

Dr. James P. Lentini  
2017 State of Academic Affairs Address  
Tuesday, March 28, 2017



## Perfect Match

- On Match Day 2017, 88 of the OUWB School of Medicine's third graduating class were placed in residency.
- Of these:
  - 11 (13%) matched at Beaumont Health;
  - 29 (33%) students matched to first year programs in the State of Michigan;
  - 30 (34%) students matched to disciplines classically defined as “primary care” – family medicine, internal medicine and pediatrics



## **BDTS undergraduate Katie Aleck selected for research conference**

- Will present research into the potential health risks of chemical compound Bisphenol-S (BPS) to make an oral presentation on April 1 at the ENDO 2017 conference in Orlando, Fla.
- One of only six selected from a large number of abstracts submitted in the category; most of the presentations are given by Ph.D., M.D. and doctoral students





## Galileo-Saudia Arabia Project

- Twenty-nine teachers, administrators and counselors from Saudi Arabia at OU for six months living and learning in Oakland County as the first of three groups from that country which will participate in the Galileo-Saudi Arabia Leadership Project at Oakland University.
- A total of 100 education students, administration officers and more will visit the university over the next year, taking part in a three-phase project that aims to immerse the participants in the American educational process and facilitate a cultural exchange with the university during their stay.





- 12-15 students in NRS 452 (Research Basis for Nursing Practice) will go to the Hubei University of Medicine in Shiyan, an institution that has a preexisting relationship with OU through the Eye Research Institute.
- The experience embedded in the course helps students to observe, learn and comprehend the research process and evidence-based nursing practice in a real world context.
- Traditional Chinese medicine and its complimentary treatment remedies are research topics that students can critically examine through empirical research.

## Oakland DECA (Distributive Education Clubs of America)

2017 DECA state competition last month

- The Oakland University team brought home 12 plaques and 20 medals. Twelve members qualified to continue on to the international competition in Anaheim, California, in April.
- At the competition, Oakland sub-teams received case studies specific to their categories. Team members then had an hour to plan and practice 15-minute business presentations considered by a panel of judges.
- The team is now working to raise enough money to send its 12 qualifying students to the international competition.



## Four Distinguished Professors in the Department of Physics



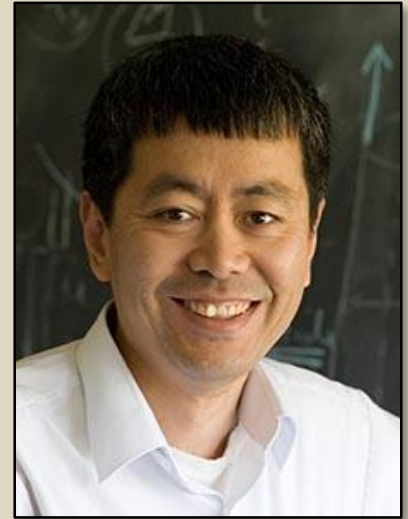
Michael Chopp



Andrei Slavin



Gopalan  
Srinivasan



Yang Xia



## Graduate Research Conference

- Nearly 100 students presented at Oakland University's second annual Graduate Student Research Conference, which took place March 10. The event spotlighted a diverse array of research topics and was keynoted by Dr. Kathie Olsen, a neuroscientist whose career includes leadership roles at NASA and the National Science Foundation.





## Opening of the Michael J. Rogers Congressional Collection

- The collection covers the Congressman's tenure in the Michigan Senate and his time in the United States House of Representatives
- The collection consists of 11 boxes of documents and photos, 215 artifacts and more than 27,000 digital files.



## Inspiration Awards

This annual award allows students to recognize instructors who have contributed to their academic and personal growth.

### **School of Nursing**

Diane Noack / Jaden Fowler

Kathleen Spencer / Byung Keum

Stephanie Vallie / Jessica Polishuk

### **School of Health Sciences**

Tamara Hew-Butler / Melissa VanderMeulen

### **Honors College**

Paul Kohler (Art) / Delaney Kamm and Hannah Karyakose

Preeti Gulati (Academic Advising) / Arsha Ali

### **College of Arts and Sciences**

Charlene Hayden (Chemistry) / Nicholas Garza

David Hammontree (Writing and Rhetoric) /

Brittany Kleinschmidt

Cindy Mooty-Hoffman (Writing and Rhetoric) / Megan Luttinen

Doris Plantus (English) / Aaron Hellender, Alexa Ruhfass  
and Darian Willett

Tom Raffel (Biological Sciences) / Alex Bageris  
and Aleena Hajek

Grzegorz Tokarski (Italian) / Michela Manga and Holly Ryan

Jennifer Heisler (Communication and Journalism) / Taylor

Kanigowski, Sequoia Campbell and Amanda Lock

# New Strategy in Macomb



## New incentive model for delivering courses/programs

- Effort to serve a population seeking shorter terms and online/hybrid delivery
- Based on data and study with Aslanian Market Research

### HYBRID Courses Offered - FALL 2017

#### 7-Week Hybrid

1st Half: 9/6/2017 - 10/23/2017

2nd Half: 10/25/2017 - 12/16/2017

4 credit hour classes meet 3 hours and 20 minutes per week  
for 7 weeks with additional online coursework.

### FALL 2017

1st Half: 9/6/2017 – 10/23/2017

CRN	COURSE	DAY/TIME	LOCATION	CREDITS
44847	AN 2130 Global Human Systems	Monday 6:00-9:20 PM	AFC	4
44846	GEO 2000 Global Human Systems	Monday 6:00-9:20 PM	AFC	4
44845	IS 2000 Global Human Systems	Monday 6:00-9:20 PM	AFC	4

- Undergraduate biomedical sciences major **Naveena Daram** is coauthor on an article published in the October 2016 issue of the journal Investigative Ophthalmology and Visual Science.
- Daram is a member of the Honor's College, participated in the ERI's Summer Undergraduate Program in Eye Research (SUPER), and is a holder of a Michael P. and Elizabeth A. Kenny Scholarship for the Sciences, awarded by the College of Arts and Sciences



*Naveena Daram is also the president of a student organization that travels abroad to conduct service missions. The **Foundation for International Medical Relief of Children** took their first trip in August to Peru and they are planning their next trip for spring 2017.*



