

Pritchard tapped as new CAS dean

By Ron Podell

Linda Pritchard has been named dean of the College of Arts and Sciences at Eastern Michigan University. The appointment is effective July 1, 2002, pending approval from the Board of Regents.

Pritchard, 56, has been dean of the College of Arts and Sciences at Arkansas State University since 1998.

"I look forward to serving the faculty and students of the College of Arts and Sciences," Pritchard said. "I will be fully engaged in promoting student success within general education, college majors, collaborative and interdisciplinary programs and graduate studies."

"I welcome the opportunity to contribute to Eastern Michigan University's long tradition of academic excellence and community involvement," she said.

Pritchard will replace Ellene Tratras Contis, who has served as interim dean of the College of Arts and Sciences

since July 1, 2001. She was appointed after former dean Barry Fish returned to the faculty.

"I am thrilled that Dr. Pritchard has agreed to join us at Eastern. She is an exceptionally skilled administrator," said Paul Schollaert, EMU's provost and vice president for academic affairs.

"Her experience as a dean and as a faculty member have prepared her well for the challenges of heading our largest college," Schollaert said. "She has a keen understanding of the opportunities open to Eastern Michigan University and I am confident that she will provide outstanding leadership for arts and sciences."

Pritchard earned her Ph.D. and master's degree in his-

tory, both from the University of Pittsburgh. She received her bachelor's degree in history from the University of Michigan.

At Arkansas State University, Pritchard administers a budget of \$12 million (including \$2 million worth of grants) and 200 faculty in a college that has 2,000 student majors in 10 departments. The College of Arts and Sciences generates 45 percent of the student credit hours at Arkansas State University.

During her tenure there, Pritchard has led a complete review of the general education curriculum; engaged in strategic planning initiatives for the College of Arts and Sciences; led the CAS faculty to create PhDs in environmental sciences and heritage studies; expanded undergraduate minors; and created a bachelor of arts degree in computer sciences.

From 1993-98, Pritchard was associate dean for Graduate Studies and Research,

College of Social and Behavioral Sciences, The University of Texas at San Antonio

Pritchard also has served in a number of other positions at UTSA, including: history professor, department of history, 1998 to the present; associate professor of history, Division of Behavioral and Cultural Sciences, 1988-98; graduate advisor of record, Division of Behavioral and Cultural Science, 1988-93; founded the Center for Study of Women and Gender in 1993; and was coordinator of Women's History Week from 1986-93.

"I'm looking for leadership of the college and, in particular, someone who can advance general education reform; work collaboratively with the College of Education to improve teacher education preparation programs; and someone who can provide effective leadership and quality improvement of all of the programs of arts and sciences," Schollaert said.



Pritchard

Ramsay improves chemistry calculator he created more than a decade ago

By Hollie A. Bayer

More than a decade ago, Bert Ramsay came up with a novel idea: invent a calculator that would solve chemistry calculations rather than mathematical equations.

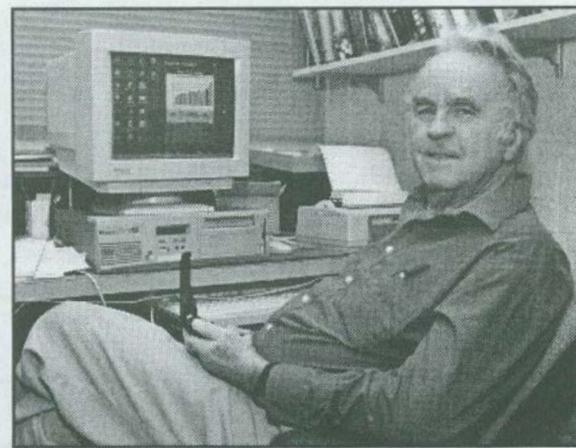
Ramsay, an emeritus professor of chemistry, did so, creating the CHEMiCALC program for DOS, Windows and Mac operating systems. While the program he created was capable of performing most basic chemistry calculations, it wasn't the ideal of what he had pictured.

Now, a dozen years later, he has released Version 2.0 of CHEMiCALC for the Palm Pilot. The new calculator program can write and balance chemical equations; calculate the amount of chemicals in a reaction; prepare solutions; and explore element property trends in the periodic table. It even has the capability to perform stoichiometry, a quantitative study of chemical changes.

The new calculator program can be downloaded on to almost any hand-held personal digitizing assistant (PDA).

