directors

Submitted to the President  
on 2/20, 2012 by



Virinder K. Moudgil  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 2/21, 2012  
to the Board for Approval by



Gary D. Russi  
President

## CRITERIA FOR THE EVALUATION OF APPLICATIONS

The Public School Academy Application Review Committee ("Review Committee") shall use the following criteria in the evaluation process to assist in determining the strengths and weaknesses of proposed public school academies. At the conclusion of the evaluation process, the Review Committee shall make a recommendation through the University President to the Board of Trustees to authorize or not to authorize the charter.

### **Section I: Demographic Characteristics**

A. Identification of Applicant. The applicant for the proposed public school academy must be clearly identified and his/her affiliation indicated as an individual, a representative of a government entity or non-government entity, or other designation.

B. Name of proposed Public School Academy. The name of the proposed public school academy shall not duplicate that of another known public or private school.

C. Proposed date of opening. The proposed opening date of the public school academy shall be identified and shall be reasonably achievable.

D. School calendar and school day schedule. The proposed school calendar and school day schedule shall meet or exceed any state mandated minimum at the time of the application.

E. Grade level(s) or ages of students to be enrolled. The application shall identify the grade level(s) and/or ages of students to be enrolled. Additionally, plans, if any, for expanding the number of grades and/or ages of students to be enrolled in future years must be clearly stated.

F. Projected enrollment. The proposed number of students to be enrolled must be stated and the method of determining potential enrollment must be identified.

G. Student population. A description of the target student population must be included.

### **Section II: Purposes and Goals**

#### **A. Purposes of the Public School Academy**

The purposes of the public school academy shall be congruent with the mission and goals of Oakland University, as reflected in the Oakland University Strategic Plan, and shall reflect a strong philosophical and educational focus that holds considerable promise for high quality teaching and learning for those students it is designed to serve.

Indicators:

- (1) The educational underpinnings on which the proposed public school academy is to be founded are supported in part (but not necessarily in entirety) by research or documented practice elsewhere. Note: In an effort to foster innovation, non-traditional educational practices which are supported by a comprehensive and thorough rationale are encouraged.
- (2) The proposed public school academy will effectively address the needs of students.
- (3) The proposed public school academy utilizes sound practice (i.e., contemporary teaching methods, structures, etc.), and also incorporates innovative teaching strategies and/or instructional technology.
- (4) The proposed public school academy is incorporated pursuant to Section 512a of the School Code of 1976, as amended.
- (5) The proposed educational goals, programs and curricula are designed to fulfill at least one of the purposes articulated in Section 511(1) of the School Code of 1976, as amended.

B. Educational goals.

The educational goals of the public school academy may include statements of educational inputs; however, the goals must also include outcomes or performance based standards to be achieved by students.

Indicators:

- (1) The proposed public school academy is committed to educating each student to his/her optimal level of learning.
- (2) The proposed public school academy plans to develop a nurturing, child centered sense of educational atmosphere that contributes to the development of each student's confidence, sense of self-worth, personal enjoyment, and zest for learning.
- (3) The proposed public school academy seeks to educate students to meet or exceed state and national standards of achievement.
- (4) The proposed public school academy seeks to develop the critical thinking and problem solving skills of students.

### **Section III: Admission and Retention**

#### **A. Admission policy and criteria to be maintained.**

A public school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district. A public school academy may, however, limit admission to pupils who are within a particular range of ages or grade levels or on any other basis that would be legal if used by a school district.

##### **Indicators:**

(1) The applicant must provide a description of its plans to recruit students and to advertise the school's availability. It must specifically describe its plans to advertise within the geographical area to be served. The plan to advertise and recruit will be evaluated on whether the plan is calculated to inform those persons who are likely to be interested in the public school academy. The applicant must describe the enrollment period which will be available for registration by interested families. The enrollment period must offer evening and/or weekend enrollment opportunities. The applicant must describe both its initial plans for recruitment and advertising as well as plans for these activities once the academy has been started and has an established student body.

(2) The applicant must describe the process it plans to use for the random selection of students in the event the number of students wishing to enroll exceeds the number of seats provided by the public school academy.

#### **B. Retention**

The public school academy shall demonstrate a commitment to retain and to educate all students who enroll.

##### **Indicators:**

(1) The proposed public school academy demonstrates a commitment to the retention of all students enrolled.

(2) Procedures are established for intervention and special help or counseling for those students who do not perform up to their potential or who violate established codes of conduct.

(3) The applicant presents a code of student conduct and set of procedures for discipline and dismissal.

(4) The applicant includes a plan for regular involvement of the student's parent(s) or guardian(s) or other person(s) legally responsible for the student, both at home and school, and provisions for monitoring this participation.

(5) The procedure for dismissal of students shall include the requirement that the student's parent(s), guardian(s) or other person(s) legally responsible for the student will be counseled and provided a recommendation for future placement of the student.

#### **Section IV: Curriculum and Instructional Outcomes**

##### **A. Curricular and Instructional Design.**

The curriculum shall be designed to meet the substantiated educational needs identified by the public school academy. The curriculum shall be coordinated in such a manner to allow for effective teaching and learning. Innovations that provide meaningful learning and incorporate the expertise and research of Oakland University faculty and students and the expressed goals and needs of the business community and the community at large are encouraged.

Indicators:

(1) Minimally, the public school academy curriculum must comply with Michigan's core curriculum, if any.

(2) The curricular plan may include a unique curricular element, a unique instructional delivery system, and/or a unique assessment process.

(3) The curriculum plan shall include a comprehensive program evaluation component.

##### **B. Student Assessment.**

Evaluation is an integral part of curriculum and instruction and should occur on a regular basis. Minimally, outcomes evaluation must be incorporated into the assessment plan. Alternative assessment strategies that highlight students' achievement of identified outcomes are strongly encouraged.

Indicators:

(1) The proposed assessment program must include at least one of the following: MEAP, California achievement test, Stanford achievement test, Iowa test of basic skills, metropolitan achievement test, or other State approved tests.

(2) Assessment strategies must be appropriate to the educational goals of the public school academy.

(3) The public school academy will use the assessment results to improve teaching and learning for students.

## **Section V: Physical Facility**

The public school academy shall be operated at a single site that is safe and appropriate for educational programming, and provides for the effective implementation of the curriculum.

### **A. Size.**

The space and the configuration of the site shall be appropriate for effective implementation of the curriculum.

Indicators:

(1) The facility includes adequate instructional space.

(2) Instructional space is properly equipped with appropriate furnishings, teaching aids, and student learning materials.

(3) The public school academy either has, or has access to, specialized space as needed (e.g., library with appropriate holdings, laboratory with adequate equipment and supplies, musical instruments and practice rooms, studios, performance space, technology center, vocational shops, gymnasium, athletic fields, food preparation and dining facilities, etc.).

(4) The facility has an adequate heating and ventilation system, and, whenever possible, air conditioning.

(5) The public school academy contains adequate office space and equipment for the professional staff.

(6) The public school academy has made arrangements for custodial and maintenance services.

### **B. Location.**

The academy shall be located in Wayne, Oakland, or Macomb County.

Indicators:

(1) The application includes an address and description of the facility.

(2) The application includes documentation demonstrating the applicant's legal right to occupy the facility on or before the proposed opening date for the public school academy, or the steps to be taken to obtain that legal right and demonstration of ability to take those steps.

C. Compliance with School Code and Other Applicable Laws.

The facility complies with the State School Code and laws relevant to health, safety, and accessibility standards.

Indicators:

(1) The facility and surrounding area is free from natural hazards and attractive nuisances.

(2) Design plans, blueprints or other documents demonstrate that the facility will be in compliance with the Michigan Handicappers' Civil Rights Act and the Americans with Disabilities Act.

(3) Documentation demonstrates that the facility complies with the National Fire Protection and Life Safety Codes 101, sections 10 and 11.

(4) The public school academy has property-all risk insurance in an amount sufficient to cover the total value of the academy's real and personal property.

**Section VI: Budget and Finance**

Adequate financial resources are available to meet operating, capital and start-up costs of the public school academy. The proposed operating budget is consistent with the needs of the public school academy.

Indicators:

(1) A five-year financial projection for the public school academy includes consideration of all operating, capital and start-up costs and related funding sources. The applicant must identify financial resources on hand or committed resources from donors or other sources to fund costs of the public school academy not included in State aid.

(2) The proposed operating budgets include consideration for all elements of school operations.

(3) Adequate reserves are available to meet unplanned emergencies.

## **Section VII: Staffing and Governance Structure**

### **A. Governance Structure**

The governance structure is designed to provide for the orderly and effective operation of the public school academy, in compliance with all applicable state and federal laws.

Indicators:

(1) The public school academy demonstrates employment of a site-based cooperative governance structure, placing considerable authority and responsibility into the hands of the public school academy faculty and staff as it relates to the teaching methods and the implementation of the curriculum, and involving parents, the business community and the community at large.

(2) Descriptions of faculty and staff responsibilities, qualifications and certification demonstrate attention to site-based cooperative governance.

### **B. Board of Directors**

The Oakland University Board of Trustees ("University Board") requires that a public school academy meet the following criteria with respect to the method of selection, length of term, and number of members of its board of directors ("Academy Board"):

(1) Method of Selection. Oakland University's Director of Public School Academies and Urban Partnerships ("Director") is authorized to develop and administer an Academy Board selection and appointment process in accord with the criteria below:

a. Initial Academy Board. The University Board shall appoint the initial Academy Board by formal resolution. The Director shall recommend nominees for the initial Academy Board based upon a review of a Public School Academy Board Member Questionnaire, interview, criminal background check, and reference checks. Each nominee shall be available for interview by the University Board or its designee. The University Board may reject any or all initial Academy Board nominees.

b. Subsequent Academy Board Members. The Oakland University Vice President for Academic Affairs and Provost ("Provost"), upon recommendation from the Dean of the Oakland University School of Education and Human Services ("Dean"), shall appoint all subsequent Academy Board members. The Director shall recommend nominees to the Dean based upon a review of a Public School Academy Board Member Questionnaire, interview, criminal background check and reference checks. Each nominee shall be available for interview by the Provost or the Provost's designee. The Provost may reject any or all subsequent Academy Board nominees.



c. The Academy Board, by resolution and majority vote, shall nominate its subsequent members, except as provided herein. Nominees shall submit the Public School Academy Board Member Questionnaire for review by the Director. If the Director elects not to recommend any of the Academy Board's nominees for a vacant position on the Academy Board, the Director may nominate and recommend an Academy Board member of the Director's own choosing for the vacant position, or may request additional nominees from the Academy Board.

d. An individual appointed to fill a vacancy created other than by expiration of the term shall be appointed for the unexpired term of that vacant position.

(2) Length of Term. The term of each member of the Academy's Board shall be for a period of three (3) years, except that of the members first appointed, approximately one-third shall be appointed for a term of three (3) years, approximately one-third shall be appointed for a term of two (2) years, and approximately one-third shall be appointed for a term of one (1) year. At its organizational meeting, the Academy Board shall designate a term for each of the initial board members appointed by the University Board. All subsequent appointments shall be for three (3) year staggered terms. The terms for each position shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of the pertinent year, except the terms of the initial positions which shall begin upon appointment and end on June 30<sup>th</sup> of the pertinent year.

(3) Number of Directors. The initial number of board member positions on the Academy Board shall be five (5). The number of board member positions shall never be fewer than five (5) or more than nine (9). If the Academy Board fails to attain or maintain its full membership by making appropriate and timely nominations, the Provost, may deem that failure an exigent condition and appoint a replacement.