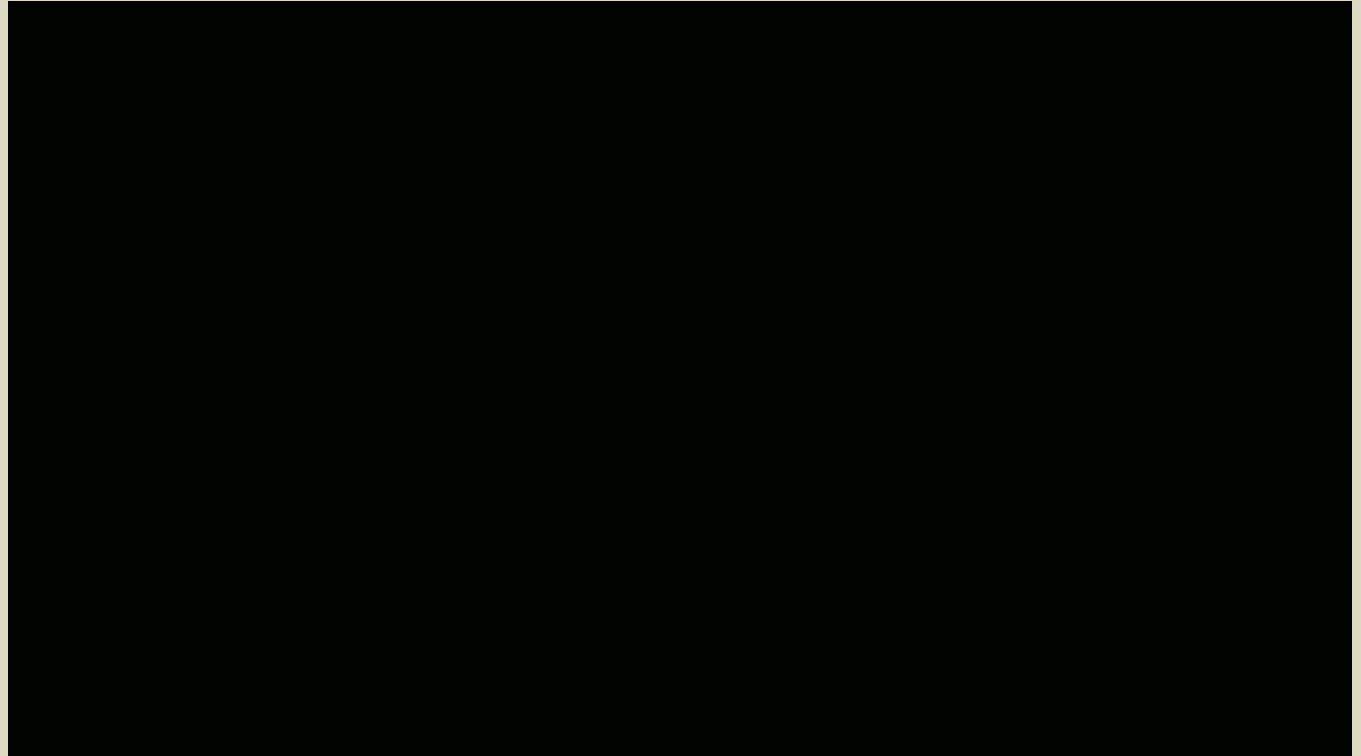
## Center of Cyber Security

Promote the interdisciplinary collaborative research in the area of cyber security

- Build on momentum with Master of Science in Cyber Security, SECS, Master of Science in Information Technology Management, (SBA) and outreach (OU INC) MedHealth Cyber Security Program and Macomb INC Cyber Security Range for Defense and Advanced Manufacturing



**This Drone  
Can Fly!**



# The Big Picture



The primary goal for Oakland University

Raise  
**Enrollment  
Retention**  
and  
**Graduation**  
rates



# Enrollment Scenarios to 2025



Target:

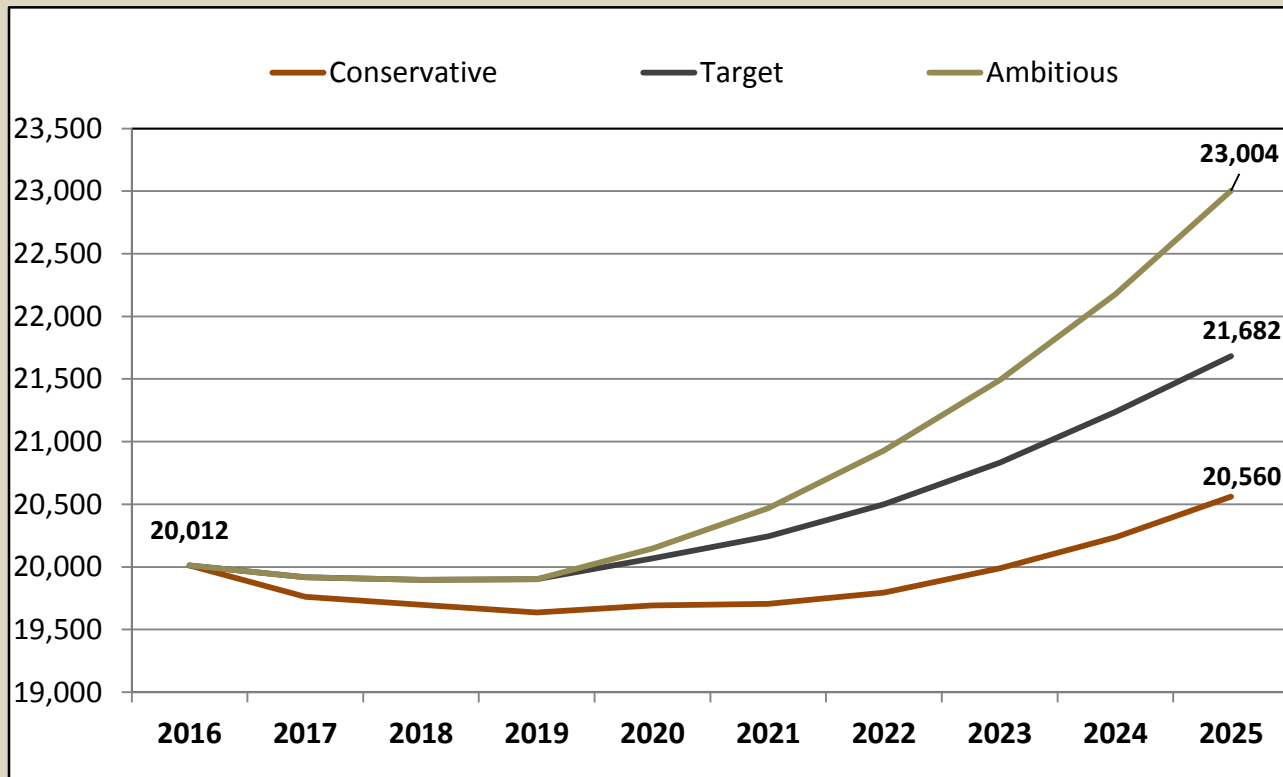
**21,700**

Conservative:

**20,600**

Ambitious:

**23,000**



Source: Oakland University  
Office of Institutional Research

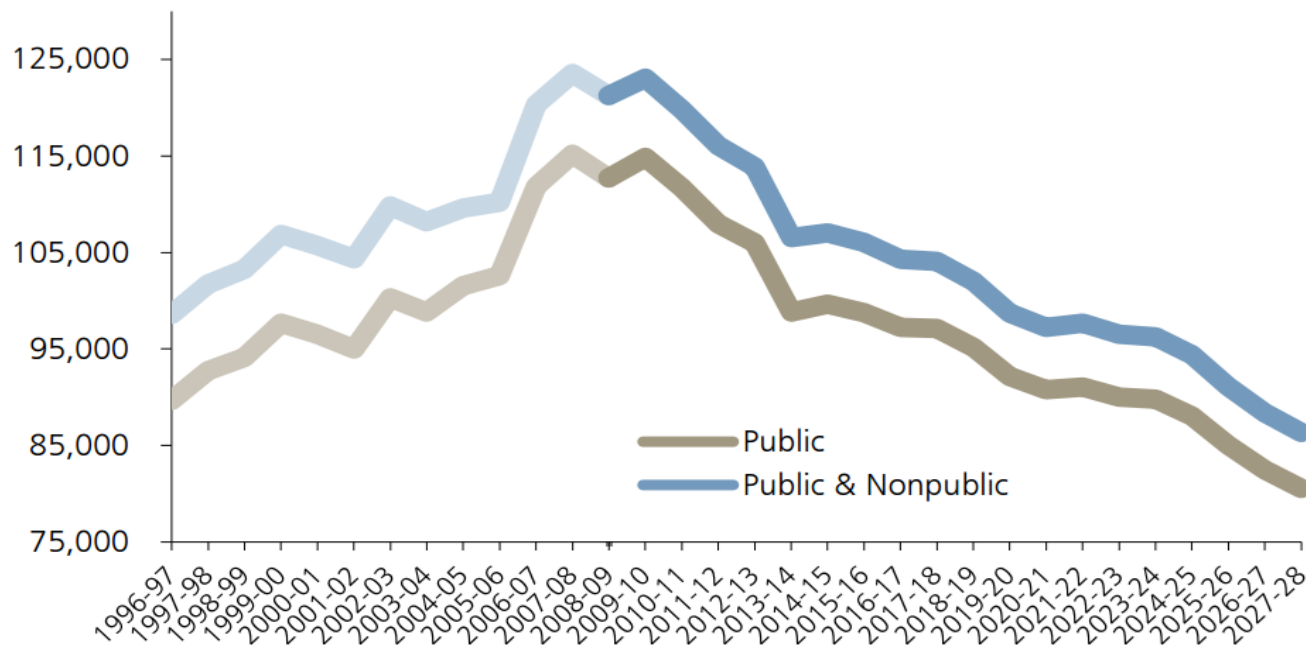


# Fewer High School Graduates

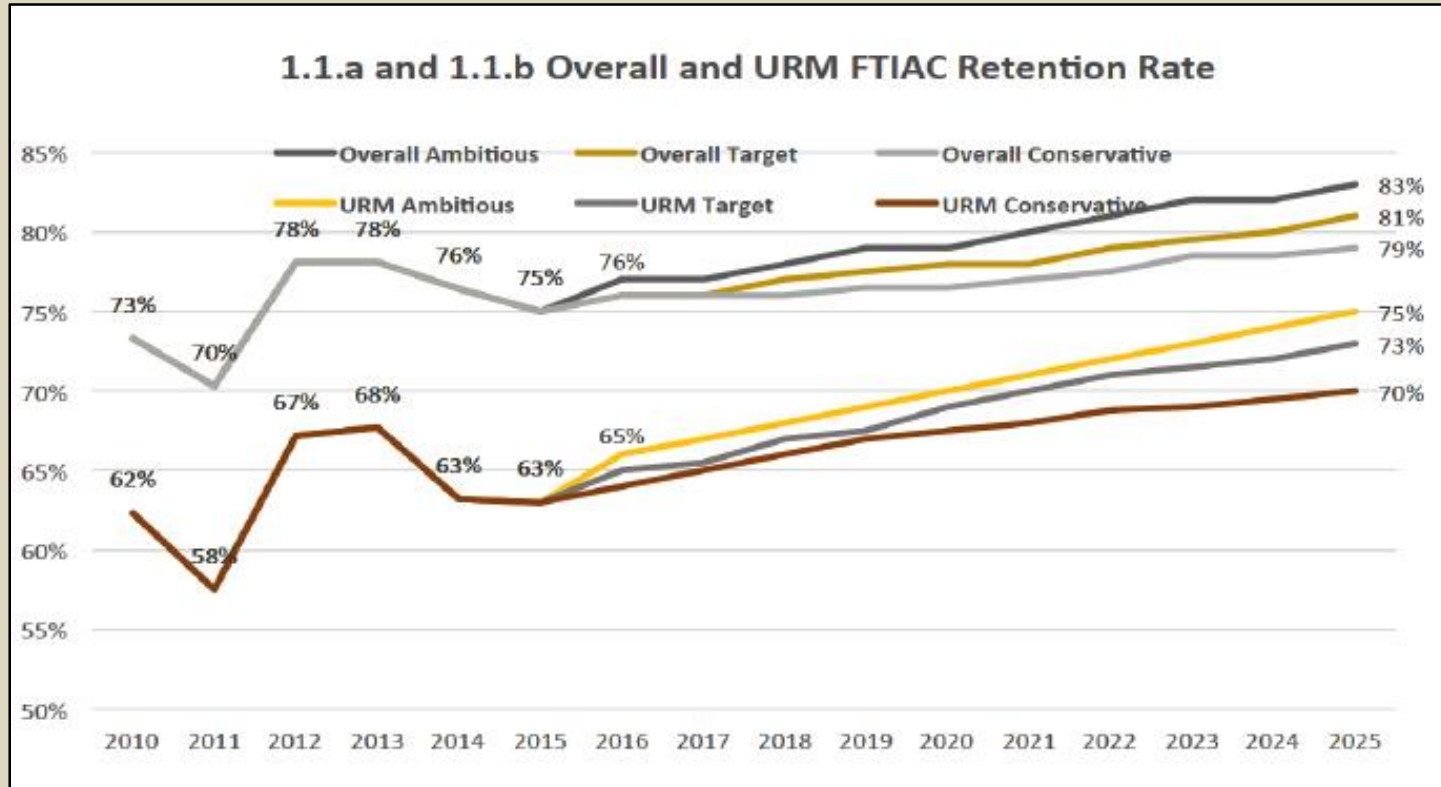
Pool shows  
steady decline  
through 2028

Source: Western  
Interstate Commission  
for Higher Education  
(WICHE)

