

Office of Academic Affairs



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Letter from the Provost

These past two months have been a whirlwind of activity as well as an exciting time for me. The Ferris community has been both welcoming and energizing in countless ways to me and to my family. While I am still on a steep learning curve, I could not be happier than being right here at Ferris. I have been struck by the friendliness of everyone, the work ethic of the community, and the uniqueness and relevance of our programming. Your commitment to our students and your passion for our mission are evident in virtually every setting and it is certainly a deep honor for me to serve as Provost and Vice President for Academic Affairs with such a wonderful faculty and staff. Improving the experience of your least engaged students may be the most effective way to raise your benchmark scores and improve your overall institutional quality. Even high-performing institutions have much to learn by examining variation in student engagement by looking within.”

Continued right



Although the economic challenges we face as a state continue to test us, I sincerely believe we will meet these challenges just as we have throughout our university’s 125-year history. Over the past few weeks, I have met with leaders in our Colleges to explore ways in which we can continue what we do so well while looking forward to exciting new opportunities. It is my privilege to be able to work with you for this next era at Ferris, as we strive to build on our tradition of excellence and accelerate our level of innovation for a future grounded in our past but responsive to the opportunities of change.

Our students, the future of this university, and perhaps even the “state of the state,” depend upon our careful stewardship of what Ferris represents. My commitment to you is that I will work with you to achieve the goals you established before my arrival and those we will continue to set as we move forward. We share enormous responsibility, but my first two months here suggest to me that we collectively have what it takes to continue to be successful for the next 125 years.

My door IS always open. Do let me know of your ideas and your concerns. Thank you for inviting me to be part of this wonderful community. *It’s a Great Day to be a Bulldog!*

Fritz Erickson

“Although the economic challenges we face as a state continue to test us, I sincerely believe we will meet these challenges just as we have throughout our university’s 125-year history.”



Fred Heck and Art Chickering

Faculty Professional Day Features Renowned Educator Arthur Chickering

If you missed the Faculty Professional Development day speaker Arthur Chickering, you missed a rare opportunity. His address was titled, Why Are We Here: To Serve the Market or Strengthen Democracy. Dr. Chickering is widely acknowledged as having influenced higher education for decades. He is most known for his co-authorship of Best Practice in Undergraduate Education with Zelda Gamson (those principles are reproduced in this newsletter). You will find the full text of his address on the General Education section of the Academic Affairs website. In response to a question about what he was most proud of in his long, distinguished, and respected career as a reflective scholar, he pointed to the acclaim that his book Education and Identity received along with the opportunity he had to create a new type of higher education institution as the founding leader of Empire State College in New York. In his opening remarks, Dr. Chickering disclosed that he is 88. As he humbly shared his beliefs, his wisdom, and his amazing recall of the work of many important educational and cognitive science scholars, he wowed many of us who have studied his and their work in graduate education programs. While some of us remember the general themes, he recited the



Carrie Rodgers, Art Chickering,
and Denise Mitten

very specific distinctions in these scholars' research and its relevance to the general education discourse.

The General Education Task Force invited Dr. Chickering to set the stage for the general education review that got underway in the past year. His message sets the stage for a reflective, respectful, and important upcoming discourse concerning general education.

Following are some of the highlights from his address:

In the interest of candid disclosure let me tell you why I think this is so important. In my now 51 years of work in higher education, arguing for greater attention to "the affective domain," for helping students address issues of purpose and meaning, integrity and identity, effective citizenship and social responsibility, I have never felt as strong a sense of urgency as I do now.

My international experiences traveling and consulting in Canada, Great Britain and Ireland, Latin America, Europe, South Africa, Australia, Russia, and the Far East during the last forty years suggest that things are getting worse, not better. Many persons around the globe are experiencing life as more stressful and less meaningful, even than during the cold war of the 1950's and 60's. Certainly that is very much the case here in the U.S. The ability of multi-national corporations to move jobs to sources of cheap labor create employment problems in countries where jobs leave, and social disruption and dislocation in receiving countries. Our global communication systems let hackers in one location cause widespread havoc across national boundaries. A SARS outbreak in China becomes an international threat. Starvation and disease increase despite dramatic increases in food production capacity.

International, intertribal, interethnic, inter-religious conflicts flare up and seem immune to peaceful resolution. Politically driven disinformation and misinformation renders informed decision making and well thought through political activism almost impossible. We have a two-tier society in which the gap between rich and poor has grown dramatically. In 1980 the average CEO made 42 times what an average hourly worker made. By 2005 the ratio was 262-1. Barack Obama, in his book The Audacity of Hope, says, "Between 1971 and 2001, while the median wage and salary

income of the average worker showed little or no gain, the income of the top hundredth of a percent went up almost 500 percent" (pg. 192). We have recurrent violence and crime, some driven by drugs, some apparently random expressions of rage and frustration. We have recurrent corruption in politics, corporations and financial institutions. Each of you has your own list.



Left to right: Fred Heck, Fritz Erickson,
Rick Griffin, Dan Burcham, Don
Flickinger, Art Chickering, and David
Eisler

Furthermore, powerfully driven by the events of 9/11 2001, issues of religious diversity and spiritual orientations have moved front and center in public forums and political decision making. Increasing our sophistication about these issues and framing these debates at the level of complexity they require, are critical if we are to sustain a civil, pluralistic, democracy. We are one of the most globally interdependent, multi-ethnic, and multi-faith nations in the world. We command more economic and military power than any other nation or political block. How we lead our beleaguered planet during the coming years will determine the futures, not only for ourselves, our children and our grandchildren, but for most of the rest of the world's population.