(4) Qualifications of Members. To the extent possible, the Academy Board shall include (1) a parent or guardian of a child attending the school; and (2) one professional educator, preferably a person with either elementary or secondary school administrative experience. The Academy Board shall not include (1) any member appointed or controlled by another profit or non-profit corporation; (2) employees of the public school academy served by the Academy Board; (3) any director, officer, or employee of a management company that contracts with the public school academy served by the Academy Board; and (4) Oakland University officials or employees. A vacancy may be left on the initial board for a parent or guardian representative.

(5) Oath. All members of the Academy Board shall take and sign the constitutional oath of office, and shall cause a copy of such oath of office to be submitted to the Director. No appointment shall be effective prior to the taking and signing of the oath of office.

(6) Removal of Members. Any Academy Board member may be removed with or without cause by the Provost at any time, or with cause by a two-thirds (2/3) vote of the Academy Board.

(7) Tenure. Each Academy Board member shall hold office until that member's replacement, death, resignation, removal or until the expiration of the member's term, whichever occurs first.

(8) Resignation. Academy Board members may resign at any time by providing written notice to the Academy Board. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. Any Academy Board member who fails to attend three (3) consecutive Academy Board meetings without prior notification to the Academy Board President, may, at the option of the Academy Board or the Provost, be deemed to have resigned, effective at a time designated in a written notice sent to the resigning Academy Board member. A successor shall be appointed as provided by the method described at B(1)(b).

(9) Board Vacancies. An Academy Board vacancy shall occur because of death, resignation, removal, failure to maintain residency in the State of Michigan, disqualification, enlargement of the Academy Board, or as required by applicable law. Any vacancy shall be filled as provided by the method of selection adopted by the University Board.

(10) Compensation. An Academy Board member shall serve as a volunteer. By resolution of the Academy Board, the Academy Board members may be reimbursed for their reasonable expenses related directly to their duties as an Academy Board member.

(11) Other University Action. The University Board authorizes and directs the Provost to take any other actions associated with the governance of Academy Board members as may be necessary or appropriate to carry out the business of Oakland University as authorizing body of public school academies.

(12) Reservation of Rights. The foregoing notwithstanding, the University Board and its designee reserve the right at all times to review, rescind, remove, modify, ratify, or approve any Academy Board member.

(13) Compliance with Law. If at any time a change in applicable law makes illegal any of the requirements, obligations or actions set forth in or contemplated by the foregoing criteria, the affected parties shall comply with applicable law, as such law may be amended from time to time.

C. By-Laws.

A set of by-laws must exist, setting forth the procedures and policies for the effective governance of the public school academy.

D. Administrators.

The head administrator must be an individual who has had three (3) or more years of previous experience as either a teacher or an administrator.

E. Teachers.

Teachers shall be either state certified teachers with the appropriate qualifications to teach the level or subjects they are to be assigned to teach, or Oakland University faculty members. In general, the teaching staff shall be made up of teachers with varying degrees of experience.

F. Paraprofessionals.

Parents and other lay people, including specifically Oakland University education students, may be employed or may volunteer to assist teachers in the instruction of children. In all cases, their activities within the classroom shall be directed and supervised by a certified teacher or Oakland University faculty member.

**Section VIII: Contractual Relationship with Oakland University**

The public school academy enters into a contract with the University on terms and conditions acceptable to the University and in compliance with the School Code of 1976, as amended.

**PUBLIC SCHOOL ACADEMY APPLICATION SUMMARY**

DATE: 2/13/12

**Public School Academy Name:** Michigan School for the Arts Academy (MSA)

**Proposed Location:** Pontiac, Michigan

**Opening Date:** September 2012

**Existing Status:** None – new application

**Applicant:** Dr. Carl Byerly, PhD

**Proposed grades:** Kindergarten through 12<sup>th</sup> grade

**MSA Mission/Vision:** MSA is a K-12 public charter school that uses the arts to energize learning through creative opportunities to achieve personal and academic success. MSA's students will be prepared to succeed in higher education and contribute actively in the community.

**Location Information:** MSA will be located at 825 Golf Drive, Pontiac.

**Community Need:** Pontiac has one of the state's largest, poorest, and most multi-cultural school districts. According to the 2010 census, approximately 46.6% of the population is Black/African American, 28% is Caucasian, and 13% Hispanic/Latino while 7.7% would be considered other. Furthermore; most students would come from low income and extremely low income homes. Pontiac is close to the bottom of the list in terms of family incomes. Nearly half of the children ages 5 or younger (49.8 %) are living in poverty (\$17,000.00 a year or less). The poverty rate for children under age 18 is a staggering 43 percent; the highest in Oakland County. Pontiac's children are 10 times more likely to be impoverished than children south of the city's border in neighboring Bloomfield. In 2009, Pontiac School District (PSD) closed 8 of its schools. For the 2010-11 school year, 3 of PSD's 10 schools attained Adequate Yearly Progress (AYP) and the 4-year graduation rate was reported at 58.3%.

MSA will be offering to students the opportunity to experience educational opportunities through the arts. MSA will also offer a strong performing arts program to enhance the learning experience. The Pontiac district currently does not offer any arts integration in their core curriculum program. Schools that incorporate music, art, drama, dance and creative writing into the basic curriculum have found that teaching the arts has a significant effect on overall success in school because of the mounting evidence linking arts to basic learning; some researchers refer to the arts as "The Fourth R."

**Anticipated Student Population:** The majority of MSA students would come from low income and extremely low income homes with high percentage of single-parent

**Public School Academy Application Summary**  
**Michigan School for the Arts Academy**  
**February 13, 2012**  
**Page 2**

households. Most students would be coming from elementary and middle schools which performed below the state average on all MEAP tests subject areas.

The 2010 Census statistics show that within the target area, approximately 46.6% of the population is Black/African American, 28% is Caucasian, and 13% Hispanic/Latino and 7.7% would be considered other.

**Projected Enrollment:**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	50	50	50	50	50
First Grade	50	50	50	50	50
Second Grade	50	50	50	50	50
Third Grade	25	50	50	50	50
Fourth Grade	25	25	50	50	50
Fifth Grade	25	25	25	50	50
Sixth Grade	25	25	25	25	50
Seventh Grade	25	25	25	25	25
Eighth Grade	25	25	25	25	25
Ninth Grade		25	25	25	25
Tenth Grade			25	25	25
Eleventh Grade				25	25
Twelfth Grade					25
<b>TOTAL</b>	<b>300</b>	<b>350</b>	<b>400</b>	<b>450</b>	<b>500</b>

**Curriculum Plan:** The Michigan School for the Arts will provide students with creative opportunities to achieve personal and academic success through arts-based learning. MSA will prepare students as lifelong learners and productive members of society with appreciation for, and competence in, the arts. MSA's foundation is to be built upon a social and cultural approach to education in which multiple components of the school contribute to its success. At MSA the curricular, co-curricular, and extra-curricular activities will be instrumental in each student's development as a student, citizen, and artist.

**Financial Information:** MSA applied for a federal grant administered through the Michigan Department of Education and was one of a select few to receive the full amount available. The grant provides potential new charter schools \$160,000 during the planning phase and \$150,000 in each of the school's first two years of operation. State school aid funds will be the primarily revenue source for MSA.

**School Governance:** MSA will be governed by a board of five. The members have submitted applications to the PSA Office and been interviewed and undergone a background check. The board members will be responsible for hiring a management

**Public School Academy Application Summary**  
**Michigan School for the Arts Academy**  
**February 13, 2012**  
**Page 3**

company to administer the day to day functions of the school, upon execution of a charter contract.

**Selection Process:** The Oakland University Public School Academy (OUPSA) Office received 20 applications for a charter in January 2011. Three applicants were selected to move to Phase II and due diligence resulted in more extensive examination and scrutiny of their applications. The MSA application was selected as one applicant having the potential for success, as well as complementing the University's mission. Specifically, MSA:

- Will provide families an educational choice not currently available in its targeted area.
- Has a clear mission and vision, which includes providing an educational environment that allows children to collaborate and connect in an arts integrated community that promotes academic achievement.
- Has a commitment to children and the delivery of educational instruction that is differentiated and individualized.
- Is committed to the research-based arts integration program that will appeal to students with a broad diversity of interests and learning styles.
- Will implement a governing board with a variety of skills and backgrounds.
- Is eager to establish a relationship with Oakland University because of its reputation for hands-on, quality oversight.

The OUPSA Office and the Review Committee recommend Oakland University be authorized to enter into a charter contract with MSA.



**Office of the Dean**

School of Education and Human Services  
Rochester, Mi 48309-4494  
Tel: (248) 370-3050 Fax: (248) 370-4202

**MEMORANDUM**

January 12, 2012

**To:** Virinder Moudgil  
Senior Vice President for Academic Affairs and Provost

**From:** Louis Gallien  
Dean

**Subject:** Recommendation of Michigan School for the Arts Academy

Michigan School for the Arts Academy (MSA) is being recommended to receive a charter from Oakland University. Subsequent to receiving 20 Phase I applications in January 2011, three applicants were moved to Phase II and asked to complete supplemental questions and to participate in an informal interview with members of the PSA staff.

The Phase II process included curriculum, fiscal and legal review. A site visit was conducted to the proposed school location. Proposed board members submitted applications, and background verifications were conducted for each, along with individual interviews. Formal interviews were also conducted with the applicant teams.

If granted the charter, MSA will open September 2012. The proposed location is 825 Golf Drive in Pontiac. I request that you approve this recommendation for the presentation to the Oakland University Board of Trustees.

**MICHIGAN SCHOOL FOR THE ARTS ACADEMY**

**INITIAL BOARD OF DIRECTORS**

Dr. Robert Bouvier, Jr.  
2446 Reid Road  
Grand Blanc, MI 48439  
810-610-7972

Dr. Douglas Carpenter  
3349 Paramount Lane  
Auburn Hills, MI 48326  
248-670-2861

Denise Hobbs  
231 S. Josephine Ave  
Pontiac, MI 48341  
810-533-0392

Betty McCauley  
1322 North Monroe  
Lapeer, MI 48446  
810-444-4833

Roderick Wynn  
201 N. Squirrel Rd. #503  
Auburn Hills, MI 48326  
810-962-6641



shall review the allocation of the assets representing the University's Endowment to measure the strategic asset allocation and tactical asset allocations on that date. If the strategic asset allocation is not within +/- 3% of the target range asset allocation, the TMD and the Investment Advisor and Investment Managers shall take appropriate steps to bring the strategic asset allocation to within +/- 1% of the targeted allocation ranges.

### III. EQUITY INVESTMENTS

The principal category of equity investments will be common stocks in all market capitalization segments. Primary emphasis will be on high quality stocks in companies that are financially sound and that have favorable prospects for earnings growth and capital appreciation. Diversification will be sought by investing in domestic, international, including emerging markets and developing markets, and structured product securities.

Allocation Percentages and Ranges for Endowment Equity Investments are:

	<u>Long-term Objective</u>	<u>Range</u>
<u>Domestic</u>	35%	30% - 50%
<u>International</u>	17%	10% - 20%
<u>Emerging Markets</u>	3%	0% - 5%
<u>Structured Products</u>	5%	0% - 5%

### IV. STRUCTURED PRODUCTS

1. Principal Protection Structured Products offer principal protection investments if held until maturity with returns commonly based on equities, commodities, interest rates, or currencies. These products are often considered a fixed income alternative but may offer greater potential than traditional bond investments.

Investments in Principal Protection Structured Products are considered part of the fixed income portfolio. The underlying issuer must have a credit rating of A or better and no more than 1% of the fixed income portfolio can be invested with any one issuer. Investments in Principal Protection Structured Products may not exceed more than 10% of the fixed income portion of the Endowment portfolio.