There were several barriers that stood in the way of making the hand-held version of the CHEMiCALC that Ramsay had originally imagined.

"Marketing was the biggest barrier,"



CALCULATED MOVE: Bert Ramsay (right), an EMU emeritus professor of chemistry, recently created Version 2.0 of CHEMiCALC, a chemical calculator compatible with the Palm Pilot he is holding (and pictured at left). Ramsay created the chemistry calculator more than a decade ago and has now updated it closer to his original expectations.

Photo by Myah Benjamin

said Ramsay, who said he is admittedly not familiar with that field.

There also was the issue of cost. At that time — 1990 — a hand-held calculator of that sort would be too expensive for the product's primary target, students, he said.

Because he needed more resources to work on the project, Ramsay founded Chemical Concepts Corporation.

With advances in technology and bolstered by 34 shareholders with needed expertise, Ramsay was able to make some

improvements to his calculator.

"It (the calculator) has revolutionary potential in chemistry education," said Ramsay. "But many teachers are opposed to it."

Bob Curtright, chair for Lincoln Northeast High School's Science Department, is one educator who is not.

The calculator was tested on a trial basis at the Lincoln, Neb. high school. Students in a differentiated chemistry

Banner programs coming online throughout the year

Editor's Note: This is the last in a series about the implementation of key components of the Information and Communications Technology (ICT) initiative.

By Carol Anderson

Multiple files, endless piles of paper, a drawn-out approval process, and hand-carried documents are now the norm in many offices at Eastern Michigan University.

That's expected to all change with the new Banner software system, which is scheduled to be implemented in key campus offices within the next 10 months.

During the next year, EMU operating systems for finance, human resources, payroll, financial aid, and student records and registration will be replaced on a staggered schedule with fully integrated, state-of-the-art Banner software systems.

Banner's use of integrated files, electronic signatures, imaging (scanning and storing documents electronically) and workflow (sending documents electronically) will improve and expedite how business is done at the University, said Margaret Cline, CIO of the Information and Communications Technology (ICT) Division.

"I'm just excited to have access to data that's not in seven different places. It will reduce the need to create a shadow system (duplicate

files) in the college and give us better access to data for decision-making," said John Dugger, dean of the College of Technology and a member of the Banner Steering Committee.

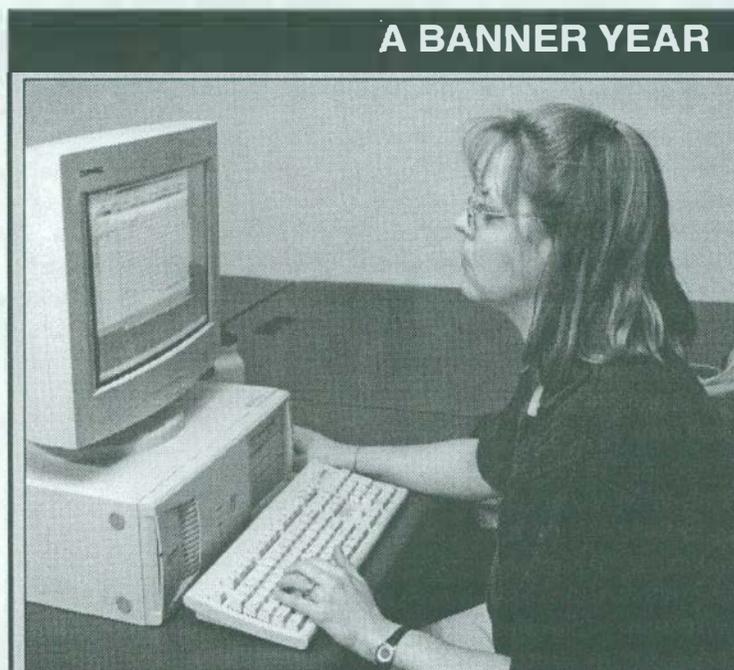
Starting July 2002, Finance transitions to the Banner system. Budgets and special reports will be simplified and available in various formats. There also will be automatic interfacing from one database to another, said Cathy Cart, manager, accounts payable and data control, and leader of the finance process team.

The electronic signature feature will hasten that approval process. The proper password and identification number will produce an individual's signature on a requisition or an employment application.

"EMU will bring up imaging and workflow with admissions first, said Deb deLaski-Smith, associate dean for student affairs in the Graduate School and a member of the Banner student process team. "After that, we will extend these procedures to finance, financial aid, Human Resources and other student record applications."