From the perspective of various theories concerning human development our political leaders, and our culture more generally, have operating at the bottom levels of cognitive and affective complexity. In Jane Loevinger's ego development theory, the Self-protective and Conformist stages are the lowest, preceding the Conscientious, Autonomous, and Integrated. In William Perry's scheme of intellectual and ethical development, dualistic thinking – right-wrong, either-or, us - them, good - bad, righteous - evil – is the lowest level. In Belenky et al's Women's Ways of Knowing, Silence and Received knowledge, from superiors and those in authority, are the lowest levels. That's where we seem to be.

Since 9/11 we have become increasingly divided and less civil across our divides. Extremist rhetoric dominates our communication and information media, fueling protests where shouting over rides civil discourse. Unsubstantiated outlandish claims distract us from thoughtful examination of complex policy and practice issues. We need a knowledgeable, cognitively sophisticated, emotionally intelligent, compassionate, population, now more than any time I have experienced as a reasonably conscious adult.

The first paragraph of the Introduction to College Learning for the New Global Century, labeled A Dangerous Silence, reads. "This is a pivotal moment for higher education, a time when we must work together for the kind of learning graduates need for an interdependent and volatile world. And it is also a precarious moment when short-sighted educational choice may prove permanently limiting to America's prospects."

These were the introductory comments for a session that then continued to examine the meaning and purposes of general education and higher education, more generally. A far-ranging discussion concluded the session, as Dr. Chickering responded to questions and offered many ideas for our re-examination of general education. The session was videotaped for those who want to review it at another time and the entire script of his address is available from **Don Flickinger**.



General Education Review Underway

Following Dr. Chickering's address, General Education Coordinator Fred Heck shared his "lessons learned" from a summer at work reviewing the General Education program. His findings will be reported in the next issue, along with the emerging list of desired outcomes for a Ferris graduate.

Co-authorship of Seven Principles of Good Practice in Undergraduate Education.

1. Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.



5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

While each practice can stand alone on its own, when all are present their effects multiply. Together they employ six powerful forces in education:

- activity,
- expectations,
- cooperation,
- interaction,
- diversity, and
- responsibility.

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students -- white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, and underprepared.

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See the entire article from which the above was copied here: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

The principles of good practice also apply to technology-enhanced or web-based instruction. Learn more here: <http://www.tltgroup.org/programs/seven.html>

Student Assessment of Instruction – IDEA Pilot

In a variety of contexts, dissatisfaction with the current instrument for students' evaluation of instruction has been voiced. A primary concern is that the tool does not provide guidance for improving instruction. Individuals teaching our online courses have expressed their dismay that the instrument is inappropriate for our increased number of online and blended sections. As a result, during the 2008-09 academic year, a subgroup of the Advancing Online Task Force developed a complementary and/or alternative form that more appropriately addresses evaluation of the online teaching/learning environment. Questions included in that survey can be found on the Academic Affairs website under "online initiatives." Several faculty have elected to use this form. If others are interested to use the form, they should first work with their department head about the appropriateness of it as an alternative, or whether it is best used as an additional instrument. Then contact **Amy Otteson** in Institutional Research to set up the online administration. Administration of this form is clunkier than we desire, because of the systems we have for administering the form, which is another reason we are looking at alternatives.

Recently the work in the College of Arts and Sciences with the use of the IDEA form has become more widely known. The IDEA form is nationally validated so that results can be benchmarked to a national profile. Especially valuable is the fact that there is sufficient data to compare disciplines with comparable ones, a distinct advantage because of the different challenges students experience in varied fields, especially contrasting the "major," with the general education requirements,

such as mathematics. Another advantage is that the instrument is administered and scored externally, reducing the considerable burden on the University's limited institutional research resources. As a consequence of dissatisfaction among many with the current form, and the desire among many more to have the process add value to improvement of instruction at Ferris, there is interest in piloting the IDEA form more broadly during the academic year 2009-10. Participation in the use of IDEA will be voluntary. Representatives from the College of Arts and Sciences, **Gayle Driggers**, **Andy Karafa**, and **Grant Snyder** will be conducting workshops for the Chairs' Council, the Deans' Council, and interested colleges during early fall. Watch for more on how this pilot is progressing and what those faculty who choose to be involved find about the utility of this alternative form.

Ferris again welcomes many new personnel to our learning community this fall as well as over the past several months. These new colleagues will be featured over the next few issues of the newsletter, as there are too many to include this month.

College of Education and Human Services

Dr. Paul Blake New Associate Dean, College of Education and Human Services



Paul Blake, who was the Interim Associate Dean, became the Associate Dean at the beginning of Spring Semester 2009. His experiences at Ferris include being a full professor of English in the Language and Literature Department in the College of Arts and Sciences where he taught English courses and coordinated the English Education Department. When Dr. Blake came to the College of Education and Human Services, he brought his expertise and student focus with him. Since arriving at the College, Dr. Blake started the College partnership through which students with vision problems receive tutoring.

“As a consequence of dissatisfaction among many with the current form, and the desire among many more to have the process add value to improvement of instruction at Ferris, there is interest in piloting the IDEA form more broadly during the academic year 2009-10.”