2. Structured Products that are not principal protected are considered part of the equity portfolio. The underlying issuer must have a credit rating of A or better and no more than 1% of the equity portfolio can be invested with any one issuer. Investments in Structured Products that are not principal protected may not exceed more than 5% of the equity portion of the Endowment portfolio.

### V. REAL ASSETS

The purpose of real assets is to achieve capital appreciation, current income, and to invest in an asset-class that has low correlation to fixed income and equities.

1. Real Estate Investment Trusts - The Endowment portfolio may include equity real estate investments made through publicly traded real estate investment trusts (REITs) and real estate operating companies. Such investments may not exceed 710% of total Endowment assets.
2. Commodities - The objective of investing in this asset class is to gain additional portfolio diversification, inflation protection and positive real returns.

The Endowment may be invested in Commodities and related derivatives through the use of Investment Managers, mutual funds, or Commodities based indices. Investments in commodities may not exceed 510% of the Endowment portfolio.

Investments in Real Assets may not exceed 4025% of the Endowment Portfolio.

## VI. FIXED-INCOME INVESTMENTS

### 1. General

Fixed income investments shall be invested in portfolios of high quality (primarily A to AAA rated) corporate bonds, U.S. Treasury and agency securities, issues of supranational organizations and foreign sovereigns. No more than 20% of the fixed income portfolio may be invested in securities rated less than BBB or in illiquid investments.

### 2. Derivative Investments

~~No more than 25% of the fixed income portfolio may be in derivative type investments.~~

~~The Board's Investment Advisor shall report at least annually to the Board or the Board's designated committee (Board Committee) on the role of derivative investments in the overall fixed income portfolio and describe the risks and rewards associated with such investments. Investment Managers shall have a written policy on the use of derivative investments. A copy of such written policy shall be provided to the TMD and any subsequent revisions to the written policy shall be immediately communicated to the TMD.~~

## VII. ALTERNATIVE INVESTMENTS

### 1. Private Capital Investments

The purpose of Private Capital Investments, which includes Venture Capital and Private Equity, is to provide long-term appreciation and diversification. Private Capital Investments are often illiquid in nature, are more susceptible than bonds and stock investments to extended periods of overvaluation and undervaluation, and returns are much more manager dependent than other forms of marketable securities. The main investment objective is to achieve long-term capital appreciation returns greater than those generally available in the public securities market.

Venture Capital - is generally considered to be start-up and early stage high growth companies. Venture Capitalists usually own a minority stake in such companies and are actively involved with the founders to develop strategy, secure financing and recruit management.

Private Equity - is investments in private companies for acquisition, leveraged buyouts, management buyouts, reorganizations, restructuring and spin-offs. Leverage is frequently used.

Private Capital Investments may not exceed more than 510% of the Endowment portfolio and any single investment may not exceed 25% of the total Private Capital Investments, unless the investment is in a Private Capital fund of funds.

## 2. Hedge Funds

The purpose of Hedge Funds and Hedge Fund of Funds is to provide equity-like returns with less volatility over time. Additionally, Hedge Funds provide an additional benefit of portfolio diversification thereby lowering the probability for the Endowment to have large market value variations over short-term time horizons. Hedge Funds have limited liquidity and may invest in derivative instruments, employ leverage, and sell securities short. ~~Common Hedge Fund strategies include: Long/Short Strategies, Relative Value Strategies, Event Driven Strategies, and Directional Strategies.~~

Certain criteria must be considered including, but not necessarily limited to, the following in evaluation of a Hedge Fund:

- Tenure and track record of management;
- Expertise in investment area; and
- Diversification relative to other hedge fund investments.

Single strategy, multi-strategy, and fund-of-funds investments are permitted.

Investments in Hedge Fund strategies may not comprise more than 530% of the Endowment portfolio. No investment with any single Hedge Fund manager may exceed 10% of the Hedge Fund portfolio unless it is a hedge fund of funds. If using Hedge Fund of Funds, total assets with one manager are limited to 25% of the Hedge Fund portfolio.

When possible, Hedge Fund investments will be made in offshore limited partnerships in order to avoid unrelated business taxable income (UBTI).

The Board's Investment Advisor shall report at least annually to the Board or the Board's designated committee (Board Committee) on the role of derivative investments in the overall fixed income portfolio and describe the risks and rewards associated with such investments. Investment Managers shall have a written policy on the use of derivative investments. A copy of such written policy shall be provided to the TMD and any subsequent revisions to the written policy shall be immediately communicated to the TMD.

Total allocation to the Alternative Investment Strategy may range from 0% to 7% of the overall Endowment portfolio. Allocation to any one area (Private Capital Investments and Hedge Funds) should not exceed 5% of the overall Alternative Investment Strategy portfolio.

Formatted: Indent: Left: 0.5"

#### INVESTMENT ADVISOR, INVESTMENT MANAGER AND INVESTMENT CUSTODIAN SELECTION

1. Generally, the University shall utilize professional management services for the investment of the Endowment portfolio. This does not preclude direct investment and ownership of securities by the University.
2. The Investment Advisor shall be appointed by the Board upon recommendation by the Treasurer and the appropriate Board Committee.
3. The Investment Managers may be appointed by the Treasurer upon advice of the Investment Advisor.
4. The Investment Custodian shall be appointed by the Treasurer.
5. No more than 50% of University equity and bond investments respectively shall be assigned to a single Investment Manager.

#### INVESTMENT MANAGER PERFORMANCE EVALUATION

Investment Managers and their performance will be measured over periods of the most recent quarter ending; one-year, three-year and five-year periods; and will be compared to appropriate market indices (benchmarks), peers and the performance of other endowments as published annually by the National Association of College and University Business Officers or other national reporting agencies. Market indices shall include indices that are appropriate for their specific portfolios. Risk-adjusted benchmarks shall be used when and where appropriate to measure performance. An Investment Manager whose performance falls below the first quartile over a five-year period, or below the median over the period of one year, shall be a candidate for replacement, absent a satisfactory explanation for the level of performance.

All Investment Managers must report their performance in writing each calendar quarter, and their portfolio holdings at least annually.

The University may utilize an independent performance evaluation service to ensure that all Investment Managers are competitive in the market and that their performance meets the needs and expectations of the University.

#### ROLE OF BOARD OF TRUSTEES

The Board:

1. Shall exercise its Endowment investment responsibilities with the assistance of its Board Committee(s).
2. Shall, upon the recommendation of its Board Committee(s), establish investment policies relating to the administration of the University's Endowment investment portfolio.

3. Shall, upon the recommendation of its Board Committee(s), establish investment objectives. (See I. Investment Objective)
4. Shall, upon the recommendation of its Board Committee(s), appoint an Investment Advisor or an Investment Manager(s) for the Endowment, and specify any investment restrictions deemed appropriate.
5. Shall, upon the recommendation of its Board Committee(s), establish the conditions and parameters under which the University may directly invest in and own securities independent of Investment Managers and may authorize such investment.
6. Shall receive periodic reports on investment results through its Board Committee(s).

#### ROLE OF BOARD COMMITTEES

The appropriate Board Committee(s):

1. Shall be responsible for the review of policies relating to the administration of the University's Endowment portfolio and, when appropriate, shall make recommendations to the Board.
2. Shall, in consultation with the Treasurer, recommend to the Board an Investment Advisor to advise and assist the appropriate Board Committee.
3. Shall, in consultation with the Treasurer, recommend to the Board an Investment Manager(s) when no Investment Advisor is used.
4. Shall, in consultation with the Investment Advisor and the Treasurer, annually review the investment objectives of the Endowment portfolio.
5. Shall receive periodic reports on the investment status of the portfolio(s) and shall transmit relevant information to the Board.
6. Shall meet with the Investment Advisor at least annually and shall evaluate the performance of the Endowment portfolio.

#### ROLE OF INVESTMENT ADVISOR

The Investment Advisor:

1. Shall annually develop and communicate to the Treasurer and the appropriate Board Committee(s) an appropriate strategy to meet the long-term Endowment management objectives.
2. Shall advise the Treasurer regarding searches for an Investment Manager(s) and an Investment Custodian(s).
3. Shall provide a monitoring and measurement program which will permit evaluation of the performance of the Investment Manager(s) in comparison with the investment markets and with other managers.
4. Shall provide such other information pertaining to the investment program as may reasonably be required.

#### ROLE OF THE INVESTMENT MANAGER(S)

The Investment Manager(s):

1. Shall report their performance in writing each calendar quarter and their portfolio holdings at least annually to the Investment Advisor and the Treasurer.
2. Is authorized to execute investment transactions in conformity with this Endowment Management and Investment Policy, subject to any restrictions established by the Board or appropriate Board Committee(s).
3. Shall report immediately to the Treasurer and the Investment Advisor any major change in the manager's confidence regarding the securities markets or any decline in portfolio value in excess of 10% since the last reporting date.
4. Shall be reasonably expected to provide other necessary information for the development of interim reports and shall meet, as necessary, with the Investment Advisor and the Treasurer.

#### ROLE OF THE INVESTMENT CUSTODIAN(S)

Ordinarily, the Investment Manager(s) will utilize the services of an Investment Custodian and the University may not have a direct contractual relationship with such Investment Custodian(s). In the event the University requires the services of an Investment Custodian, (e.g., direct investment and ownership of securities by the University) the following procedures shall apply:

The Investment Custodian(s):

1. Shall hold all securities under management by the Investment Manager(s) in an agreed-upon nominee name and form.
2. Shall execute all transactions as directed by the Investment Manager(s).
3. Shall collect all income pertaining to the securities held, and shall temporarily invest such income in cash equivalents until reinvested or remitted to the University.
4. Shall periodically remit accumulated income to the University pursuant to instructions received from the University.
5. Shall provide a full monthly accounting of all transactions, together with a listing of all holdings at cost and market.
6. Shall vote all proxies in accordance with instructions received from the University.
7. Shall provide such other information pertaining to the portfolio as may reasonably be required.

#### ROLE OF THE UNIVERSITY ADMINISTRATION, THROUGH THE TREASURER

The University, through the Treasurer:

1. Is responsible for the continuous monitoring and review of: the Investment Advisors', Investment Managers' and Investment Custodians' reports, the actions of the Investment Manager(s), and the status of the University's Endowment portfolio.
2. Shall maintain communications, as appropriate, between the Board, the Board Committee(s), the Investment Advisor, the Investment Custodian and the Investment Manager(s).

3. Shall make recommendations to the appropriate Board Committee(s) concerning investment policies, structure, objectives and selection of Investment Advisor(s).
4. Shall periodically invest available additional funds with the Investment Managers in consultation with the Investment Advisor, if any, and within the allocation parameters established by this Endowment Management and Investment Policy.
5. Shall direct changes in existing allocations in consultation with the Investment Manager(s) as necessary to remain with the asset allocation parameters.
6. May, in consultation with the Investment Manager(s) and the Investment Advisor, and within the allocation parameters established by this Endowment Management and Investment Policy, direct the reallocation of endowment assets between the investment options and funds managed by the Investment Manager(s).
7. Shall appoint Investment Custodians, monitor their activity and receive, reconcile and account for remitted accumulated income.

#### GIFTS OF INVESTMENTS

Certain funds are obtained by the University through donor gifts subject to Donor Restrictions that restrict the form of investment, either directly by specifying qualifying investment vehicles or indirectly by stipulating a higher-than-normal spending rate (Gifts of Investments). Such Gifts of Investments will be accepted only with contractual provisions contained in the Endowment Agreement specifying that the Gift of Investment will be sold by the University at the first available opportunity and the proceeds of the sale be invested in the Endowment portfolio in accordance with the provisions of this Endowment Management and Investment Policy and spending will conform to the Spending section of this Endowment Management and Investment Policy.