Admissions will begin using Banner in July 2002 for admitting Fall 2003 applicants. Students' first chance to use the Web to register will be for Fall 2003 classes.

The target date for student records, registration and ac-



TURNING THE TABLES: Ann Richards, manager of administrative programming in admissions, builds an admissions table using the new Banner software. Richards is currently training to use the software, which will be implemented in admissions in July 2002.

A BANNER YEAR

BANNER SCHEDULE

The following is the schedule for when key offices on campus will begin using the new Banner software.

Finance July 2002

Human Resources/
Payroll
January 2003

Financial Aid
Jan./Feb. 2003

Records and
Registration
February 2003

counts receivable to go live is February 2003, said Thom Madden, director, student business services, and leader of the student process team.

"With the old system, we were always putting out fires to keep afloat. Now, we'll have more time to be proactive," Madden said. "Students will be able to connect with Eastern from applicant to alumni, and beyond."

Human Resources and payroll departments are expected to roll out their Banner software Jan. 1, 2003.

"Much of what HR presently does is with paper and multiple signatures, a slow

and labor-intensive process," said Jill Pollock, executive director, Human Resources, and a member of the Banner Steering Committee.

New employee applications will be processed faster with electronic signatures, eliminating lots of paper and time. This is especially true for unbudgeted positions that can require up to 28 signatures, said Susan Patalan, director of employment and HRIS, and leader of the Human Resources Process Team.

The Career Services Center will be able to expedite student hiring, moving from a scenario of taking days to

shuffle paperwork around campus to minutes of electronic verification, said Mike Erwin, director of the Career Services Center and a member of the Banner Steering Committee.

Financial aid will start using the Banner software in January or February 2003, said Bernice Lindke, director, Office of Financial Aid, and leader of the financial aid process team. The new software will enable the department to accept financial aid information for 2003-04 student applicants and reduce the process from up to two weeks to one day, Lindke said.

Twelve faculty earn spring-summer research awards

Twelve Eastern Michigan University faculty have been awarded Spring-Summer Research Awards for 2002.

Faculty award winners are paid 20 percent of their normal base salary to conduct a major research or creative project during the period of May through August.

Awardees, who were recognized during EMU's Week of Excellence, are not permitted to teach or accept other remunerative employment during the four-month award period.

Spring-Summer Research recipients, their departments and projects are as follows:

■ **Ruth Ann Armitage**, chemistry, "Identification of Binders in Ancient Rock Paintings: Applications

of Analytical Chemistry to Archaeological Materials."

■ **Betty J. Beard**, nursing, "Care for AIDS Orphans in Africa."

■ **Kathleen Chamberlain**, history and philosophy, "Victorio, Apache Leader and Warrior: Proposal to Fund Historical Research."

■ **Judy Foster Davis**, marketing, "An Exception to the Rules: Caroline Robinson Jones, Pioneering Advertising Executive and Entrepreneur."

■ **Margaret E. Coffman**, biology, "Isolation of Novel Promoters

from Rainbow Trout, *Oncorhynchus mykiss*."

■ **Erik Lokensgard**, interdisciplinary technology, "Feasibility Study

Concerning the Quantification of Formaldehyde Emissions in the Injection Molding of Polyacetal."

■ **Marianne M. Laporte**, biology, "Genetic Engineering for Drought Avoidance in Plants."

■ **Dean Lauterbach**, psychology, "Pay Administration Practices and Firm Performance."

■ **David C.S. Richard**, psychol-

ogy, "Reliability, Validity, and Diagnostic Efficiency of the Computerized PTSD Scale, Multimedia Version (CPS-M)."

■ **Julia R. Myers**, art, "It Takes a Village: Robert Wylie and the American Search for Community in Pont-Aven, Brittany."

■ **Pamela Ruiter-Feenstra**, music, "Bach and Improvisation: Learning the Language."

■ **Eric R. Schulz**, management, "Pay Administration Practices and Firm Performance."



Davis



Lokensgard



Myers

EMU studying reform of general ed

By Ron Podell

"What do we want an Eastern Michigan University student to know when he or she graduates?"

That was one of the first questions EMU President Samuel A. Kirkpatrick pondered when he came to the institution nearly two years ago.

An overhaul of the general education requirements for EMU students is expected to help formulate an answer, one that will become more crystallized now that the University has received a full, 10-year reaccreditation from the North Central Association (NCA) of Colleges and Schools and has begun to fund major initiatives of the University-wide strategic plan.