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Dr. Steven Reifert Named New Director of the School of Criminal Justice



After an extensive national search, **Steven Reifert**, who was a faculty member in the School of Criminal Justice (CJ), was nominated by his colleagues to become the new CJ Director. Reifert, who completed his doctoral studies at Western Michigan University, has experience in law enforcement. Since becoming the CJ Director on July 1, 2009, Reifert has been busy visiting the off-campus sites. Additionally, he is studying ways to improve the programs by developing new curricula which would offer innovative and exciting options for our students, and searching for external grant funding. Furthermore, Reifert has met the new CJ students and their families at the Summer Orientations. One of his first tasks was to design a new CJ website; please, check it out at http://www.ferris.edu/htmls/colleges/educatio/departement_template.cfm?DepartmentID=3

Dr. Brendan Callahan



Brendan Callahan comes to Ferris State University to teach in the School of Education. He will teach Math/Science methods and other general courses in education. He recently completed his doctorate in Curriculum and Instruction at the University of South Florida, Tampa. He has been an adjunct professor at St. Petersburg College as well as a Science teacher at Dunedin High School. Brendan comes to Big Rapids with his wife and two children.

Dr. Michelle Stone



Michelle Stone was awarded her Ph.D. in criminal justice from Michigan State University with areas of specialization in private security and investigations. Dr. Stone has worked as an Executive Director and Clinical Supervisor in a number of different substance abuse and mental health programs and has experience working in both the adult and juvenile justice systems. She comes to Ferris from the University of Alabama at Birmingham, where she has taught for the past five years. Prior to that time, she taught for nearly twenty years at several universities and colleges throughout Michigan. Her teaching interests include criminal justice ethics, research methods, juvenile delinquency, and corrections. Michelle was born in Grand Rapids and raised in Gaylord, so she has her roots right here in central Michigan.

Kristin Walters



Kris Walters will be teaching in the School of Education, Criminal Justice Department. Kris received her Bachelor of Science degree in Criminal Justice and Master of Science degree in Criminal Justice Administration from Ferris State University. She spent twenty years with the Grand Rapids Police Department and retired as a lieutenant. She also spent four years with the Kissimmee Police Department. Kris has one daughter, Nicole.

College of Professional and Technological Studies

To better serve the growing number of students Ferris has at their other locations, the College of Professional and Technological Studies welcomes three new staff members to their team.

Lisa Topping Outreach coordinator in Dowagiac



Lisa Topping is the new Outreach Coordinator for the Dowagiac/Niles Ferris programs. Lisa has been working with Ferris as a Southwestern Michigan College (SMC) employee for the past few years, but is now an “official” bulldog. Lisa has done an outstanding job promoting Ferris and working with the Ferris students. Before working with the Ferris students, Lisa was an Outreach Specialist with SMC helping

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students transition to college. She holds a BA in Education from Western. We are excited to have Lisa as part of our team.

Justin Faris New coordinator at Ferris in Lansing



The Ferris office in Lansing is happy to have a new face in **Justin Faris**. Justin comes to Ferris from Central Michigan University. As a Student Services advisor for CMU Justin worked directly with students on financial aid issues, as well as any business office and registration concerns. Justin also conducted presentations for new/prospective students and parent groups. Prior to his work with CMU, Justin was in the banking industry. Justin has a BS degree in Finance from Central Michigan, and is currently completing his MSA. We are excited to have Justin as our coordinator in our Lansing office, and his vast knowledge of financial aid and advising will be a great asset to the Ferris students in the Lansing area.

Janelle Hemingway



To better support our growing numbers in the Great Lakes Bay Region, CPTS has opened a new office on the campus of Delta College! To staff that office, **Janelle Hemingway** has been hired as our GLBR Coordinator. Janelle comes to us most recently from a non-profit background. Prior to her work with the YWCA, Janelle held positions as Director of the Student Life

Center at Saginaw Valley State University and Assistant Director of the University Activities Office at Michigan State. Janelle has a BAA in Broadcast/Cinematic Arts from Central Michigan University, and an MA in Student Affairs Administration from Michigan State University. We welcome Janelle and are glad to have someone with such a great student oriented background to assist our students in the GLBR area!

Dr. Richard Smith



Dr. Richard Smith was hired April 2009 as an advisor and instructor in the School of Education, Criminal Justice Department through the College of Professional and Technological Studies at the Grand Rapids campus. Richard received his bachelor's degree in Psychology from Eastern Michigan University and has completed his master's and doctoral in Counseling Psychology at Western Michigan University. He has worked 10 years for the Department of Mental Health and 15 years for the Department of State Police where he retired in 2002. Concurrent with his position as Police Psychologist for the Michigan State Police he worked part time as a police officer for Bath Township Police Department. Richard is married to Rebecca and they have one daughter, Sarah, who is a special education teacher in West Michigan. Richard and Rebecca currently reside in Dewitt, Michigan, and are planning to move to the West Michigan area in the near future.

College of Business

Dr. Barbara Ciaramitaro Assistant Professor – Information Systems Management



Barbara Ciaramitaro brings to Ferris a broad spectrum of professional and academic Information Technology experience, especially in the areas of software development and information security. Her credentials include a doctorate in Information Systems from Nova Southeastern University, as well as a Masters in Administration with a concentration in Software Engineering. Barbara has achieved professional certifications in Information Systems Security, Secure Software Lifecycle, and Project Management. She comes to us from Walsh College, where she was an assistant professor. With nine years experience as a GM executive, 9 years as Director of Information Systems for Plunkett & Cooney, and one year in between as Director of Information Technology for Miller Canfield Paddock & Stone, Barbara brings a wealth of real-world perspective to our students.

Dr. Lisa Eshback—Assistant Professor – Management



Lisa Eshback has had an accomplished career in both the academic and business worlds.

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She has taught at Wayne State, Lawrence Tech, and Baker College; holds a doctorate in Business Administration and Industrial Engineering from Wayne State University; supplemented by two Masters degrees—one in Industrial Engineering from Wayne, and one in International Administration from Central Michigan University. Her business experience includes serving as Senior Manufacturing Engineer for Visteon Corporation and Project Manager for Ford Production Systems.