#### SPENDING

In order to provide for stability in income growth together with preservation of purchasing power, Endowment Funds shall have Appropriations made available for Spending according to the following, except as the terms of a specific Board action shall otherwise require. A modified Spending plan for specific Institutional Endowment Funds may be ordered by the President.

Endowment Fund Appropriations shall be at an annual rate of four and one-half percent (4.5%) based upon the twelve quarter moving average market value of the Endowment Fund's value at the beginning of each quarter, with a one-quarter lag.

Should an Endowment Fund become an Underwater Endowment Fund, the President may declare a Spending from that Underwater Endowment Fund using a different calculation basis for the period of time to be specified by the President. Should the President take such action, the President must notify the Chair of the Board of the action taken and the rationale for the action. Appropriations from Underwater Endowment Funds may be made based on the prudence standards prescribed by UPMIFA, this Endowment Management and Investment Policy, and conditions contained within the Endowment Agreement that established the Endowment Fund that is underwater.

**REAPPOINTMENT OF AN INDEPENDENT  
PUBLIC ACCOUNTING FIRM**

1. **Division and Department:** Finance and Administration/Controller's Office
2. **Introduction:** According to the Board of Trustees (Board) Rotation of Auditing Firms policy:
  - a. The Oakland University (University) financial statements are to be examined each year by an independent public accounting firm (Firm) to be named by the Board;
  - b. The Firm shall report to the Board the results of its examination, on an annual basis;
  - c. Appointment of the Firm shall be for a one-year period;
  - d. The Firm must rotate its lead partner every seven years, and after seven years, the lead partner cannot be assigned to the University's account for two years, but can thereafter be reassigned to the University's account for another seven year period;
  - e. The Firm performing audit services is prohibited from performing non-audit services unless expressly approved by the Board in advance;
  - f. The Firm cannot have employed the University's Chief Executive Officer, Chief Financial Officer, Controller, or any person in an equivalent position, during the one-year period immediately preceding the audit, unless expressly approved by the Board in advance;
  - g. Records related to audits must be appropriately stored for a minimum of seven years after the audit is accepted by the Board;
  - h. Independent public accounting services must be competitively bid at a minimum of every five years, with results of the bid and recommendation presented to the Board's Finance, Audit and Investment Committee for its formal recommendation to the Board;
  - i. The Vice President for Finance and Administration shall annually report to the Finance, Audit and Investment Committee on the accountant's performance; recommend whether or not to continue an appointment; and shall cause the auditors to present the annual audit in draft form to the Committee.

As a result of the November 2010 competitive bid, Andrews Hooper & Pavlik, P.L.C. (AH&P) was appointed by the Board as its independent public accountants for FY2011 and performed competently. AHP is recommended to continue for FY2012 as the University's independent public accountants. FY2012 will be the sixth consecutive audit for the proposed lead partner, Randy Morse.



**Reappointment of an Independent Public Accounting Firm  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

**3. Previous Board Action:** In April 2006, the Board approved the Rotation of Auditing Firms policy. In March 2007, AH&P was appointed as the University's independent public accounting firm for FY2007. In January 2008, October 2008, April 2010 and March 2011, AH&P was reappointed for FY2008, FY2009, FY2010 and FY2011, respectively.

**4. Budget Implications:** The audit engagement cost for FY2012 is projected to be \$74,985.

**5. Educational Implications:** None.

**6. Personnel Implications:** None.

**7. University Reviews/Approvals:** This recommendation was formulated by the Controller's Office and reviewed by the Vice President for Finance and Administration and President.

**8. Recommendation:**

WHEREAS, the Board of Trustees has previously appointed Andrews Hooper & Pavlik, P.L.C. as its independent public accounting firm; and

WHEREAS, the Board of Trustees is satisfied with the performance of Andrews Hooper & Pavlik, P.L.C. in its role as the Board of Trustees independent public accounting firm; now, therefore, be it

RESOLVED, that Andrews Hooper & Pavlik, P.L.C. be reappointed by the Board of Trustees as Oakland University's independent public accounting firm for FY2012 at a cost not-to-exceed \$74,985; and, be it further

RESOLVED, that Andrews Hooper & Pavlik, P.L.C. will report the results of its annual examination of Oakland University's financial statements in draft form to the Board of Trustees' Finance, Audit and Investment Committee; and, be it further

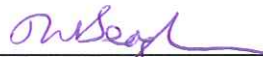
RESOLVED, that the engagement letter be reviewed and approved by the Office of the Vice President of Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

Reappointment of an Independent Public Accounting Firm  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 3

9. Attachments:

- A. Engagement Letter
- B. Audit Scope Letter

Submitted to the President  
on 3/16/12, 2012 by



\_\_\_\_\_  
John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/20/12, 2012  
to the Board of Trustees for Approval



\_\_\_\_\_  
Gary D. Russi  
President



## ANDREWS HOOPER PAVLIK PLC

691 N. SQUIRREL ROAD | SUITE 280 | AUBURN HILLS, MI 48326

p: 248.340.6050 | f: 248.340.6104 | [www.ahplc.com](http://www.ahplc.com)

February 9, 2012

Board of Trustees  
Oakland University  
Rochester, Michigan

We are pleased to confirm our understanding of the public accounting services performed by Andrews Hooper Pavlik PLC (AHP) as your CPA, which we are to provide for Oakland University for the year ended June 30, 2012. In order to better understand each party's obligations, the terms "we," "us," and "our" will identify the firm of AHP. The terms "you," "your," and "client" will apply to Oakland University. This engagement letter and addendum embody the entire agreement regarding the services to be rendered by our firm to Oakland University. We understand and acknowledge that our responsibilities and obligations are to the Oakland University Board of Trustees, and we will advise both the Chairperson of the Finance, Audit, and Investment Committee directly on all matters, and the entire Board of Trustees, when appropriate.

We will audit the financial statements of Oakland University as of and for the year ended June 30, 2012, and Oakland University's expenditures of federal awards in accordance with OMB Circular A-133. We will perform the required agreed-upon procedures for the NCAA Financial Audit. We will also perform the required procedures relative to the inclusion of Oakland University's financial statements in the State of Michigan CAFR (report and subsequent events). Services will be performed in accordance with the Professional Standards promulgated by the American Institute of Certified Public Accountants.

Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the financial statements. Such information, although not a part of the financial statements, is required by the Governmental Accounting Standards Board (or other authoritative body) who considers it to be an essential part of financial reporting for placing the financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the financial statements, and other knowledge we obtained during our audit of the financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by accounting principles generally accepted in the United States of America and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis

Other supplementary information (other than required supplementary information) also accompanies the financial statements. We will subject the following other supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America and will provide an opinion on it in relation to the financial statements as a whole:

- Schedule of Expenditures of Federal Awards
- Notes to Schedule of Expenditures of Federal Awards

### **Audit Scope**

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of your accounting records, a determination of major programs in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express an unqualified opinion that your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) and to report on the fairness of the additional information included when considered in relation to the financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133 *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the Finance, Audit, and Investment Committee, the Board of Trustees, management, specific legislative or regulatory bodies, federal awarding agencies, and, if applicable, pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

If our opinion is other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason we are unable to complete the audit, we will not issue a report as a result of this engagement.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts. Statistical sampling may be used if feasible. These procedures may, for example, include direct confirmation of certain assets and liabilities by correspondence with selected students, federal agencies, creditors, legal counsel, and banks. Since we may determine such procedures are not appropriate under the circumstances, alternative procedures may be required. We may request written representations from your attorneys as part of the engagement, and they may bill you for responding to

this inquiry. At the conclusion of our audit, we will also request certain written representations from management about the financial statements and related matters.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to Oakland University or to acts by management or employees acting on behalf of the University. As required by the Single Audit Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major federal award programs for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

An audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that a material misstatement or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

### **Audit Procedures**

In planning and performing our audits, we will consider internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinion on Oakland University's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

We will perform tests of controls, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements, applicable to each of Oakland University's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, we will inform management and the Finance, Audit, and Investment Committee of any matters involving internal control and its operation that we consider to be significant deficiencies under

standards established by the American Institute of Certified Public Accountants. Significant deficiencies involve matters coming to our attention relating to deficiencies in the design or operation of internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform you of any other matters involving internal control, if any, as required by *Governmental Auditing Standards* and OMB Circular A-133.

Our audit will be conducted in accordance with the standards referred to previously in this letter. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Oakland University's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that we plan and perform the audit to obtain reasonable assurance about whether Oakland University has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of the applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Oakland University's major programs. The purpose of these procedures will be to express an opinion on Oakland University's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

### **Financial Statement Materiality**

In an audit of financial statements, the auditor's judgment as to matters that are material to users of financial statements is based on consideration of the needs of users as a group; the auditor does not consider the possible effect of misstatements on specific individual users, whose needs may vary widely. Misstatements, whether resulting from errors or irregularities, are considered to be material only if their magnitude, individually or in aggregate with others, are such that a user group relying on the presentation of your financial statements would be influenced by their inclusion or omission. Materiality is applied on an annual basis. Materiality is a concept that applies to the engagement and client overall. Services designed to detect misstatements that are not material to your financial statements are available at additional cost. You have declined to engage us to perform these additional cost services.

### **Communication of Internal Control Matters**

Our audit will include obtaining an understanding of client and its environment, including its internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate to you and those charged with governance any internal control related matters that come to our attention.

### **Client Responsibilities**

The management of Oakland University is responsible for establishing and maintaining internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and

grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal controls are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with accounting principles generally accepted in the United States of America, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making all financial records and related information available to us. We understand that you will provide us with the basic information required for our audit and that you are responsible for the accuracy and completeness of that information. We will advise you about appropriate accounting principles and their application and will assist in the preparation of your financial statements, including the schedule of expenditures of federal awards, but the responsibility for the financial statements remains with you. This responsibility includes the establishment and maintenance of adequate records and effective internal control over financial reporting and compliance, the selection and application of accounting principles, and the safeguarding of assets. You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting Oakland University involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting Oakland University received in communications from employees, former employees, grantors, regulators, or others. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. Management is also responsible for identifying and ensuring that the University complies with applicable laws and regulations.

Management is also responsible for adopting sound accounting policies and for establishing and maintaining internal control including monitoring activities that will, among other things, initiate; record; process; and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements. Management, along with those who have responsibility for oversight of the financial reporting process, such as the Finance, Audit, and Investment Committee, should set the proper tone; create and maintain a culture of honesty and high ethical standards; and establish appropriate controls to prevent, deter, and detect fraud. We will inform you of any fraud or suspected fraud affecting Oakland University that we are aware of involving management, employees who have significant roles in internal control, or others.

Management is responsible for adjusting the financial statements to correct material misstatements and for affirming to the auditor in the representation letter that the effects of any uncorrected misstatements aggregated by the auditor during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Your staff will prepare and complete the financial statements and supply all supporting documentation to the financial statements. Your supporting documentation will include a detailed schedule of significant accounts. These records remain your property and will be returned to you at the completion of our engagement. It is your responsibility to maintain and preserve these records. Your records are provided to us only as needed to complete our engagement. We understand that your employees will type all confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to Oakland University; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audit. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

### **AHP Responsibilities**

We are responsible for forming and expressing an opinion about whether the financial statements that have been prepared by management with the oversight of those charged with governance are presented fairly, in all material respects, in conformity with U.S. GAAP.