## Production of High School Graduates

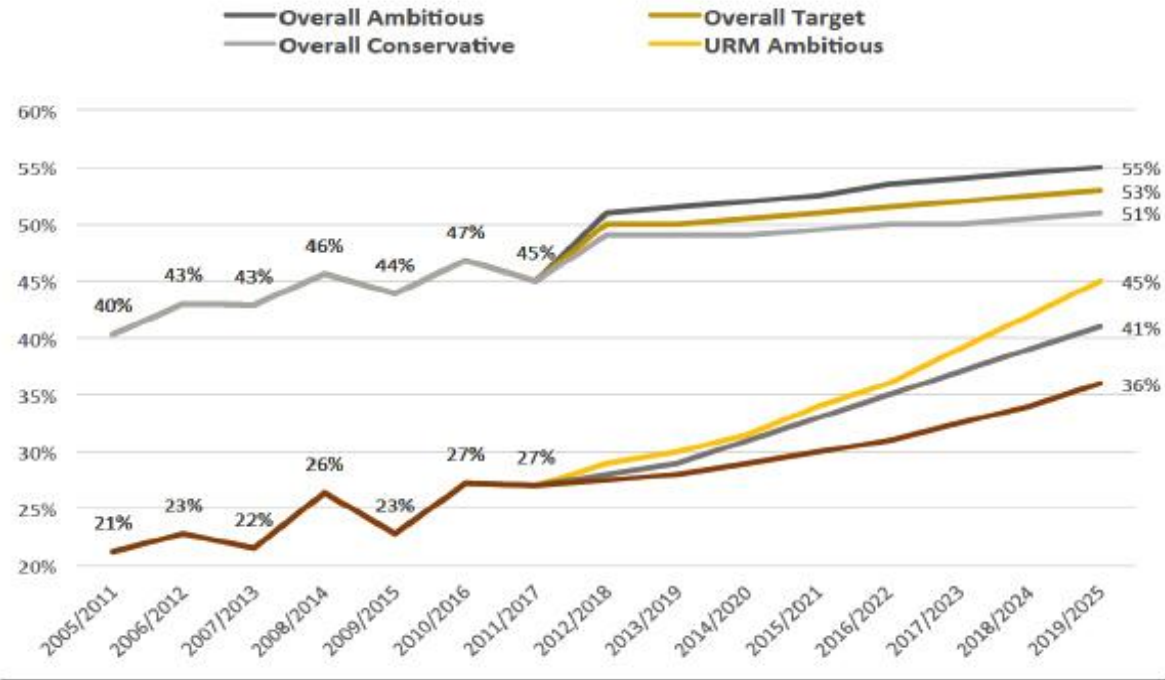


# Projected Retention Rates



# Projected Graduation Rates

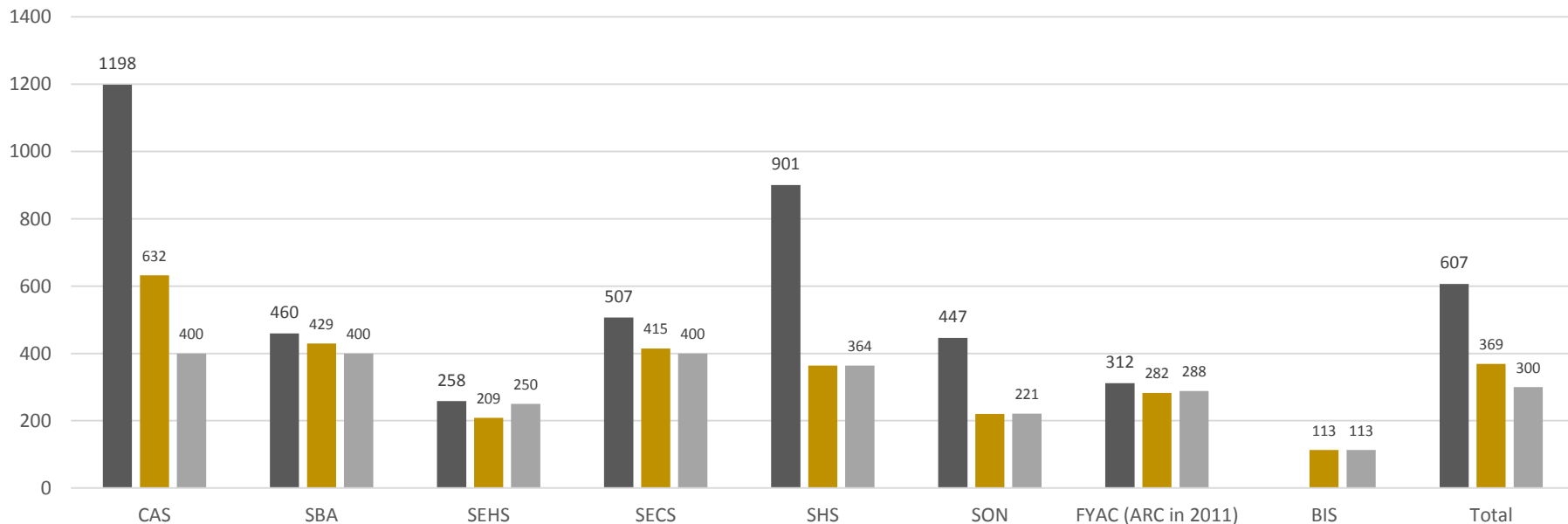
1.2.a and 1.2.b FTIAC 6-year Graduation Rates



# Student/Advisor Ratios

1.5.a Student/adviser Ratio

■ 2011 ■ 2016 ■ Target 2025





1. Vigorously invest in strategies to move the needle on our retention rates
2. Better retention will result in improved graduation rates
3. Improved retention rates will help our students to achieve their goals toward graduation in a timely manner AND will improve our university budget

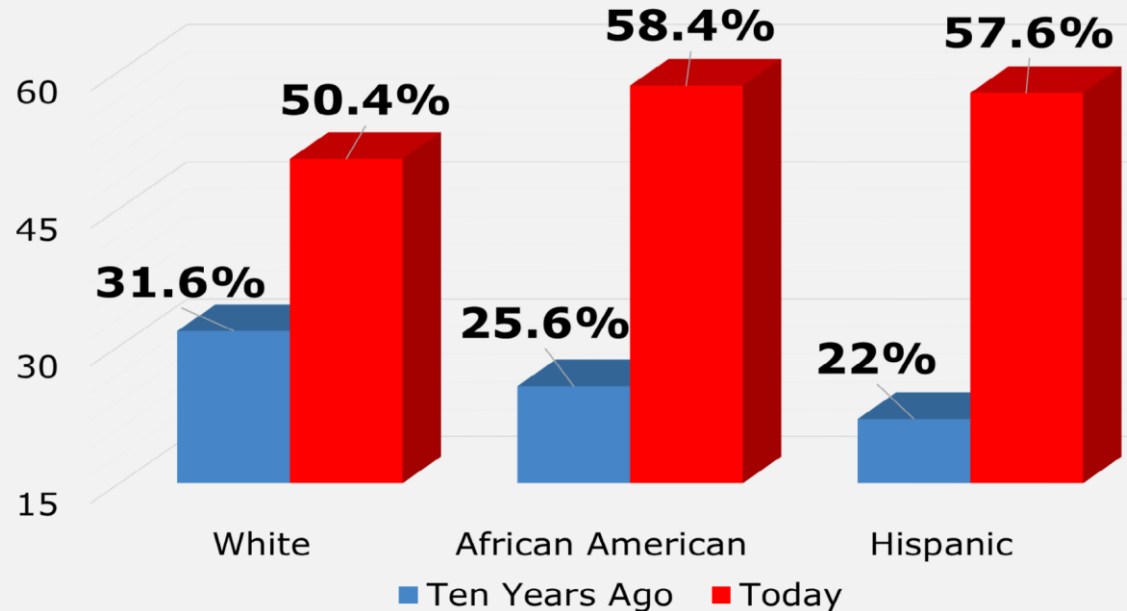
**How do we do this?**

# A Model for Success

Georgia State  
University  
Dramatically  
Improved  
Graduation  
Rates

How did they  
do it?

GRADUATION RATES BY RACE & ETHNICITY



## GSU implemented a system utilizing predictive analytics in advising

<b>High-impact strategy</b>	<i>Use predictive analytics and a system of more than 800 alerts to track all undergraduates daily, to identify at-risk behaviors, and to have advisors respond to alerts by intervening in a timely fashion to get students back on track.</i>
<b>Related Goal</b>	<i>Goal #1: Increase in the number of undergraduate degrees awarded by USG institutions. Goal #2: Increase the number of degrees that are earned 'on time.' Goal #3: Decrease excess credits earned on the path to getting a degree. Goal #4: Provide intrusive advising to keep students on track to graduate.</i>

# A Model for Success

<b>Measures of Success</b>	<ul style="list-style-type: none"><li>• <i>Undergraduate Six-Year Graduation rates</i></li><li>• <i>Number of Undergraduate Degree conferrals</i></li></ul>
<b>Lessons Learned</b>	<ul style="list-style-type: none"><li>• <i>The true potential of predictive analytics comes, not from its ability to identify students at risk, but in its ability to support intensive advising practices. In order for predictive analytics to make a significant impact in higher education, technology solutions must be accompanied by investment in advising personnel and practices that can most effectively translate data into action.</i></li></ul>



## New Tools at OU



- **SSC Campus**
- **Degree Works**
- **Ad Astra**



EAB

Student Success Collaborative™



# Student Dashboard



Sarah Robinson

Overview Success Progress Reports / Notes Class Info Major Explorer More ▾

Course Grade DP <b>0</b>	Repeated Courses <b>0</b>	Withdrawn Courses <b>1</b> ▾	Missed Success Markers <b>2</b> ▾	Cumulative GPA <b>3.11</b> ▾
Total Credits Earned <b>54.00</b>		Credits Completion % at this institution <b>93%</b>	Predicted Risk Level <b>Medium</b>	

**Biological Science**  
College of Arts & Sciences

STUDENT ID  
813143359

CLASSIFICATION  
Sophomore

MOST RECENT ENROLLMENT  
Spring Semester 2015

SSC University

Staff Alerts **6** ▾

I want to...