Shirish Grover – Assistant Professor – Management



Shirish Grover comes to us with a diverse background that includes cross-cultural experience in both academia and business. He combines a Masters in Personnel Management from Pune University in India, with a Masters in Human Resource Management from Rutgers University, and his imminent completion of an Industrial Relations & Human Resources doctorate from the University of Toronto, where he has also taught. From the business world, he brings the international perspective of having been a Human Resources Manager for S.A.I. Softek Inc. in New Jersey, as well as an Assistant HR Manager for Spectrane Ltd, and an HR Officer for HONDA-SIEL, both in New Delhi.

Donald Reynolds – Assistant Professor – Accountancy



Don Reynolds brings a wealth of academic credentials and professional experience to our Accountancy Program. He has a doctorate in Business Administration from the University of Sarasota, a Masters in Business Administration from Keller Graduate School of Management, and an additional Masters in Accounting Science from Northern Illinois University. Most recently, he was a tenure-track faculty member at Calvin College, as well as having taught at Davenport, Baker, Keller and Ferris as an adjunct faculty member. His managerial experience is equally extensive, including having served as Chief Financial Officer for Central Distribution Service, President/Owner of Reynolds builders, Global Accounting Director for Perot Systems, Inc., and VP-Finance for VTech Computers, in addition to a number of other positions.

College of Engineering Technology

CET Welcomes Energy Coordinator Arnold McIntyre



The College of Engineering Technology expanded its energy initiatives by adding

Energy Coordinator **Arnold (Arn) McIntyre**. Before joining Ferris, he owned and operated McIntyre Homes in Rockford.

McIntyre has been involved in “green” construction for many years and in 2007 he received the 2007 Advocate of the Year award from the Home Building Association of Greater Grand Rapids for his continued education in the industry of green building. He also works with government agencies to define and set energy, green, and sustainable standards for construction – including ANSI national standards.

Although McIntyre has been around construction since he was 16, his education has been in engineering – receiving a bachelor of science from Michigan State University and a master of science from Western Michigan University. His career has included being a project engineer, engineering manager and, more recently, an advanced engineering manager for Electrolux.

In his new role, he looks to continue to grow Ferris’ recognition as a “go to authority” in energy. Ferris has an advantage when it comes to education compared to its peers, said McIntyre. “The students at Ferris get real life, practical experiences that form a skill base when they graduate.”

Tom Hollen, Interim Director



Associate Professor of Mechanical Engineering Technology, previously had the position of Chairman of the Mechanical Design Department in the College of Engineering Technology. Effective Fall 2009, Tom has taken the position of Director of the School of Computer, Electrical, Mechanical, Energy and Geodetic Systems, in the College of Engineering Technology.

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Tom, who came to Ferris in 1998, has considerable industrial and management experience and built a successful engineering consulting practice prior to his academic career.

Tom's leadership abilities and solid work ethic have assisted the Rube Goldberg student team to compete in the national Rube Goldberg competition over the past six years and win the 2007 national competition at Purdue University, where they received national recognition and made appearances on the Jimmy Kimmel Show in LA and on NBC's Good Morning America Show in NYC.

Dr. John Schmidt, Interim Director



Dr. John R. Schmidt, Professor of Construction Technology and Management, has accepted the position of Director of the School of Built Environment effective Fall Semester 2009.

John's Ph.D. in civil engineering is focused on construction management and safety. When he joined Ferris in 1996, he brought with him an extensive background of over 20 years of experience in civil, environmental, and construction engineering and management.

As faculty co-advisor to Sigma Lambda Chi (construction management international honor society), John's leadership has resulted in the construction of the only Structural Steel Teaching Sculpture built entirely by students and five international awards as the top student chapter. He is the Regional Director for the Associated Schools of Construction, a Director for the local chapter of the American Red Cross, and serves several other community and campus organizations.

Greg Key, Interim Director



Greg Key, Professor of Automotive, has accepted the position of Director of the School of Automotive and Heavy Equipment effective Fall Semester 2009. Greg, who came to Ferris in 1987, has considerable teaching, management and industrial experience. Greg began his teaching career in 1978 at Aurora East High School in Illinois. Since then, he has taught at Mott Community College, was an Automotive Coordinator at Carl Sandburg College in Galesburg, Illinois, and also taught Automotive at Baker Junior College in Flint.

Greg also has industrial experience with Allen-Bradley Electronic Corporation in Milwaukee, Wisconsin, and as a manufacturing engineer at Chrysler Motor Division. Greg's leadership roles have spanned his career as well. Greg was promoted to Professor in 1994 and served as Coordinator of the Automotive programs beginning in 1996 before being promoted to Department Chair in 1999.

During his 22 years of service at Ferris, Greg served on the Academic Senate for many years, acting as Vice President for five years, President for two, and three years as past-President. With 31 years of teaching and industrial experience, Greg brings a wealth of curriculum knowledge to Ferris. Greg developed and has grown the Automotive Engineering Technology program to be the largest TAC-ABET accredited Automotive Engineering Technology program.

Pat Klarecki, Interim Director



Patrick Klarecki, Director of the School of Fabrication and Design, has held a number of positions at Ferris State University, including interim Assistant Vice President of Academic Affairs, Department Chair – Printing and Imaging Technology Management, and Professor – Printing Management. Klarecki came to Ferris State University in 1992 from Valassis Communications where he served as Director of Operations.