Randy Morse will lead the team assigned to service your account and will serve as the primary contact with the University for our services. We will provide services as requested by the Board of Trustees and its authorized committee, the Finance, Audit, and Investment Committee. The Board of Trustees authorizes us to accept information from John W. Beaghan, Vice President for Finance and Administration, and we may rely upon the information we receive as being accurate. Customer satisfaction is an important aspect of our service. If, during the course of the engagement, you would like to discuss our service with us or wish to change or expand the services we have agreed to perform, you agree to contact Randy Morse, who is the firm's executive in charge of your engagement.

As you are aware, we have been engaged to review Form 990T and have not been engaged to prepare any tax returns.

### **Timing of Fieldwork**

We will coordinate the scheduling of our fieldwork after we have a planning meeting with management. Our scheduling is based on your completion of the year-end closing and/or adjusting process prior to our arrival to begin the fieldwork. Efficient use of our staff benefits both Oakland University and our firm, allowing for timely completion of our work. Delays in rendering services may occur due to staff availability or if your closing and adjusting process is delayed. We will work with you to coordinate completion of our work, realizing that any such delays may also delay completion of our work and the delivery of our work product. Our services will be concluded upon delivery to you of our report on your financial statements for the year ending June 30, 2012 and the other procedures relative to the OMB Circular A-133 audit, the NCAA agreed upon procedures, the State "crosswalk", and review of Form 990T.



## Fee Summary

Our fees for professional services, including expenses, for the year ended June 30, 2012 will be as follows:

Audit of financial statements	\$55,410
Audit of expenditures of federal award programs (1)	13,545
NCAA agreed-upon procedures	2,700
Comprehensive Annual Financial Report	2,560
Review of 990T	770
	<hr/>
	\$74,985
	<hr/>

*(1) Our fees are based on a consistent number (three) and complexity of major programs. If the major programs change, we will discuss modification of procedures and associated fees with you.*

We propose that our fees would be billed on the following schedule, which corresponds with the dates the procedures are expected to be performed:

	<u>Amount</u>
May 31, 2012	\$10,000
July 31, 2012	20,000
August 31, 2012	30,000
Balance upon completion	

Our fees are based upon our preliminary understanding with management and the representations management made to us. If matters beyond our reasonable control arise which require us to expend additional time beyond that which is contemplated, we will meet with you to discuss the necessary fee and schedule adjustments prior to performing such services.

Fees for client assistance and any additional services will be based upon hours worked by the various levels of personnel, at our standard rates applicable to each. Our standard rate schedule is attached hereto. These services will be billed monthly plus out-of-pocket expenses, and are payable within thirty days of the invoice date.

In the event that payment is not received when due, you will be assessed service charges of 1¼% per month on the unpaid balance. We reserve the right to suspend or terminate our work due to nonpayment. In the event that our work is suspended or terminated as a result of nonpayment, you agree that we will not be responsible for your failure to meet government and other filing deadlines, or for penalties or interest that may be assessed against you resulting from your failure to meet said deadlines. If we elect to terminate our services for nonpayment, you will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenses through the date of termination.

\* \* \*

This agreement is effective as of the date of this letter. This letter includes the terms in the addendum to engagement letter. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. If one or more of the provisions in this agreement shall be determined to be illegal, invalid, or unenforceable, such provision shall be modified to the extent necessary to be legal, valid, and enforceable, or if not capable of being modified, shall be severed while the remaining provisions will continue in full force and effect.

We appreciate the opportunity to be of service to Oakland University and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know.

Sincerely,

*Andrews Hooper Pavlik PLC*

---

Acknowledged:

*David - Russ*

Oakland University

*msl*

---

Jacqueline S. Long, Chair  
Oakland University  
Finance, Audit, and Investment Committee

## **Addendum to Engagement Letter**

### **General Provisions**

#### Ownership of Records

At the conclusion of this engagement, we will return all client-provided records you supplied to us at no charge. These are your records provided to us by you to perform our services. These records are the primary records for your operations and comprise the backup and support for your financial reports and tax returns. It is your responsibility to retain and protect your records for possible future use, including potential examination by any governmental or regulatory agency.

Client records prepared by us are accounting or other records (for example, tax returns, general ledgers, depreciation schedules, and other supporting schedules). We will provide these records to you at your request provided the fees associated with preparing these records have been paid in full. If these fees have not been paid in full, we can hold these records until the fees are fully paid, regardless of the due dates of such items.

Supporting records are information not reflected in the client's books and records that are produced by us that would result in the client's books and records being incomplete if you did not have (for example, adjusting, closing, or other entries with supporting documentation). We will provide these records at your request provided the fees associated with preparing these records have been paid in full. If these fees have not been paid in full, we can hold these records until the fees are fully paid, regardless of the due dates of such items.

AHP workpapers include, but are not limited to, audit programs, analytical review schedules, statistical sampling results, analyses, schedules prepared by the client at our request, and any other schedules not meeting the definition of client-provided, client records prepared by us, or supporting records discussed above. These are our records and we are under no obligation to provide these records to you.

All the records discussed above and held by us are not a substitute for your own records. Our firm destroys the records discussed above in accordance with the firm's record retention policy, generally four to seven years. Audit documentation will be retained for seven years after the conclusion of the audit. After this time these items will no longer be available. Catastrophic events or physical deterioration may result in our firm's records being unavailable.

#### Hiring of AHP Employees

During the course of the performance of our services, AHP employees will be present at your place of business to provide on-site services and will become familiar with your business, operations, and personnel. You acknowledge that AHP employees are highly trained, constitute a valuable asset to AHP, and play an important role in AHP's ongoing business. Therefore, during the term of this Agreement and for a period of one (1) year after the latter of (a) the termination of this Agreement or (b) the date when the last AHP employee has stopped performing services for you, you agree to pay to AHP the sum of 25% of the employee's total annual compensation anticipated in their first year of employment with you, if you directly or indirectly, for yourself or on behalf of any other related entity, employ any employee of AHP (as an employee or an independent contractor). Total annual compensation includes base salary, car allowance, bonuses, signing bonuses, commissions, and any guaranteed annual incentive. The payment representing 25% of total annual compensation is due and payable on the employee's first day of employment with you.

#### Suspension or Termination of Services

As noted within this engagement letter, AHP has the right to suspend or terminate services. We recognize the right of Oakland University to suspend or terminate the services of AHP should matters arise related to the performance of our services that are not in accordance with this agreement.

### Indemnifications

The University releases Auditor and Auditor's Personnel from any Consequential Damages to the University that result from the audit services, audit reports and other related reports prepared by Auditor, except such Consequential Damages that result from the willful misconduct or fraudulent behavior of Auditor's Personnel.

The University releases, indemnifies and holds Auditor and Auditor's Personnel harmless from any Direct Damages and Consequential Damages that result from a material misstatement of the University's financial statements, when the cause of the material misstatement was the willful misconduct or fraudulent behavior of University Personnel. However, nothing in this engagement letter is intended to or may be deemed to create a waiver of governmental immunity by the University.

Auditor releases, indemnifies and holds the University and University Personnel harmless from any Direct Damages and Consequential Damages that result from or arise out of sickness, bodily injury or death of any person, or damage to or loss or destruction of any real or tangible or intangible personal property, when the cause of the personal or property loss was the willful or negligent act or omission of Auditor's Personnel.

"Direct Damages" mean those liabilities, losses, costs and expenses, including reasonable attorney and expert witness fees that follow immediately and directly from an act or omission. "Consequential Damages" mean those indirect, lost profits, punitive, or other special damages, including reasonable attorney and expert witness fees that follow remotely from some of the consequences or effects of an act or omission. Direct Damages and Consequential Damages are those amounts determined judicially, by verdict, by settlement or by mutually agreed upon alternate dispute resolution, in legal claims, demands, actions or suits in tort, contract or otherwise. "Personnel" means a board member, officers, employees, agents, representatives, and their successors and assigns.

### Electronic Dissemination of Audited Financial Statements

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

### Nonreliance on Oral Audit, Accounting, or Tax Advice

Oral responses to your questions are intended to provide informal guidance. Should the matter be important to you and you desire to rely upon it, you agree to request that we issue written advice on the matter.

### Waiver of Privilege

You should be aware that certain communications involving tax advice between you and members of our firm who are authorized tax practitioners or their agents may be privileged from disclosure to the IRS. The privilege may be waived; however, by voluntarily disclosing the contents of those communications to the third party. The privileged information might be used by you in preparing your financial statements and, consequently, disclosed to us in auditing those statements. In addition, professional standards require us to discuss matters that affect the audit with our firm personnel responsible for tax services, who may disclose the privileged information to us. We hereby inform you that the IRS might take the position that such communication results in a waiver of privilege.

### Conflicts of Interest

If during the course of the engagement a conflict of interest or potential breach of professional standards presents itself, we will inform you of the problem and attempt to resolve it to allow us to complete the engagement. If, in our opinion, we cannot properly resolve such problems, we may be compelled to withdraw from the engagement and will not render a report or provide you with a completed work product. Additionally, we reserve the right to withdraw from the engagement and terminate our services should we encounter circumstances that conflict with the ethical standards of our firm. If this occurs, we will not render a report or provide you with a completed work product.

### Use of Internet E-mail

Client acknowledges that: (1) AHP, client, and others participating in this engagement may correspond or convey documentation via Internet e-mail unless client expressly requests otherwise; (2) no party has control over the performance, reliability, availability, or security of Internet e-mail; and (3) AHP shall not be liable for any loss, damage, expense, harm, or inconvenience resulting from the loss, delay, interception, corruption, or alteration of any Internet e-mail due to any reason beyond the reasonable control of AHP.

### Consent to Use in Promotional/Proposal Materials

Unless we are informed in writing not to, the client consents to Andrews Hooper Pavlik PLC's use of client's name and a factual description of the services performed by AHP under this agreement in AHP's advertising, proposals, and other promotional materials.

### Use of Third-Party Service Providers

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

### Additional Services

You may request that we perform additional services not contemplated by this engagement letter. If this occurs, we will communicate with you regarding the scope and estimated cost of these additional services. Engagements for additional services may necessitate that we issue a separate engagement letter to reflect the obligation of both parties. In the absence of any other written communications from us documenting such additional services, our services will be governed by the terms of this engagement letter.

Our fees for other accounting, tax, consulting, and planning services will be based on the standard hourly rates for each of our professionals (varying with their experience) extended by the number of hours incurred. These services will be billed monthly as incurred plus out-of-pocket expenses.

### Use of Our Services

You hereby inform us that our professional accounting services are intended solely for your use. If you have a primary intent that our professional accounting services are to be used to benefit or influence others, you will so inform us in writing.

### Access to Workpapers

We may receive requests for information in our possession arising out of this engagement. The requests may come from governmental agencies, courts, or other tribunals. If permitted, we will notify you of any request for information prior to responding. In certain proceedings an accountant-client privilege may exist. You agree that we are not under any obligation to assert any privilege to protect the release of information. You may, prior to our response to any request, initiate legal action to prevent or limit our response. Unless you promptly initiate such action after we notify you at your last known address as reflected in our files, we will release the information requested.

If our workpapers are allowed or required to be reviewed by others, we reserve the right to bill you for our time incurred related to the review of our workpapers. This includes the time incurred to get our workpapers ready for review, answer questions, make copies, and any other time related to this service, including expenses. In some circumstances we may require payment prior to allowing our workpapers to be reviewed.

Accounting (Nonattest) Services

Related to the accounting services referred to in this letter and any subsequent engagement letter addendum, you are responsible for management decisions and functions; for designating a management level individual with suitable skill, knowledge, or experience to oversee the accounting services we provide; and for evaluating the adequacy and results of those services and accepting responsibility for them. We will not perform management functions or make management decisions. Also, we will not perform any services that we deem would impair our independence with respect to the attest services provided by AHP.