- [Message Student](#)
- [Add a Note on this Student](#)
- [Add a Reminder to this Student](#)
- [Report On Advising](#)
- [Schedule an Appointment](#)
- [Add to Watch List](#)
- [Issue an Alert](#)
- [Edit User Settings](#)
- [Impersonate User](#)

## Transcript

Spring Semester 2015 ▾

---(4)	BIOL2108K B	PRINCIPLES OF BIOLOGY II	RW
---(4)	CHEM2400 A	ORGANIC CHEMISTRY I	RW
---(2)	CHEM3100 B	ORGANIC CHEMISTRY LAB I	RW
---(3)	HIST1112 A	SUR OF WORLD HIST SINCE 1500	RW

Fall Semester 2014 ▾

4	BIOL2107K B	PRINCIPLES OF BIOLOGY I	C
4	CHEM1212K B	PRINCIPLES OF CHEMISTRY II	B
3	FILM2700 A	HISTORY OF MOTION PICTURES	B+
2	PERS2001 A	PERSPECTIVES/COMP CULTURE	A+

Summer Semester 2014 ▾

3	MATH1070 A	ELEMENTARY STATISTICS	(TR)	A
4	MATH2211 A	CALCULUS OF ONE VARIABLE I	(TR)	B

Spring Semester 2014 ▾

4	CHEM1211K B	PRINCIPLES OF CHEMISTRY I	C+
3	ENGL1102 A	ENGLISH COMPOSITION II	A-
0(3)	MATH1220 A	SURVEY OF CALCULUS	W
3	POLS1101 A	AMERICAN GOVERNMENT	B-
3	SPCH2050 A	MEDIA, CULTURE, AND SOCIETY	A+

## Success Markers

The student has missed guidelines for progress.  
Acting on them can help get the student back on track for successful completion.

**2 missed markers**

Notification	Outcome
<b>1</b> <b>BIOL2107K</b> Recommended grade: B- (1 course) Complete between 15 and 30 credits	Needs attention <b>1 Attempt</b>
<b>1</b> <b>CHEM1211K</b> Recommended grade: B- (1 course) Complete between 0 and 15 credits	Needs attention <b>1 Attempt</b>

# Monitoring Student Performance in Progress Reports



## Student Feedback



### Your information is secure.

Security measures allow your school to adhere to government rules and regulations concerning FERPA and overall student privacy. Thank you!

### Professor Sentsz:

You have been asked to fill out progress reports for students in the following classes. Update each student based on your best knowledge of their performance at this point in the term.

#### POLS2401-2401-1 GLOBAL ISSUES

	Student Name	At-Risk to Fail Your Class?	Alert Reasons (You must choose at least one if the student is at risk)	How Many Absences?	Anticipated Grade	Comments
1	Clark, James Student ID: 474904716	<input type="radio"/> Yes <input checked="" type="radio"/> No	<div>Missed multiple assignments ✕</div> <div>Failed Midterm ✕</div> <div>Financial Aid ✕</div> <div>Needs Tutoring ✕</div>	8	F ▼	comments

Submit only marked students (but I'm not done)

This button will submit students you have marked into GradesFirst as being complete (effectively removing them from your list of students). However, the students you have not marked will remain on your list. As a result, you can re-use the link in the progress report email, at any time, to continue marking the rest of the students in your classes. Repeat this process until all students have been marked in some form or fashion.

Submit unmarked students as not At-Risk (I'm all done)

This is your "I'm all done" button. It will submit the students you have marked as you indicated. It will also submit the rest of your students as not at-risk. For example, if there are ten students in your course and only two of them are at-risk, you don't have to mark them all. You can mark the two at-risk students and then use this button to mark the remaining students as not at-risk, therefore saving time and effort. Please use this button carefully because with just a single click, it will totally complete your progress report campaign.