Klarecki is recognized internationally as an advocate for the print media industry. He serves on the board of directors for the Graphic Arts Education research Foundation (GAERF), the Accreditation Council for Collegiate Graphic Communications, chairs WorldSkills, and is Co-Chair for Skills USA. Professor Klarecki is also recognized as an expert in Lean Process Improvement for the print media industry and administrative areas.

Daniel Pratt, Construction Management Faculty



Daniel Pratt is from Grand Rapids, Michigan. He holds a B.S. in Land Surveying from Michigan Technological University and an M.B.A. in Management

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from Western Michigan University. In his 22 years of construction industry, Dan has gained experience in civil design and field engineering and surveying--most recently, Division Manager with Driesenga & Associates. He has also been involved with residential development, commercial, industrial, institutional, and municipal projects. He currently holds Professional Surveyor licenses in Michigan, Indiana, and North Carolina. Dan serves as a Scoutmaster with the Boy Scouts of America.

College of Pharmacy

Dr. Jodie Bakus, Assistant Professor of Pharmacy Practice



Jodie Bakus graduated from Ferris State with her Doctorate of Pharmacy in 2001. She completed a community pharmacy residency with Ferris State/ Meijer/ Pfizer in 2002 and then practiced in community pharmacy for 1 year in Okemos, MI. From 2003-2007 Dr. Bakus was a community-based faculty member with FSU College of Pharmacy. In 2007 she accepted a position with the University of Michigan College of Pharmacy in an ambulatory clinic setting where she focused on medication management and chronic disease management. She is excited to return to FSU this summer and will be practicing in Grand Rapids with Metro Health Breton Clinic.

Dr. Kierstan Hanson, Assistant Professor of Pharmacy Practice



Kierstan Hanson received her Pharm.D. degree from the University of Iowa College of Pharmacy. She joins Ferris faculty after completing a one-year post-graduate residency at Saint Joseph Regional Medical Center in South Bend, Indiana. In addition to didactic teaching, she will precept fourth-year pharmacy students during their experiential ambulatory-care rotation at her practice site in Lansing.

College of Criminal Justice

Maria Putt New Criminal Justice Faculty



The College of Education and Human Services and the College of Professional and Technological Studies welcome a new faculty member for Criminal Justice students in southeastern Michigan. **Maria Putt** is joining Ferris this Fall semester serving our students in Clinton Township, Garden City, and Lansing. Maria has been an adjunct CJ instructor for Henry Ford Community College, and has a wealth of experience in Public Safety. Maria worked in Public Safety in Farmington for twenty five years, holding positions of Public Safety Officer, Sergeant, and Commander. Maria is a Ferris State University alumni, holding a BS in Criminal Justice from Ferris, and also has earned a Masters in Public Administration from Eastern Michigan University. We are pleased to have someone with such great experience teaching and advising our students in southeast Michigan!

“We are pleased to have instructors with such great experience teaching and advising our students in southeast Michigan!”

Adobe Connect is New Solution at Ferris

As of August 27, Adobe Connect Pro is the University's web conferencing tool, replacing WebEx. Although use of WebEx during the 2008-2009 academic year exceeded our expectations, as faculty and staff found multiple ways to communicate remotely more effectively with both students and colleagues, the cost and flexibility of WebEx warranted a closer look at other tools. In the end, making the switch from WebEx to Adobe Connect Pro not only saved the University a considerable amount, but also provides us a tool with greater ease of use and flexibility. **Bill Knapp** and **Meegan Lillis** will provide support and training for Adobe Connect Pro. Please feel free to contact them if you have any questions.

Technology Supports Posting Office Hours

This fall, faculty are being requested to post their office hours in Banner. This technology-enhanced approach will enable us to serve our students more effectively from throughout the university, as we are able to advise students about their advisors' or instructors' availability. More information about how to enter your office hours will be available on the Academic Affairs website.

School of Education Receives Exemplary Status from The Michigan Department of Education

Ferris received Exemplary status on the Michigan Department of Education Teacher Preparation Institution Performance Score for the 2007-08 Academic Year. Ferris scored 68 out of a possible 70 points making us one of the top ranking public Colleges/Universities in the state. In each of the scored areas Ferris received full points except in the area of Program Completion. We had a completion rate of 86%, which is an area that we need to improve. Overall we are pleased with our ranking and our goal is to reach the full 70 points.

Every year for the past three years, Ferris State University's School of Education, along with all teacher preparation institutions in the state of Michigan, are required to submit a variety of data to the Michigan Department of Education to be ranked for Annual Yearly Progress using the Michigan Department of

Education Teacher Preparation Institution Performance Scores. The performance scores are based on seven areas: Pass rate on the MTTC subject area tests over a three-year period, efficacy rate and response rate on a Teacher Exit Survey (completed by our student teachers), efficacy and response rate on a Supervisor Survey (completed by the University supervisor), program completion rate, program review status, diversity, and high needs content. Each area is given a score based on a percentage rate. The total possible score is 70 points. Based on the total points received, each institution is ranked as Exemplary, Satisfactory, At-risk, or Low Performing. Schools ranked as Low Performing will have two years with an opportunity for technical assistance from the state to improve before penalties are imposed. Schools ranked at-risk for two consecutive years will be moved to the low performing category.

For the first two years Ferris was ranked satisfactory. During this time changes were implemented by the Michigan Department of Education. During the first year of the report Ferris was weak in the areas of Program Completion and Diversity. At that time a supervisor survey was not administered. Program completion is based on the number of students enrolled in the teacher education program and having completed at least one education course during a specific academic year compared to the number who were recommended for certification five years later. For the first report we looked at the number of students enrolled in 2000-01 and compared that to the number who were recommended for certification during the 2005-06 academic year. Enrollment includes traditional and non-traditional students, post-baccalaureate and graduate students seeking certification. Our completion rate during this year was 72%. The diversity score is based on the number of students being recommended for certification that reported and fell into specific ethnic groups as identified by the U.S. Census. Only 4% of the students recommended for certification fell into these categories. During these first two years we scored a total of 61 of the 70 points.