## Billing Rates

<b>AHP Staff Levels</b>	<b>Standard Billing Rate Per Hour</b>
Partner	\$ 238
Senior Manager	203
Manager	161
Senior Accountant	128
Staff Accountant	102
Administrative Support	43



Kelley,  
Galloway &  
Company, PSC

CERTIFIED PUBLIC ACCOUNTANTS

▪ 1200 BATH AVENUE ▪ P. O. BOX 990 ▪ ASHLAND, KENTUCKY 41105-0990 ▪  
▪ Phone (606) 329-1811 ▪ Fax (606) 329-8756 ▪ E-mail [contact@kelleygalloway.com](mailto:contact@kelleygalloway.com) ▪ Web site [www.kelleygalloway.com](http://www.kelleygalloway.com) ▪

Member of the Center for Public Company Audit Firms, the Private Companies Practice Section of the American Institute of Certified Public Accountants and PKF North American Network.

## SYSTEM REVIEW REPORT

June 3, 2010

To the Members  
Andrews Hooper & Pavlik P.L.C.  
and the AICPA National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Andrews Hooper & Pavlik P.L.C. (the firm) applicable to non-SEC issuers in effect for the year ended December 31, 2009. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary).

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Andrews Hooper & Pavlik P.L.C. applicable to non-SEC issuers in effect for the year ended December 31, 2009, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Andrews Hooper & Pavlik P.L.C. has received a peer review rating of *pass*.

*Kelley, Galloway & Company, PSC*

Kelley, Galloway & Company, PSC





## ANDREWS HOOPER PAVLIK PLC

691 N. SQUIRREL ROAD | SUITE 280 | AUBURN HILLS, MI 48326

p: 248.340.6050 | f: 248.340.6104 | [www.ahpplc.com](http://www.ahpplc.com)

February 9, 2012

Finance, Audit, and Investment Committee  
Oakland University  
Rochester, Michigan

This letter sets forth the planned scope of our audit of the financial statements of Oakland University (University) for the year ending June 30, 2012.

**Audit Scope for Oakland University**

The financial statements of Oakland University are the responsibility of the University's management. This responsibility includes the preparation of the financial statements in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) under the oversight of the Finance, Audit, and Investment Committee. Our responsibility is to express an opinion on those financial statements based on our audit. The audit of the financial statements does not relieve management or the Finance, Audit, and Investment Committee of their responsibilities.

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

Procedures performed are designed to determine whether the financial statements are free of material misstatement. Misstatements, whether resulting from errors or irregularities are considered to be material only if their magnitude, individually or in aggregate with others, are such that a user group relying on the presentation of your financial statements would be influenced by their inclusion or omission. Materiality is applied on an annual basis and relates to the audit engagement and Oakland University overall.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention.

Statement on Auditing Standards (SAS) No. 99, *Consideration of Fraud in a Financial Statement Audit*, sets forth the responsibilities of the auditor to plan and perform the audit to obtain reasonable assurance that the financial statements are not materially misstated due to errors or fraud. We will address the risk assessment related to fraud by making inquiries of the Finance, Audit, and Investment Committee, management, and others within the University; evaluating University fraud programs and controls; completing comprehensive checklists; and gathering other information (financial and other) to help us develop fraud risk factors which will be referenced during our fieldwork and wrap-up procedures.

We will communicate to management and the Finance, Audit, and Investment Committee, whenever we have determined that there is evidence that fraud may exist. We will also communicate significant deficiencies, material weaknesses, and other recommendations that arise through the performance of our procedures.

Because of the extensive use of computers in processing information at the University, we will continue to update our understanding of the general control environment in the computer area. Our approach to evaluating computer controls focuses on the identification, review, and evaluation of controls over the financial reporting process. We focus on these key controls and the general control environment because they have a pervasive impact on the accuracy and completeness of computer-generated financial data. Based upon the results of our review, we determine the impact on the significant accounting systems, incorporate the findings in our audit approach, and make recommendations to management for improvements.

Our risk assessment procedures for the June 30, 2012 audit will include a study and evaluation of the University and its environment, including its internal control over financial reporting, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. We plan and perform these audit procedures to the extent we deem necessary to determine that the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America.

Our planned scope for the 2012 audit is based on our understanding of the University developed during prior audits, pre-engagement planning, and our experience as auditors of other similar organizations. We recognize that all organizations are unique and each year presents new challenges, new accounting and auditing issues, and new reporting requirements that must be considered. Accordingly, our 2012 audit plan will address these issues in order to meet the needs of Oakland University.

We will begin performing pre-engagement planning and our interim procedures in May. Year-end procedures are scheduled to begin in August.

### **Government Auditing Standards Communications**

Government Auditing Standards requires us to communicate certain information regarding the nature and extent of testing and reporting on compliance with laws and regulations and internal control over financial reporting during the planning stages of our audit. These communications are summarized as follows:

- Our responsibility is to express an opinion on the financial statements of Oakland University. It is more fully explained in the Audit Scope section of this letter.
- We will consider the University's internal controls to determine our auditing procedures for the purpose of expressing our opinions on the University's financial statements and on its compliance with requirements applicable to major federal award programs. We will not report on internal control or give any assurance on internal controls.
- In accordance with Government Auditing Standards, we will issue a report on compliance and on internal control over financial reporting. However, we will not provide an opinion on compliance or internal control over financial reporting in accordance with Government Auditing Standards.

These matters have also been communicated in our engagement letter.

### **Summary of Significant Accounting and Auditing Issues**

#### Internal Controls

As part of our audit, we will obtain an understanding of internal control over financial reporting (internal control) sufficient to plan the audit and to determine the nature, timing, and extent of further audit procedures to be performed, and not to provide an opinion on internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies in the design or operation of internal control. However, during the audit, if we become aware of such significant deficiencies or other significant matters related to the financial statements, we will communicate them in a separate letter.

#### New Accounting Pronouncements

We will review all new accounting pronouncements and any future accounting pronouncements that may have an effect on the University. It is management's responsibility to ensure the University applies all accounting pronouncements correctly in the financial statements. We will assist management with the adoption of accounting pronouncements and keep them informed of those that may apply to the University.

### **Other Services Provided**

In addition to our audit of the financial statements of Oakland University for the year ended June 30, 2012, AHP will also provide an audit of major federal program grants or awards in accordance with OMB Circular A-133. Major programs as defined by OMB Circular A-133 will be determined during our planning meeting. We will issue all required reports as defined in OMB Circular A-133. We will also perform any procedures required by the State of Michigan related to inclusion of Oakland University's financial information in the State's comprehensive annual financial report. In addition, we have been engaged to perform certain agreed upon procedures related to NCAA compliance, a review of the University's 990-T, and to provide a consent for the University to include our audit report in a bond offering that occurred during the year.

## Staffing

Services provided by AHP to the University will be performed by the following team of professionals:

Randy Morse – Engagement Partner responsible for overall services to Oakland University

Roger Hitchcock – Independent Review Partner

Katie Jiles – Audit Senior Manager

Greg Soule – Manager/IT

Additional Staff

We look forward to serving the auditing needs of Oakland University and would be pleased to discuss our approach to the audit and respond to any questions you may have.

Sincerely,

*Andrews Hooper Paulik PLC*

**RENOVATION OF HANNAH HALL OF SCIENCE**

**A Recommendation**

1. **Division and Department:** Academic Affairs and Finance and Administration Divisions
2. **Introduction:** Oakland University's (University) Hannah Hall of Science (Hannah) was constructed in 1961 and is currently occupied by the School of Health Sciences and various departments of the College of Arts and Sciences. With the expected completion of the Human Health Building in August 2012, the School of Health Sciences will be vacating Hannah and moving to the Human Health Building.

There is a growing demand for anatomy and physiology instruction at the University with the growth in students in the health sciences, premed and the School of Medicine. The current lab is not designed to handle the number of students in these programs. In order to develop the gross anatomy and physiology labs to help meet this demand, a large portion of the space vacated by the School of Health Sciences on the third floor of Hannah will be renovated for this purpose.

Included in this renovation are a large anatomy lab, large physiology lab, staff rooms, cadaver storage and prep areas, locker rooms and ventilation systems. The third floor renovations accommodate academic and accreditation needs in the School of Medicine and physical therapy and office space needs for the College of Arts and Sciences.

The second floor areas vacated by the School of Health Sciences will be renovated for offices and laboratories, accommodating academic and office space needs for the College of Arts and Sciences.

The project budget is \$6,575,150, including all materials, labor, fees, and contingencies, funded by the Capital Projects Supplement Fund. Board of Trustees (Board) approval of this project is needed to proceed.

3. **Previous Board Action:** On July 2, 2009 the Board approved the schematic design of the Human Health Building, to be the new home for the School of Nursing and School of Health Sciences.
4. **Budget Implications:** Funding for this project will be derived from the Capital Projects Supplement Fund. There are no further budget implications.
5. **Educational Implications:** Hannah is an academic building, currently supporting the School of Health Sciences and various departments of the College of Arts and Sciences.
6. **Personnel Implications:** None.

**Renovation of Hannah Hall of Science  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

**7. University Reviews/Approvals:** This recommendation was formulated by the Senior Vice President for Academic Affairs and Provost, in conjunction with the School of Medicine, Facilities Management Department, and SmithGroup (an independent architectural firm) and reviewed by the Vice President for Finance and Administration, and President.

**8. Recommendation:**

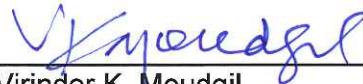
RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to negotiate and execute all contracts related to the renovation of Hannah Hall of Science; and, be it further

RESOLVED that total renovation costs, including construction management, architectural and engineering services, construction, and contingencies for the renovation of Hannah Hall of Science will not exceed \$6,575,150; and, be it further

RESOLVED, that the contracts be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