# Comparing Graduation Outcomes to First Year GPA



Analyze students within

Biology

who first enrolled between

Fall 2004

Fall 2014

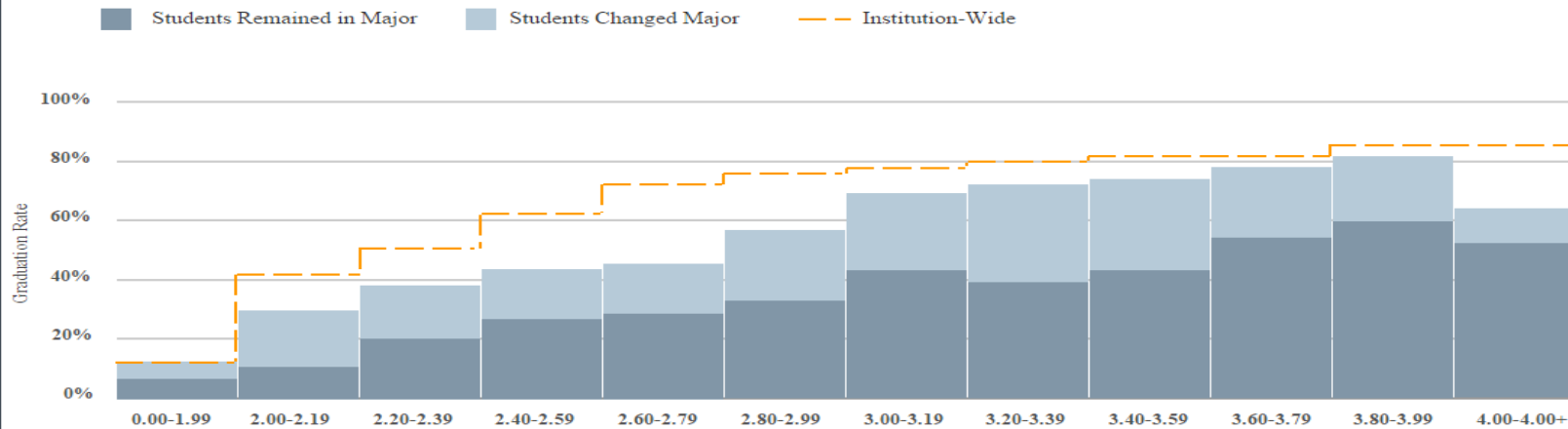


## Grad Rate by Student Attribute

Analyze graduation rate by

First Year GPA

### Grad. Rate by First Year GPA: Biology Major

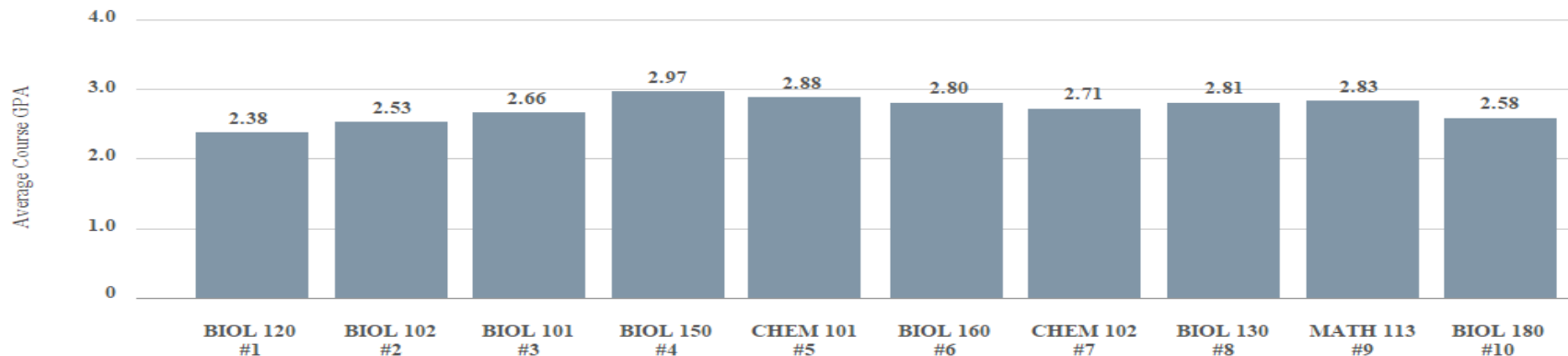


# Most Predictive Courses for Biology Major

## Course Metrics

View  of

### Summary of Courses





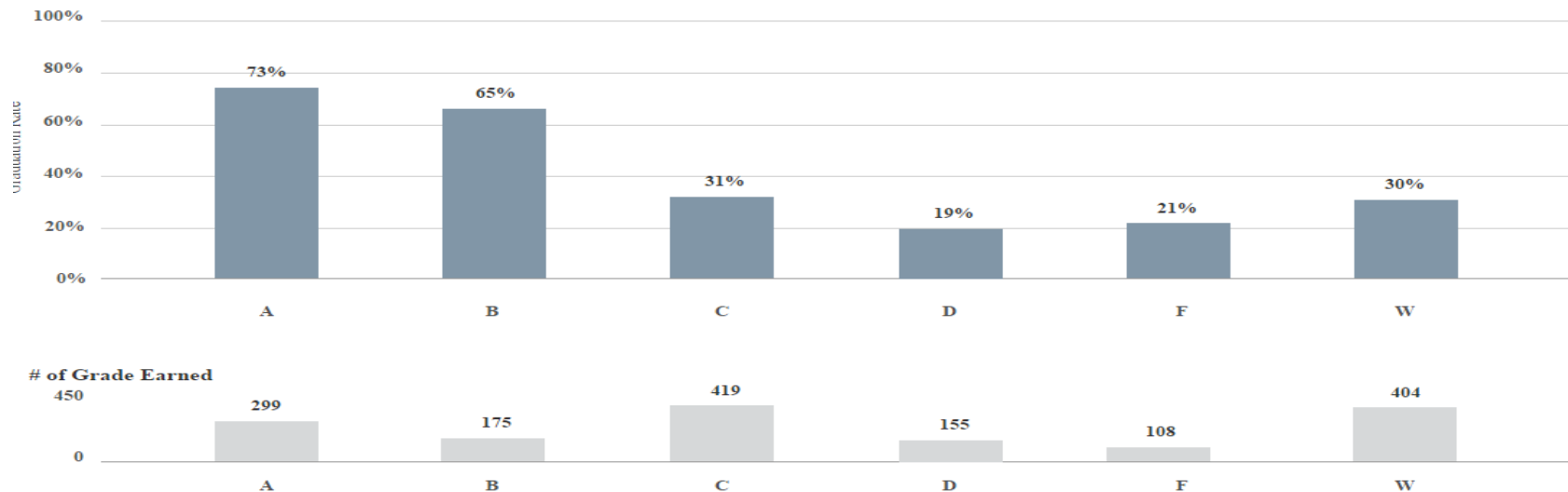
# Bio 120 Most Predictive Course for Biology

## Graduation Rate by Grade Earned or Credit Range

Analyze graduation rate by  for course  [+ Add course to compare](#)

### Grad Rate by Grade Earned

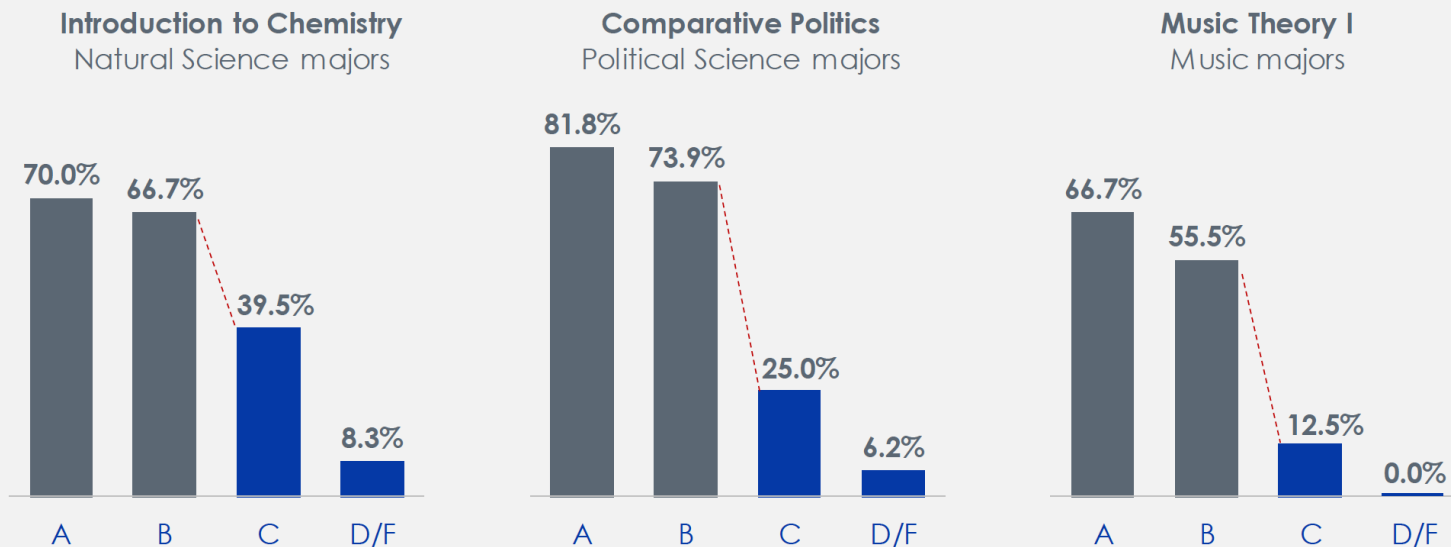
BIOL 120



## Alerts Based on Historical RPG Data



### Graduation Rate in Major by Introductory Course Grade



## **New Computerized, Web-Based Degree Audit**

Coming Fall 2017


### **For Students, Degree Works:**

- Provides real-time advice and counsel
- Speeds time to graduation
- Provides intuitive web access to self-service capabilities
- Streamlines the graduation process
- Allows direct access to multiple related services and advice through hyperlinks to catalog information, class schedules and transcripts

### **For Advisers, Degree Works:**

- Supports real-time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Supports more timely degree certification
- Reduces paperwork and manual program check sheets
- Supports and monitors unique program changes

## Easy Search Functionality

 **Find Students**

Student ID	First Name	Last Name
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Degree**  
All Degree Codes ▾