We would like to thank our colleagues in the *Colleges of Arts and Sciences* and the *College of Business*. Without their diligence in realigning majors and minors to meet the ever-changing state standards

and the faculty's dedication to redesigning courses to better help our students gain the knowledge needed to pass the Subject area of the MTTC and teach in our K-12 classes, this score would not be possible. We also want to thank the K-12 institutions who take our students during their various field experiences. Without them our students would not have the real-life opportunities to develop and improve their teaching skills and content knowledge.

Liza Ing



Student Leanne VanRemortel Spending Fall in Buenos Aires, Argentina

The following comments are copied from Leanne VanRemortel's e-message to Study-Away Coordinator **Tara Benzing**.

"Mostly everything in Argentina has been great. I love my host family and the other American student that is living in the house is great. I know by the end of these 6 months we are going to be best buds! She is very much like me and speaks Spanish really well. It's great. . .

This Friday is the last day of class and then I have a 10-day break before regular classes start up. I have loved every minute of my intensive Spanish class and am sad that it is ending. I feel like I have learned so much and my professor is awesome. During the semester I am taking 7 classes so I need to get my ducks in a row and get ready to begin the pain of studying once more! Lets see...anything exciting that you might like to know...First – I am on the University of Belgrano volleyball team. It's crazy because none of the girls or the coach speak English, so we do a lot of pointing and mimicking and what not. It's great. Currently we are not practicing though because the University postponed sports until this Swine Flu thing clears up more. Can't wait to start up again!

Second – I have a completely new view of international students and the importance of the office at Ferris. YOU WOMEN ARE AMAZING and are doing such a great job. At times it is very difficult being international and I wish there was an office here as great as the one you are a part of. I have a different understanding of everything now and am excited to come back and continue to be a part of international student life. I have been receiving Facebook notifications of events going on and it makes me sad that I have to miss out on everything! Before I know it however, I will be back so I shouldn't lament too much!"

Leanne VanRemortel

Active Shooter Preparedness, Response, and Prevention Program Scheduled for September 15th

The Ferris Department of Public Safety in collaboration with the Faculty Center for Teaching and Learning and Faculty Senate would like to invite all faculty members to an active shooter response, preparedness, and prevention and campus emergency preparedness presentation. This event will be held September 15, 2009 from 3:00-4:00 pm in IRC 104.

This presentation will provide:

- An update of FSU task force initiatives deriving from the Virginia Tech shootings
- Appropriate response and survival techniques for an active shooter situation
- Personal emergency preparedness information
- Campus emergency communication and procedure updates

Please RSVP to **Tricia Walding-Smith** by calling (231) 591-5912 or e-mail waldint@ferris.edu. Additional sessions may be scheduled to accommodate individual departments.

Campus Community Emergency Response Team Seeking Community Minded Individuals

Campus Community Emergency Response Team (C-CERT) Training provides basic preparedness training and rescue skills to enable citizens to survive in disaster situations until emergency responders can arrive. C-CERT assists with saving lives and protecting property in the event of a major disaster. The C-CERT course takes around 24 hours to complete and is taught by emergency personnel. This training is available to faculty, staff, and students of the University as well as community members. The curriculum includes disaster preparedness, C-CERT organization, fire safety, light search and rescue, basic medical operations, terrorism, disaster psychology, and a simulated disaster exercise.

After completing the training, there is an opportunity to become a member of the C-CERT team which could be activated during an emergency. Members must meet specific criteria including successfully passing a background check and maintaining an active level of participation in group activities. For more information or to apply for training, contact the Ferris State University Department of Public Safety.

The training dates for the fall semester are as follows:

Date	Time	Place
October 17, 2009	9am-5pm	Big Rapids Public Safety, 226 N. Michigan Ave
October 20, 2009	6pm-9pm	West Campus Community Center, FSU
October 21, 2009	6pm-9pm	Big Rapids Public Safety, 226 N. Michigan Ave
October 22, 2009	6pm-9pm	West Campus Community Center, FSU
October 24, 2009	9am-5pm	West Campus Community Center, FSU

Participants are asked to attend all sessions listed above. Missed topics/trainings may be completed before or after a scheduled training session or during a future training.

Participants must be 18 years of age or older. All levels of ability are welcome to attend, but encouraged to recognize their own limitations. To sign up or learn more about the C-CERT program, please contact **Tricia Walding-Smith** at the Ferris Department of Public Safety by calling (231) 591-5000 or e-mail waldint@ferris.edu.

Bob Parsons Recognition

On Thursday, September 10, 2009, Ferris State University President **David L. Eisler**, the **Board of Trustees**, and the **College of Education and Human Services** will be honoring **Dr. Robert Parsons** by naming the Shooting Range after him. The dedication will take place on the shooting range in Rogers Heights with the reception beginning at 11:00 a.m. and the program at 11:30 a.m. As founder, Dr. Parsons was a critical component to the development of the Ferris State criminal justice program and Michigan's first university law enforcement academy. In addition to building an extremely strong academic program, Dr. Parsons was very successful in bringing over \$8 million in grants to Ferris State University. This ultimately paved the way for Ferris being named the lead agent for the operation of the Michigan Police Corps by Governor John Engler. For more information, contact Frank Dye at (231) 591-2371 or frankdye@ferris.edu.