"Any highly adaptable job skill you can learn today is most assuredly going to be obsolete by the time you retire. The kind of things we do in general education are the skills that let people advance and do well somewhat independent of technical skills," said Provost Paul Schollaert. "The ability to communicate effectively in large or small groups hasn't changed. To think and reason; quantitative skills are about the same."

A study of general education reform commenced on campus in mid-February, headed by a committee that includes faculty, department heads and support personnel.

"A successful general education program must be owned by the entire faculty," said Schollaert. "This is what makes general education different from other courses. The faculty in the College of Business have a direct interest in how their students are taught to write or what social science they have to learn."

Schollaert points to three key areas that must be addressed with regard to strengthening general education at EMU.

Alter the freshman experience

"First, we need to enhance the freshman experience," he said. "Between the freshman and sophomore years, we lose nearly one-third of our students. And we do not lose them because they are academically incapable."

Because of that scenario, Schollaert said the retention rate could be improved by creating a rationale for the general education freshman curriculum.

"Part of the general education



TAKING A LOOK: Provost Paul Schollaert and a University-wide committee have started work on reforming general education requirements to make them less cumbersome and more flexible for EMU students.

experience ought to be structured so that there are more 'freshman only' classes and that most of our freshman classes are small classes," Schollaert said. "That's critical to EMU's freshmen."

For example, if the University has 3,000 freshmen and wants to limit class sizes to 20 per class for a course like Freshmen Writing, then the University must be committed to providing 75 sections each in the fall and winter.

Schollaert said that adjustment

"Part of the general education experience ought to be structured so that there are more 'freshman only' classes and that most of our freshman classes are small classes."

Paul Schollaert
Provost
Eastern Michigan University

is something he believes the University can do easily because EMU faculty already have a high level of contact with students.

View general education as a four-year experience

Second, the question of how to best and most effectively have students reach the required number of hours to graduate must be addressed, Schollaert said. The University requires a student to have a minimum of 124 credits to graduate, and that won't change. But those requirements can be reached more effectively, he said.

When he first arrived on campus, Schollaert heard from faculty and administrators that EMU's general education program was too big and lacked flex-

ibility. After further study, Schollaert concluded the 48 hours of general education credits required was not out of the ordinary. However, when you tack on another 20 hours for a required minor, that adds up to 68 hours or "two-and-a-half years of study," he said.

Because of the volume of hours required that are not part of the requirements for a particular major, Schollaert said he has requested that the committee "examine general education as a four-year process instead of having students trying to get those requirements out of the way the first two years."

Part of that is looking at the minor experience and folding it in as a part of general education. For that to happen, Schollaert said some of the general education curriculum would have to be upper-division course work. An advantage of that format would be that students' general education experience would be enriched as juniors or seniors based on the education they have received to that point.

"You can do things in your junior and senior years that are not focused on your major, but are important broadening experiences at a point in your academic career where you may be more capable and where a particular

course will be more integrative," Schollaert said, mentioning a course on the environment as an example. "At this point, it's much less about content and more about the use of skills you've learned to operate at a new, more sophisticated level."

Make flexibility a key component of reform

Third, the general education curriculum requirements must be more flexible, especially for students who transfer to EMU, Schollaert said. Oftentimes, credits earned by transfer students at other universities or community colleges do not translate into credits here. As a result, those stu-

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New parking plan raises questions

Since a story about the new reserved premium parking program appeared in the April 16 issue of FOCUS EMU, some questions have arisen about specifics of the program. Here are some basic questions and answers.

Q: If you have a reserved spot, is your spot "owned" (designated only to you) or do you just have to find a spot in either of the two locations (Smith and Normal lots)?

A: The spot that you reserve for yourself is where you need to park. You cannot park in someone else's reserved spot.

Q: If you have a reserved spot and another person, also with a reserved spot, parks in your reserved spot, does that person get treated with a boot and \$100 fine?

A: Yes. That person will receive a \$100 fine, a boot on their car and will have to pay another \$25 to have the boot removed.

Q: Why are faculty being charged to park in special places?

A: Faculty are not being charged to park. However, they can choose to pay for one of the 125 parking spaces designated under the premium reserved parking program.

Q: Will the premium reserved parking program take away some of the "up for grabs" faculty spots?

A: No. In fact, there will be more "up for grabs" parking spaces available next fall. This summer, the University is building a 1,000-space surface lot on the existing intramural softball fields north of Phelps Hall; and a 72-space surface lot east of the Alexander Music Building. In addition, some additional, free spaces have opened up as a result of some faculty choosing to reserve a space in the Smith lot.