**Level**  
All Level Codes ▾

**Student Class Level**  
All Student Class Level Codes ▾

**Search By Semester**  
All Catalog Year values ▾

**Major**  
All Major Codes ▾

**Minor**  
All Minor Codes ▾

**College**  
All College Codes ▾

**Concentration**  
All Concentration Codes ▾

**Student Type**  
All Student Type Codes ▾

**Student Athlete**  
No ▾

**Honors College**  
No ▾

**Search By Full Catalog Year**  
No Catalog Year selected ▾

Chosen Repeatable Search Criteria

Remove

Search

Clear

## Map Out Students' Academic Plans

### Keep Them on Track for On-Time Graduation

<input checked="" type="checkbox"/> Minimum 20 upper-division credits required Student must complete COM 150, 385, Public Address and Theory courses, and Capstone with a minimum grade of 2.0. Communication majors may not minor in relational communication or interactive and social media.					
<input checked="" type="checkbox"/> Introduction to Communication Studies					
COM 150	Intro to Com Studies	3.4	4	Winter 2016	
<input checked="" type="checkbox"/> Multicultural Communication					
(COM 3300)	Multicultural Communication	PLAN	(4)	Fall 2017	
<input checked="" type="checkbox"/> PUBLIC ADDRESS REQUIREMENT					
<input checked="" type="checkbox"/> Public Speaking or Professional Communication					
COM 201	Public Speaking	3.6	4	Winter 2016	
<input checked="" type="checkbox"/> Media Group Course					
COM 287	Media and Social Identity	3.9	4	Fall 2016	
<input checked="" type="checkbox"/> Rhetoric/Critical Culture Group Course					
(COM 4300)	Hip-Hop, Race and the City	PLAN	(4)	Fall 2017	
<input checked="" type="checkbox"/> Interpersonal Group Course					
COM 305	Relational Communication	(IP)	(4)	Winter 2017	
<input checked="" type="checkbox"/> Communication Theory Course					
COM 303	Relational Com Theory	(IP)	(4)	Winter 2017	
<input checked="" type="checkbox"/> Capstone Course					
(COM 4901)	Senior Research Seminar	PLAN	(4)	Winter 2018	
<input type="checkbox"/> COM Elective Credits Needed to Reach 40 Credit Minimum (any level) Still Needed: 8 to 16 Credits in COM @					

#### FALL SEMESTER 2017

Fall 2017, Total Credits: 16.0	
COM 3300	4.0
COM 4300	4.0
PSY 1000 or SOC 1000	4.0
@ LIT	4.0

#### WINTER SEMESTER 2018

Winter 2018, Total Credits: 12.0	
COM 4901	4.0
WRT 3063	4.0
HST 2600	4.0
Plan of Study Received	

# Ad Astra

The 2014 Noel-Levitz National Student Satisfaction and Priorities Report gathered data from 600,000 student nationwide and identified the biggest challenges with their college experience.



**RUFFALO**  
NOEL LEVITZ

2014 THE NATIONAL STUDENT SATISFACTION AND PRIORITIES REPORT,  
© NOEL-LEVITZ USED WITH PERMISSION



## CHALLENGES FOR STUDENTS

- Up to 50% of students are not satisfied with class registration

RUFFALO  
NOEL LEVITZ

#1 STUDENT REPORTED CHALLENGE:  
**COURSE ACCESS**

## CHALLENGES FOR STUDENTS

- ◆ Non-productive credits
- ◆ Time off waiting for needed courses
- ◆ Time slot conflicts
- ◆ Sequencing and availability of classes

RUFFALO  
NOEL LEVITZ

DEGREE COMPLETION  
OBSTACLES DUE TO  
COURSE AVAILABILITY

## Action Taken

- **Engaged in a partnership with Ad Astra Information Systems**
  - Utilizing scheduling software and on-going degree audit analyses to identify roadblocks to success and predict future demand
- **Creation of the Strategic Scheduling Team**
  - Objectives
    - Identify opportunities to better allocate space
    - Centralize select scheduling policies and procedures
    - Highlight areas of opportunities to align the schedule with student needs
    - Act as proxy analysts of Ad Astra data
    - Communication hub for departments to discuss course needs
  - Will have access to historical demand trends, predictive demand and registration monitoring



## What's the difference in course access analyses?

### HESI Scheduling Index (Dashboards tab)

- How you perform against goals and “like” institutions
- 17 metrics to measure space and course access
- Uses 5 years of historical data
- Filter to see just your department's results
- Export candidates to an excel document
- Make early changes to your schedule
- Only one HESI benchmark – switch to Platinum Analytics next

### Platinum Analytics (Analytics tab)

- Predictive Demand Analytics
- Uses degree audit data and 5 years of historical data
- Provides “Top Candidates” for immediate review and changes
- Filter to see just your department's results
- Export candidates to an excel document
- Testing phase happening now
- Full analysis results expected for Spring 2018

## **Ad Astra Deliverables**

- **One HESI benchmark with recommendations (completed)**
  - Space utilization
  - Scheduling policies and process efficiencies
- **Platinum Analytics analyses each term**
  - Candidate recommendations
- **Registration monitoring using Snapshot Reporting**
  - Provides enrollment warning signals when action needs to be taken
  - Keep an eye on key courses in real time
- **Executive Summaries available after each term analysis**

## **Next Steps**

- **Incorporate department heads to further analyze schedule recommendations**
  - A commitment to targeted improvement each term is critical
  - Contribute to changing policies to better impact student success
  - Participate in web trainings to learn more about how recommendations are produced
  - Track changes to schedules to better identify trends and departmental needs
- **Review current procedures regarding scheduling and clean up the data for further analyses**