Harvey Hanna Recognized by College of Arts and Sciences

The College of Arts and Sciences honored adjunct **Harvey Hanna** as adjunct of the year at the end of the 2008-09 academic year. Harvey has worked both in the private sector and as an educator. He owned and operated an electronics service business for 15 years; has extensive experience as an account executive and sales engineer in the educational hardware and software industry; and collaborated on the development of video compression technology. During the summer months, he consults on the Boeing 787 Dreamliner project.

As a teacher, Harvey taught mathematics and physics at Big Rapids High School and served as the first mathematics and physics coordinator for the MOISD Math/Science Center. For the last three years, Harvey has been a 9-month instructor at Ferris for the Physical Sciences and Mathematics Departments. In the last couple of years, he has led the effort to test two different web-based homework systems. Such systems benefit students by giving them immediate feedback and multiple trials, as well as excellent "assist" tools. These systems have been shown to increase student success

in mathematics. Harvey has personally trained every member of the Mathematics Department who has used one of these systems.

Congratulations, Harvey! Your colleagues appreciate all that you do.

Michigan College Access Network

Many at Ferris are monitoring the development of the Michigan College Access Network (MCAN), which is designed to make college more accessible. Integral to this initiative is the plan to provide more resources to support students' college aspirations, such as the Kalamazoo Promise does. For more information, check with **Donna Ewigleben** and **Carol Quigley**, among others. The following is copied from the August MCAN Newsletter:

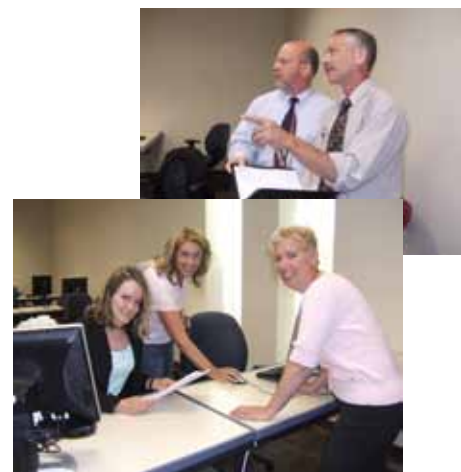
Michigan College Access Portal (MiCAP)

MiCAP will be a one-stop-shop web portal that serves as a comprehensive tool for families, counselors, educators, and other professionals to use in order to best serve Michigan students in planning, applying and paying for college. MiCAP's Joint Evaluation Committee, composed of representatives from several state agencies, is working to evaluate the proposals submitted to develop the portal. The State plans to select the vendor in September. The Michigan Department of Treasury and MCAN will work closely with the selected vendor during the Portal development phase (October 2009-May 2010). In Summer 2010, MiCAP hopes to conduct beta testing, training, marketing, and outreach efforts. The Portal is expected to go live next September to coincide with the beginning of the 2010-2011 school year.

Future issues will include more about how Ferris can assure its presence in the options prominently considered by aspiring college attendees.



Tegrity



Top photo: John Schmidt and Ron McKean. Bottom photo, left to right: Rebecca Sammel, Nell Hill, and Kim Hancock

During the fall of 2008, Ferris acquired and implemented a classroom lecture capture system, Tegrity. Prior newsletters provided information on this system that was piloted during the 08-09 academic year. In June 2009, **Kimn Carlton-Smith** and **Kim Hancock** attended the Tegrity Users' Conference. Both returned enthusiastic about the possibilities for expanding the use of this system to enhance the teaching/learning process. There will be a Faculty Learning Community during the fall semester. During the kick-off week activities, Kim Hancock conducted a workshop for faculty and staff that was attended by more than 15 Ferris colleagues. Contact **Bill Knapp** in the Faculty Center to get started in using Tegrity. Until Information Technology (IT) was able to integrate Tegrity support into their operations, the Tegrity administrator has been Enid Carlson-Nagel. Effective in early September, Scott Randle of the Information Technology area, who serves as the backup to Mary Holmes as e-learning administrator, will become the Tegrity administrator. Kim Carlton-Smith and Kim Hancock will be facilitating a learning community through the Faculty Center for Teaching and Learning. These dates are Fridays, September 25, October 16, and December 4 from 9 a.m. until noon. Watch FCTL announcements for more information.

ASSESSMENT TIMELINE

Target dates for assessment advancement are included on the Academic Affairs website at <http://www.ferris.edu/htmls/administration/academicaffairs/assessment/plan0809.htm>

The following section is extracted from the Academic Affairs Assessment Committee's plan. Refer to the website for the complete plan and lots of additional information about assessing student learning.

Goal 1 Appropriate information of student learning at the program level can give programs the information they need to further enhance the learning of students in the program. As a measure of this, all programs will effectively use assessment data to enhance student learning by May 2010.

1. All programs will have results entered into TracDat for at least one of the assessment methods by May 2009.
2. Programs will consistently enter results based on the assessment schedule into TracDat for outcomes by May 2010
3. All programs will have action steps in TracDat for each instance where assessment results do not meet criteria for success.
4. Program review reports will clearly include recommended action based on assessment data by September 2009.

Goal 2 Faculty can best enhance the learning of their students when they know how well students are meeting the learning expectations of courses. As a measure of this, at least 90% of courses will meet assessment expectations for HLC by December 2009.

1. 90% of Ferris courses will be in TracDat with clear, measurable outcomes by December 2009.
2. 80% of Ferris courses will have effective assessment methods with criteria for success by December 2009.
3. The courses in 75% of the programs will be integrated into a curriculum map to program outcomes by December 2009.
4. All faculty will be engaged in active assessment at the course level to enhance student learning.