Q: Can a reserved parking spot be shared by two people?

A: Yes. Sharing a premium reserved parking space with one additional person is allowed.

Q: How can I sign up for the reserved parking program?

A: All premium parking spaces in the Smith and Normal lots have already been reserved. However, you can still register for a reserved parking space and be placed on a waiting list. To do so, call University Parking at 487-3450 or go online to the Public Safety home page and click on the button for the reserved parking program.

Parking structure will be closed for repairs April 28-Aug. 29

The main parking structure near Bowen Field House will close for summer repairs, beginning April 28. Approximately \$500,000 worth of repairs to ramps, or slabs, will continue until Aug. 29, when the facility is rescheduled to open. Any work not completed this summer will be completed in summer 2003.

For more information, call Ray Sowers at 487-2055.

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Vacancy information may also be obtained by calling our 24-hour Jobs Line at 487-0016. Compensation/Employment Services office hours are Monday - Friday, 8 a.m. to 5 p.m.

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(Hiring Range)

PTEN0206 PT07 \$30,244-\$35,568 Admissions Officer, Admissions.

PTSA0219 PT07 \$30,244-\$35,568 Program Coordinator For Leadership and Student Organization Services, McKenny Union/Campus Life.

FOOD SERVICE/MAINT.

(Hiring Rate)

FMBF0292 FM06 \$8.36 Custodian, Physical Plant-Halle Library, Sunday - Thursday, 11 p.m. - 7:30 a.m.

ATHLETICS/COACHING

(Hiring Range)

ACPR0206 AC12 \$32,756-\$39,963 Assistant Coach-Football, Athletics.

REFORM, from page 3

dents often have to repeat similar courses here to earn those credits.

"We need to work on our general education program to smooth the articulation for students from other institutions into the University," he said. "We need to better relate their experiences."

That philosophy should apply to traditional students, too, Schollaert said.

More structured general education requirements for all

majors would allow the University to "tighten up majors" and give faculty a better idea of what experience a student has by the third semester when they begin to start taking courses in their major, Schollaert said.

"Right now, we build our majors assuming that our students have no previous experience," Schollaert said. "If more general education requirements were structured, you would have a better idea of that experience level. It would make it easier for students to graduate in four years."

"A structured program offers a real choice to strong students who are fearful of the large lecture classes and heavy reliance on teaching assistants that characterizes many state universities," Schollaert said. "We will be more attractive and be an institute of first-choice for more students. EMU can become an institute of choice for more strong students."

CALCULATE, from page 1

class (basically an honors course) used the calculator, primarily the stoichiometry function.

One class, a control group, was not given the calculator. The other class was allowed to use the calculator throughout the semester.

The calculator group was able to spend more time on the reasoning behind the equation rather than solving the equation, Curtright said.

Curtright sees the most potential use for the program to be with college students beyond the freshman level, but he also believes it could be useful for high school students.

However, the way stoichiometry is taught in high schools would have to be revised for the calculator to reach its full potential, Curtright said. This may be a reason for teachers to resist using the new technology, he said.

Ramsay believes that the real change will come when students are more informed about the calculator and its capabilities.

"What drives the teachers to change is the students," said Ramsay.



"I like the fact that we work in conjunction with the College of Education, supervising the college students who are in the early childhood education program."

Wendy Fritz
Teacher
The Children's Institute

Why I teach at Eastern Michigan University

I received my bachelor's degree in education from Eastern. I thought it would be neat to come back and work here, at the Children's Institute, since I'm an alumna. I've been here for 14 years.

I'm a teacher in the Rainbow Room at the Children's Institute. In our room, we have 3-5 year-olds who are children of staff, faculty, students and the community. We provide a program where children learn through various play-based activities. The different activities that we provide help to prepare them for kindergarten.

As a pre-school teacher here at Eastern, I feel fortunate to be able to utilize the resources located on our campus. We have enjoyed the children's

drama department, musicals at Pease, swimming lessons with the physical education department and the children love the glass elevator at Pierce.

I like the fact that we work in conjunction with the College of Education, supervising the college students who are in the early childhood education program. It gives me the opportunity to mentor students going into my field and it also provides a nice balance in my working life.

The Children's Institute has a wonderful reputation. It's rewarding to work with a professional staff that takes pride in providing quality care for children.