**9. Attachments: A. Proposed Floor Plans**

Submitted to the President  
on 3/20, 2012 by




Virinder K. Moudgil  
Senior Vice President for Academic Affairs  
and Provost

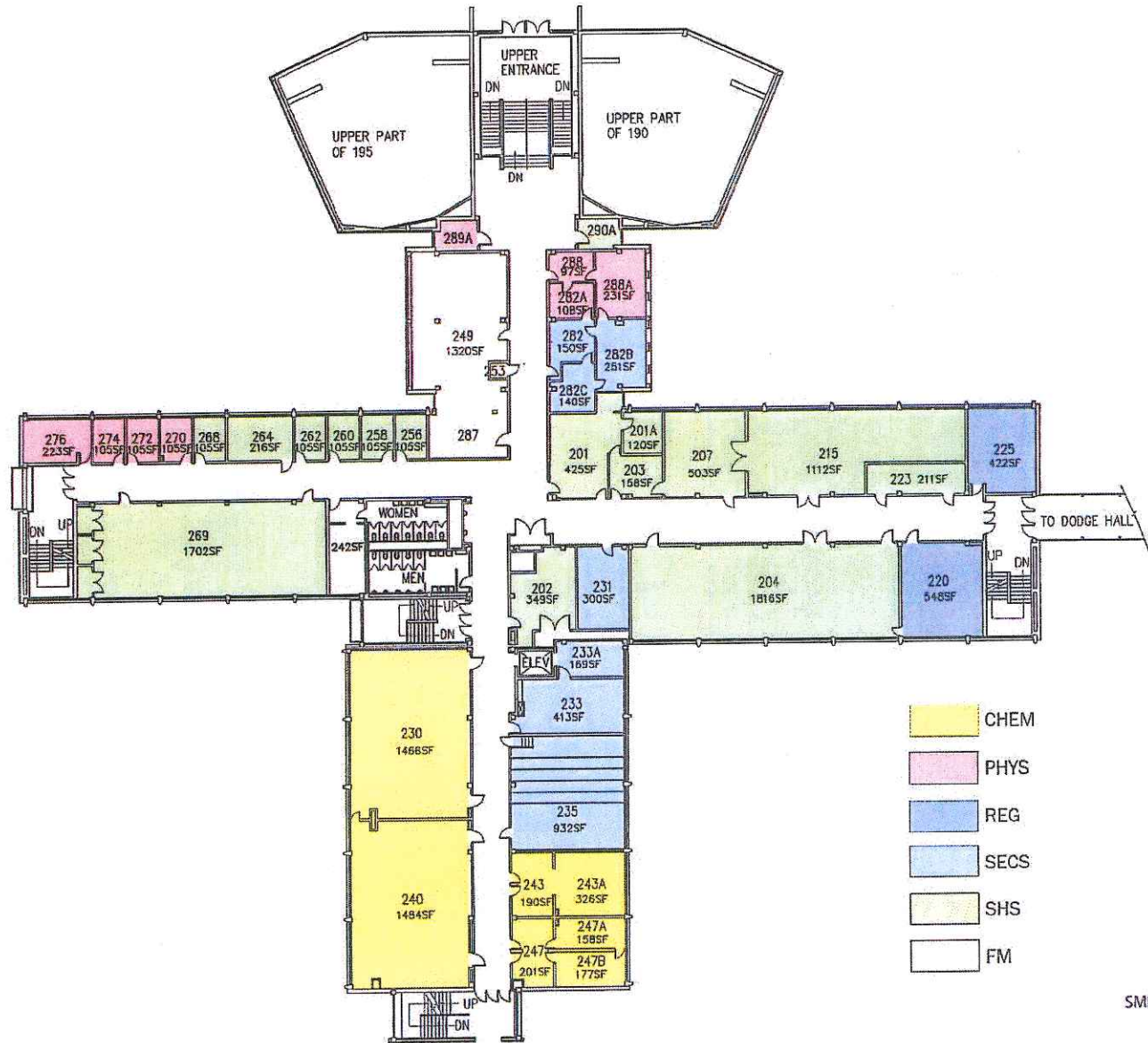


John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

Recommended on 3/20, 2012  
to the Board of Trustees for Approval

  
\_\_\_\_\_  
Gary D. Russi  
President

HANNAH HALL  
LEVEL 2  
EXISTING PROGRAM







**RENOVATION OF O'DOWD HALL**

**A Recommendation**

1. **Division and Department:** Academic Affairs and Finance and Administration Divisions
2. **Introduction:** Oakland University's (University) O'Dowd Hall was constructed in 1980 and is currently occupied by the School of Nursing, School of Medicine, several College of Arts and Sciences departments, Registrar's Office, and other Academic Affairs administrative departments. With the expected completion of the Human Health Building in August 2012, the School of Nursing will be vacating O'Dowd Hall and moving to the Human Health Building.

The School of Nursing space in O'Dowd Hall is being repurposed for use by the School of Medicine.

Two classrooms on the first floor will be renovated to provide additional active learning space needed by the School of Medicine. The second floor renovation will provide the additional square footage to expand the medical student lounge, locker area, and the additional breakout rooms needed to accommodate the expected growth in the class size for the School of Medicine. The renovation also includes classroom renovations for the School of Medicine to enable use of active learning in a large classroom setting.

The fourth floor renovation will provide faculty and staff offices, work and meeting spaces needed to support the expansion of faculty necessary to offer the second year of medical education. The fifth floor renovation will update existing School of Medicine faculty and staff offices.

The renovations, where possible, are designed in such a way that if the School of Medicine obtains support for a new building, the space can be reassigned to meet other academic needs. The renovations are necessary to prepare for the School of Medicine accreditation process through the Liaison Committee on Medical Education (LCME) and the second cohort of students who will begin in Fall 2012.

The project budget is \$3,751,217, including all materials, labor, fees, and contingencies, funded by the Rainy Day Fund. Board of Trustees (Board) approval of this project is needed to proceed.

3. **Previous Board Action:** On July 2, 2009 the Board approved the schematic design of the Human Health Building, to be the new home for the School of Nursing and School of Health Sciences.
4. **Budget Implications:** Funding for this project will be derived from the Rainy Day Fund. There are no further budget implications.
5. **Educational Implications:** O'Dowd Hall is an academic building, currently supporting the School of Nursing, School of Medicine, several College of Arts and Sciences departments, Registrar's Office, and other Academic Affairs administrative departments.
6. **Personnel Implications:** None.

**Renovation of O'Dowd Hall  
Oakland University  
Board of Trustees Formal Session  
March 28, 2012  
Page 2**

7. **University Reviews/Approvals:** This recommendation was formulated by the Senior Vice President for Academic Affairs and Provost, in conjunction with the School of Medicine, Facilities Management Department, and SHW Group (an independent architectural firm), and reviewed by the Vice President for Finance and Administration, and President.

8. **Recommendation:**

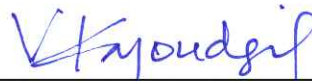
RESOLVED, that the Board of Trustees authorizes the Vice President for Finance and Administration to negotiate and execute all contracts related to the renovation of O'Dowd Hall; and, be it further

RESOLVED that total renovation costs, including construction management, architectural and engineering services, construction, and contingencies for the renovation of O'Dowd Hall will not exceed \$3,751,217; and, be it further

RESOLVED, that the contracts be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

9. **Attachments:** A. Proposed Floor Plans

Submitted to the President  
on 3/20, 2012 by

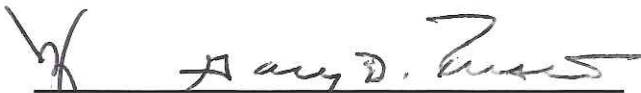


Virinder K. Moudgil  
Senior Vice President for Academic Affairs  
and Provost



John W. Beaghan  
Vice President for Finance and Administration  
and Treasurer to the Board of Trustees

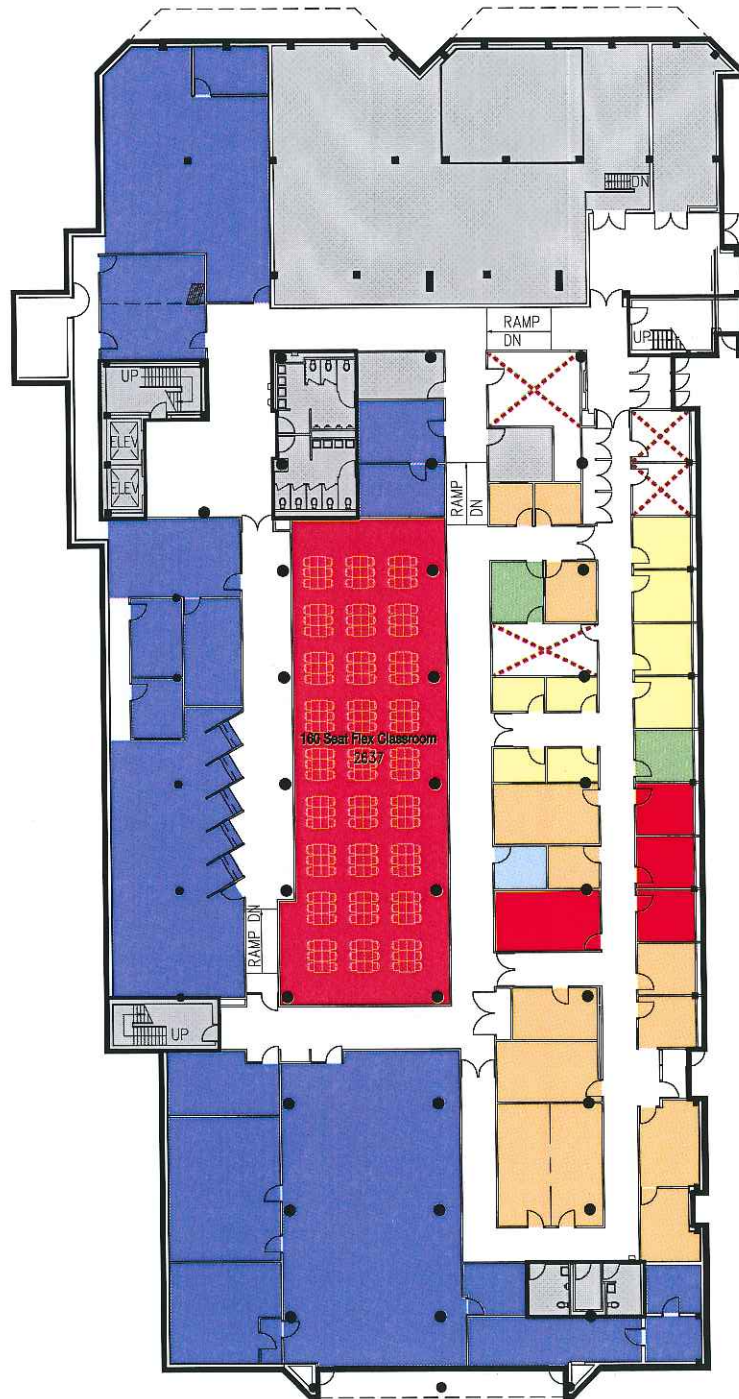
Recommended on 3/20, 2012  
to the Board of Trustees for Approval



Gary D. Russi  
President

- Included**
- Relocate 4 SOM Offices
  - 160 Seat Flex Classroom

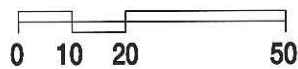
Classroom / Academic	Facilities Management
Laboratory	Registrar
Student Support	School of Medicine
Faculty Support	School of Nursing
Existing	English
	Modern Language and Literature
	Writing and Rhetoric
	Linguistics
	Philosophy
	Classroom Support
	Office of Graduate Study
	Undergraduate Education