Item	Reference	Target Level	Month/Year
• 1	Course Outcomes	90%	2009
• 2	Course Assessments	80%	2009
• 3	Course to Curriculum Map	75%	2009
• 4	Active Assessment of Courses	Engagement	2009

In summary, from a 2008-09 focus on programs, the emphasis is shifting to the course level, where learning improvements are most actionable. By December 2009, at least 90% of Ferris courses should have entered their target learning outcomes; at least 80% of all Ferris courses will have course assessment plans entered. At least 75% will have mapped the curriculum (an easy-to-use feature in TracDat that requires that you let Kim Wilber in Academic Affairs know which courses should be added for which programs); and ongoing assessment and use of data to inform instructional or other improvements will result in broad-based engagement. So, one might ask: Which 25% of programs do not need to be mapped? In general, we will be looking to assure that within each college the target levels have been met or exceeded.

TRACDAT TRAINING OPTIONS

Two 1-1/2 hour TracDat training sessions are planned for fall 2009. One will be held from 3-4:30 on Wednesday, September 23, and the second will be offered on Friday, October 2 from 8:30 a.m. – 10 a.m. You must have a user account set up prior to training. If you do not have a user ID, complete the Security Access Form available on the Tracdat website at this location: <http://www.ferris.edu/htmls/administration/academicaffairs/assessment/TracDat.htm>

Identify the programs and courses for which you need access, and have this form signed by your dean. Also note the person named as liaison for your College, as this individual will be able to provide required assistance.

Robbie Teaben, Robert von der Osten, and **Kim Wilber** are all available to provide one-on-one assistance or to conduct a workshop specifically designed for your group. Please give any one of us a call.

Send/Receive Transcripts Electronically

The Center for Educational Performance and Information (CEPI) has joined forces with the Midwestern Higher Education Compact to offer the Michigan E-transcript Initiative. Docufide, Incorporated will be providing e-transcript services through its Docufide Secure Transcript Services. The state of Michigan will provide this program to all public and private Michigan high schools and colleges – at no cost to either the student or the school.

Additional benefits of participating in the Michigan E-transcript Initiative are:

- *Students, parents and alumni can request transcripts online 24/7.*
- *Automated notification to students when transcripts are processed and received, reducing student support calls.*
- *Transcripts can be processed electronically for your school to Docufide for delivery to any destination globally.*
- *Reduces the school staff's time commitment to processing transcripts, allowing staff to focus on other, more important student needs.*
- *Faster delivery to Michigan and nationwide colleges and scholarship programs*
- *Comprehensive reporting built into the system for all authorized administrators. Reports available for sent and received transcripts with a robust set of search criteria and export capability to Excel for further data analysis.*
- *The student Unique Identification Code (UIC) will be included in the transcript, making the link between high school and postsecondary education records a reality. This step will assist with statewide efforts to retain federal stimulus dollars that were conditionally received and distributed to public education institutions in compliance with the requirements of the America Recovery and Reinvestment Act of 2009 (ARRA).*

This system will save both time and money for students and schools.

Above reproduced from MACRAO communication

OFFICE OF SCHOLARSHIP AND SPONSORED PROGRAMS

Faculty and Staff With Successful Grant Awards:

Michigan Center for Career and Technical Education
Crossroads Writing Project
CTE Professional Dev Plan & Assist 2010
Mass Transit Anti-Terrorism Training

Kitty Manley
Lynn Chrenka
Summer Carpenter
Greg Vanderkooi

.....Faculty/Staff that have submitted a grant or have an intent to submit a grant in the near future.

Grants applied for

College of Arts & Sciences
Course, Curriculum & Lab Improvement (CCLI)

Charles Bacon

College of Business

MRI-R2 - Instrumentation for Digital Forensics Lab (Equipment grant)
Digital Forensics and Cryptography Lab
2009 IC CAE Program

Greg Gogolin
Greg Gogolin
Robert Ewigleben

College of Education and Human Services

Assistance to Rural Law Enforcement to Combat Crime and Drugs
Clandestine Laboratory Entry Tactics
Operational Support Center for the annual CTE Completer Follow-Up Survey
CTE Teacher Education Program Improvement Grant Application
Access for Success – Africa

Greg Vanderkooi
Greg Vanderkooi
Kitty Manley
Kitty Manley
Rick VanSant

Corporate and Professional Development Services

Motorcycle Safety Education

Thomas Crandell

Notices of Intent for Possible Grant Applications

College of Arts and Sciences

Recovery Act Limited Competition: Academic Research Enhancement Award
Remedial Initiative for STEM Introductory Courses
Scholarships to Strengthen Applied Mathematics

Mary Elizabeth Zimmer
Piram Prakasam and Charles Bacon
Hengli Jiao

Michigan College of Optometry

The use of the pattern Visual Evoked Potential (pVEP)
to predict visual acuity in young adults

Avesh Raghunandan

Grant Writing Workshops Will Start in October

Do you want a successful project proposal with an executive summary, proposal narrative, itemized budget with a narrative, and identified PI's and Co-PI's? Come join a grant writing workshop. Authors must be PI or Co-PI of the project and willing to submit their executive summary to targeted US agencies or foundations to find funding over the course of one semester. Watch for additional information through a University-Wide Notice

MECOSTA FAIR FEATURES MANY FERRIS FOLKS

Tom Weaver Races for a Cause



Left to right: David Eisler, Tim Weaver, Tom Weaver, Miles Postema, and Fritz Erickson



Tom's Team Comes Out to Cheer! Left to right: Kathy LeClaire, Julia Quillan, Sue Weaver, Jon Turner, and Gidget Cady.