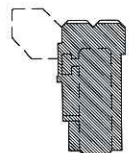
**oakland university - o'dowd hall**

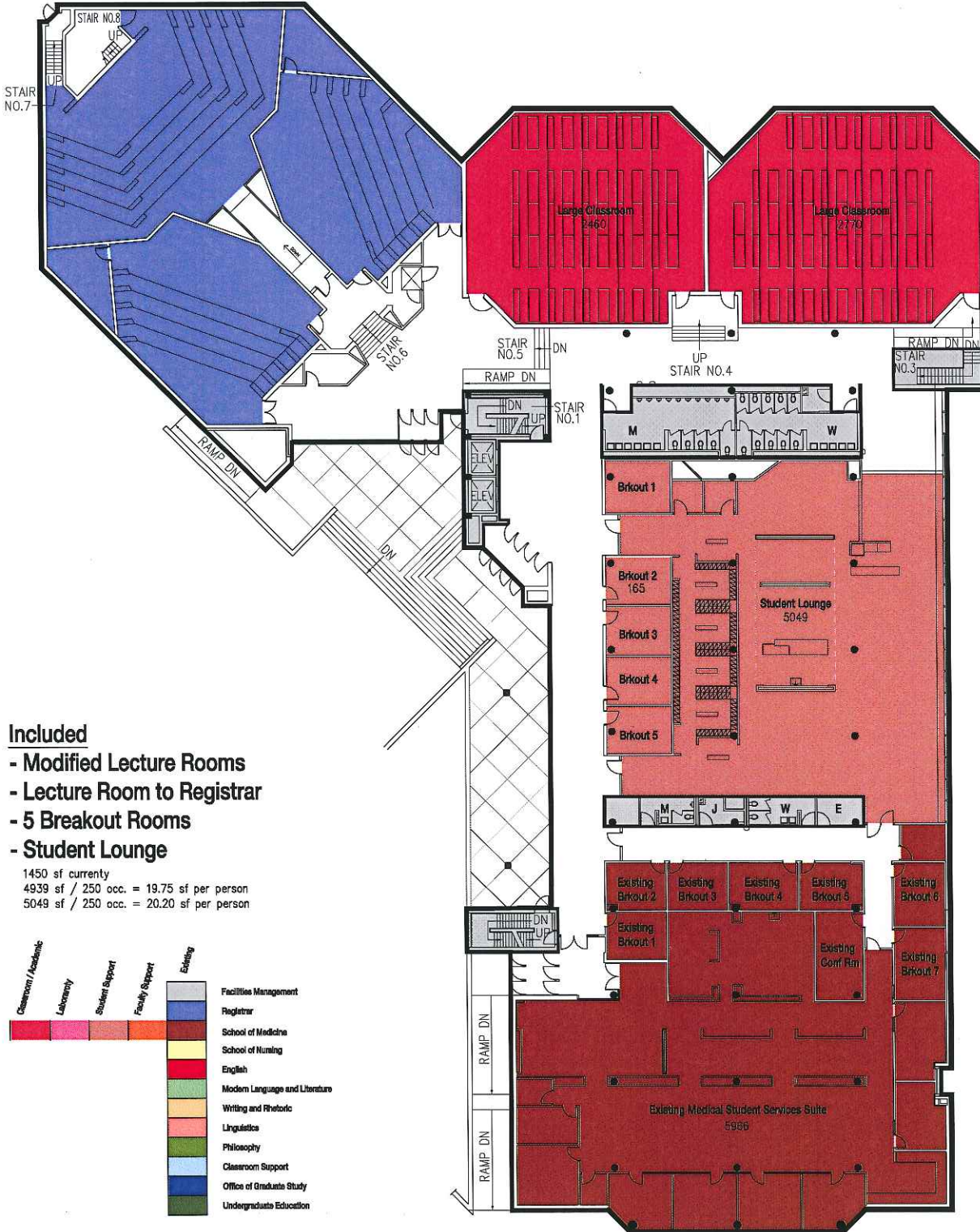


02-23-2012



**2013 L1**  
18,279 sf





**Included**

- Modified Lecture Rooms
- Lecture Room to Registrar
- 5 Breakout Rooms
- Student Lounge

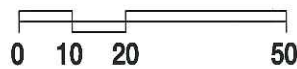
1450 sf currently  
 4939 sf / 250 occ. = 19.75 sf per person  
 5049 sf / 250 occ. = 20.20 sf per person

Classroom / Academic	Existing		Facilities Management
Laboratory	Existing		Registrar
Student Support	Existing		School of Medicine
Faculty Support	Existing		School of Nursing
Existing	Existing		English
Existing	Existing		Modern Language and Literature
Existing	Existing		Writing and Rhetoric
Existing	Existing		Linguistics
Existing	Existing		Philosophy
Existing	Existing		Classroom Support
Existing	Existing		Office of Graduate Study
Existing	Existing		Undergraduate Education

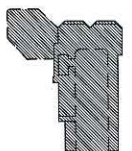
**oakland university - o'dowd hall**



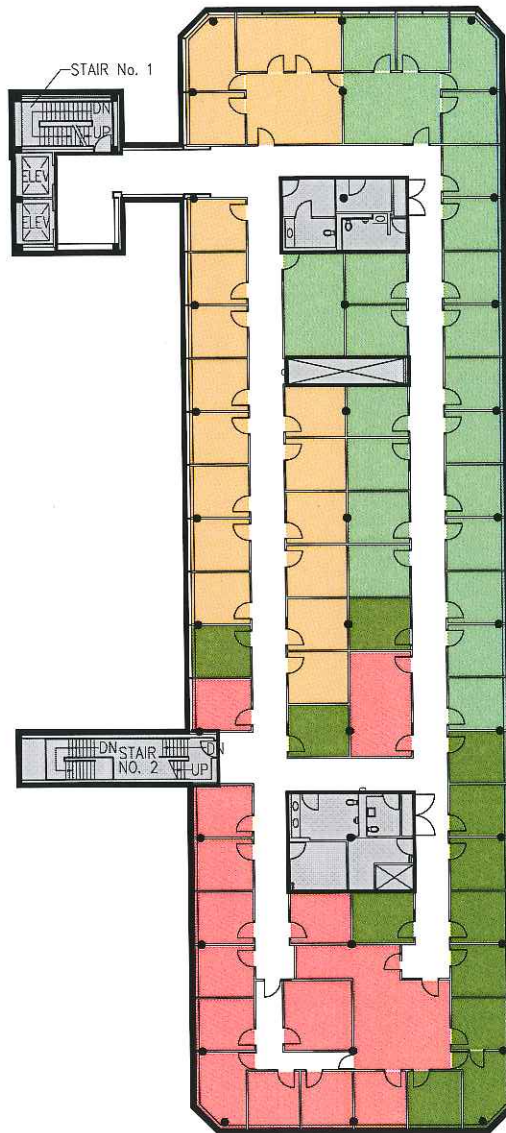
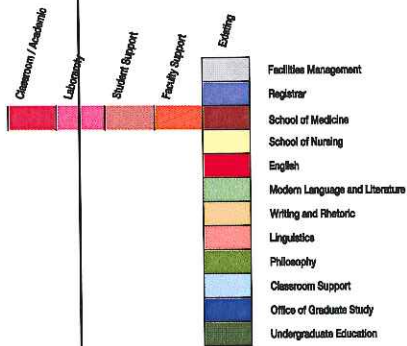
02-23-2012



**2013 L2**  
 23,057 sf



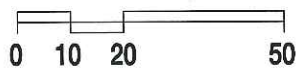
- No Changes



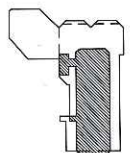
# oakland university - o'dowd hall



02-23-2012

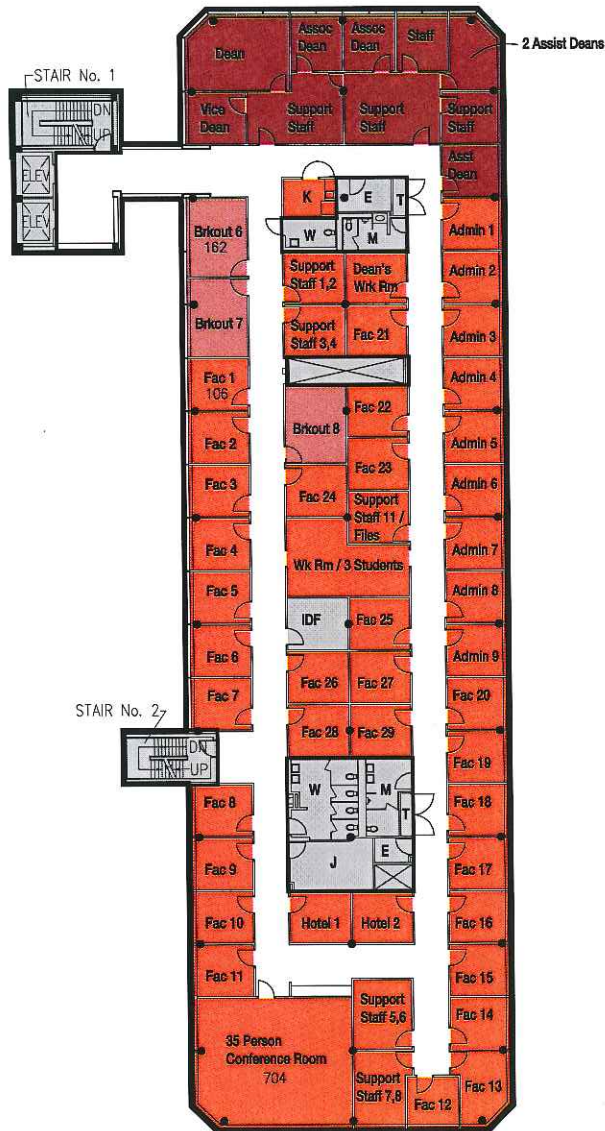
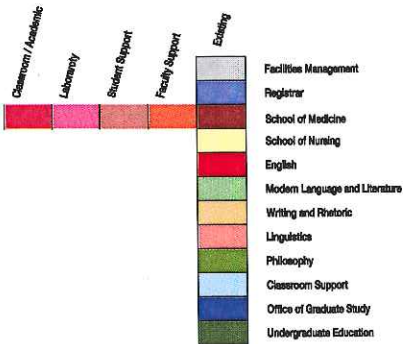


2013 L3  
8,589 sf



**Included**

- Existing Dean Suite
- Existing Kitchenette
- Dean Suite Work Room
- 35 Person Conference Room
- 3 Breakout Rooms
- 9 Admin Professional Offices
- 29 Faculty Offices
- 2 Shared Faculty Timeshare Offices
- 4 Shared Support Staff Offices
- Support Staff / File Storage
- Work Room / 3 Students
- IDF
- Update and Enlarge Restrooms



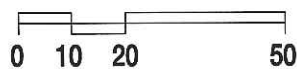
**Excluded**



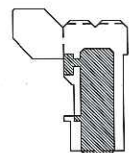
**oakland university - o'dowd hall**



02-23-2012



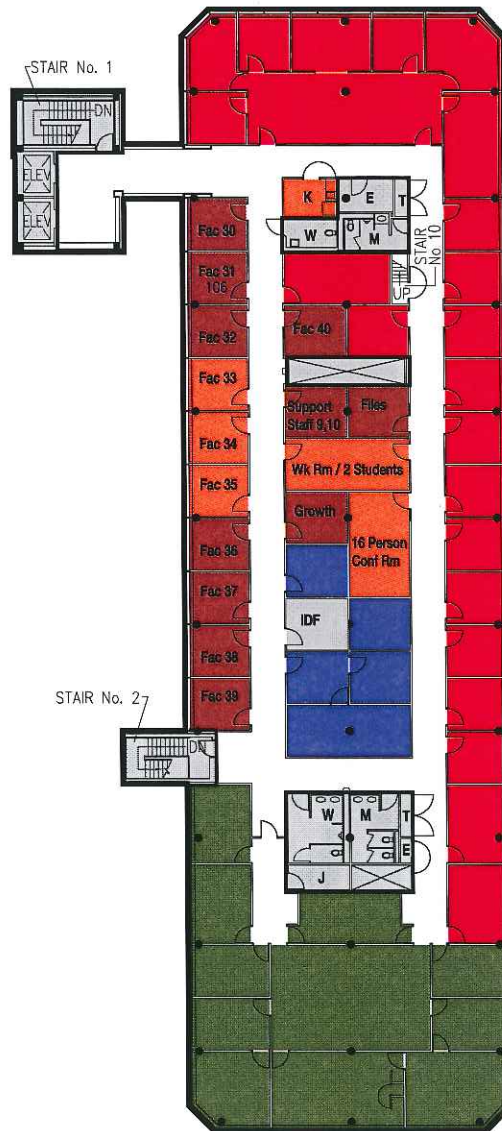
**2013 L4**  
8,523 sf



**Included**

- 11 Faculty Offices
- 1 Shared Support Staff Office
- Work Room / 2 Students
- File Storage Room
- 16 Person Conference Room
- Kitchenette
- IDF
- Space for Growth

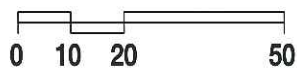
Classroom / Academic	Facilities Management
Laboratory	Registrar
Student Support	School of Medicine
Faculty Support	School of Nursing
Editing	English
	Modern Language and Literature
	Writing and Rhetoric
	Linguistics
	Philosophy
	Classroom Support
	Office of Graduate Study
	Undergraduate Education



**oakland university - o'dowd hall**



02-23-2012



**2013 L5**  
8,712 sf