# Resource Management and Allocation

## Using Data to Inform Decisions





EAB



# Academic Performance Solutions

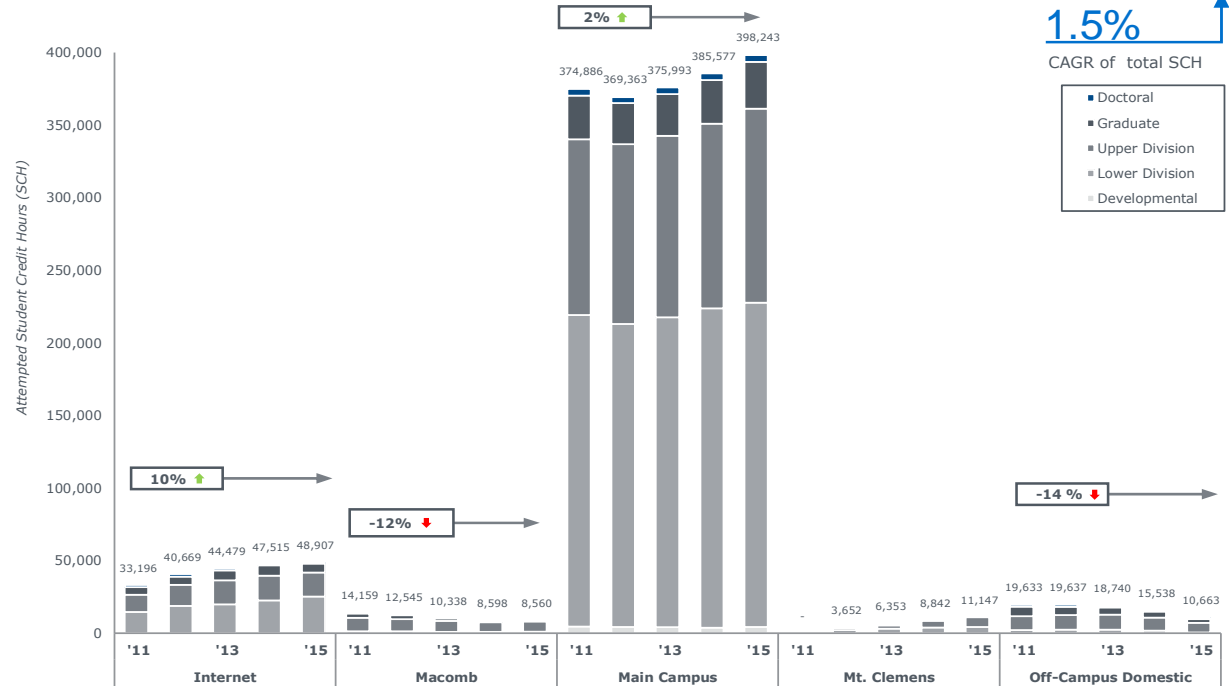
## Student Scorecards

Investigating Institutional Enrollment Trends, Student Progress Barriers, and Class Size and Seat Utilization

# Academic Performance Solutions

## Where Are SCH Taught by Campus?

Attempted SCH by Campus and Course Level and Compound Annual Growth Rate (CAGR) by Campus, 2011-2015

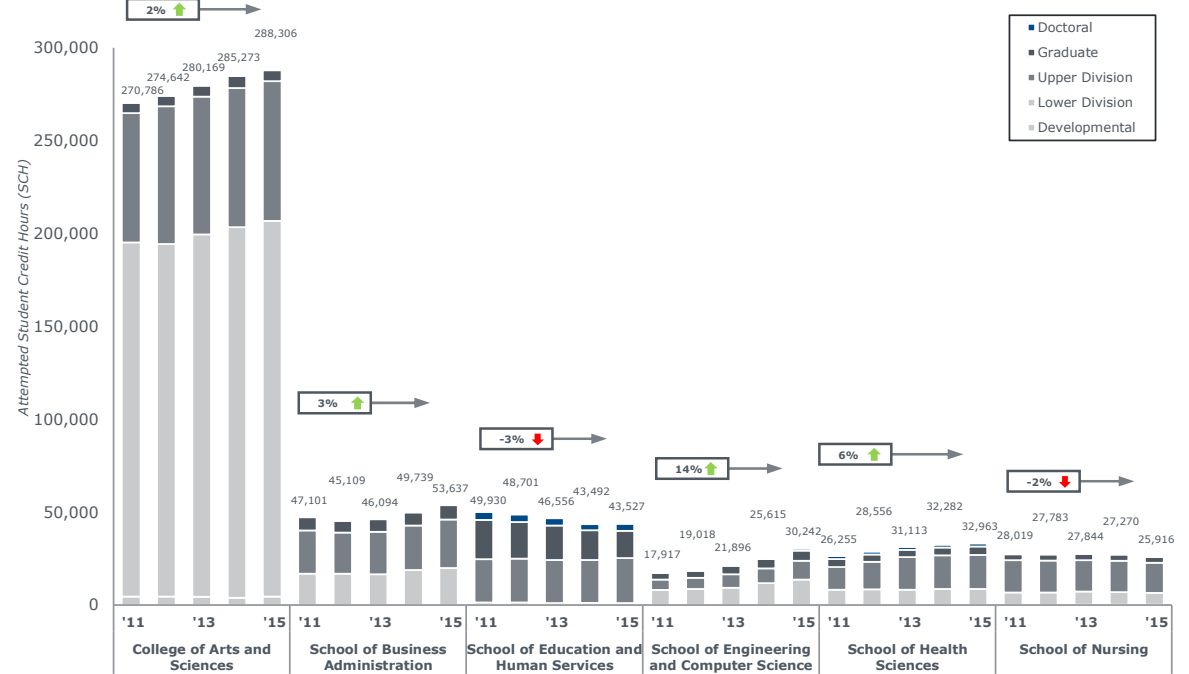


- 1) Changes to departments, colleges and campuses were cross-walked according to notes provided by the institution. Restructuring of colleges or departments may affect the results shown. See Appendix for details.
- 2) No CAGR for Mt. Clemens were calculated due to only 4 years of student credit hours available.
- 3) Doctoral student enrollment in 600-level courses are classified and counted as graduate level data

# Academic Performance Solutions

## How Are SCH Taught by Colleges Changing Over Time?

Attempted SCH by College and Course Level and Compound Annual Growth Rate (CAGR) by College, 2011-2015

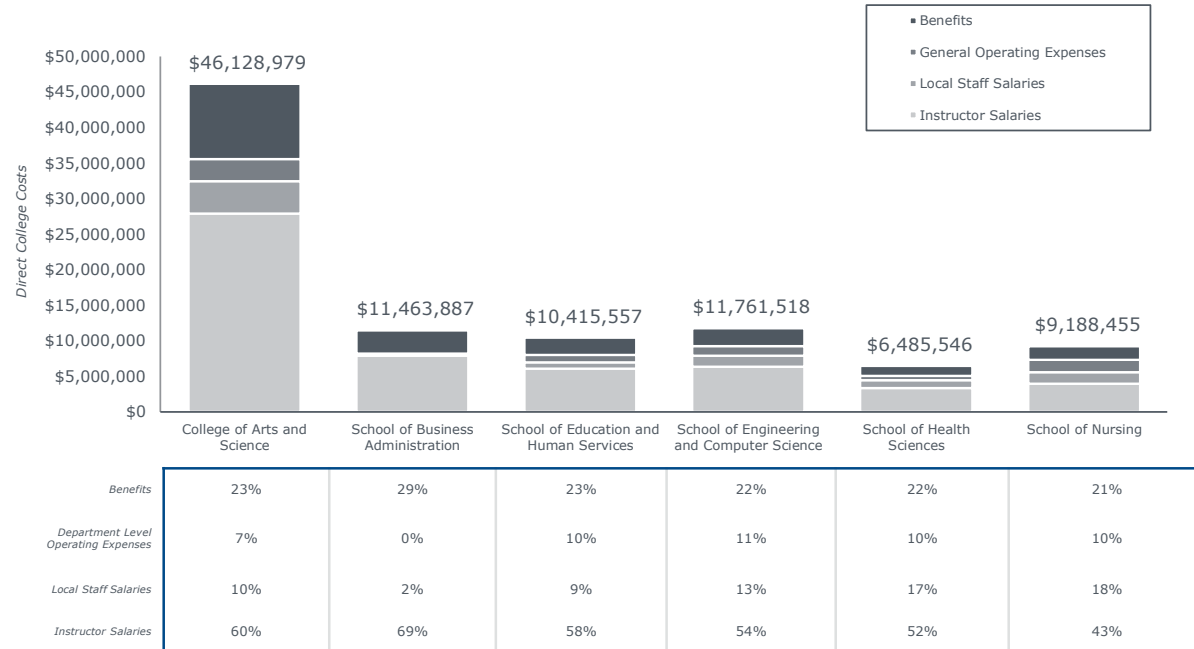


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 2) Doctoral student enrollment in 600-level courses are classified and counted as graduate level data

# Academic Performance Solutions

## What Costs Are Associated with Each College?

Instructor and Local Staff Salaries, Benefits, and General Department-Level Operating Expenses by College, 2015

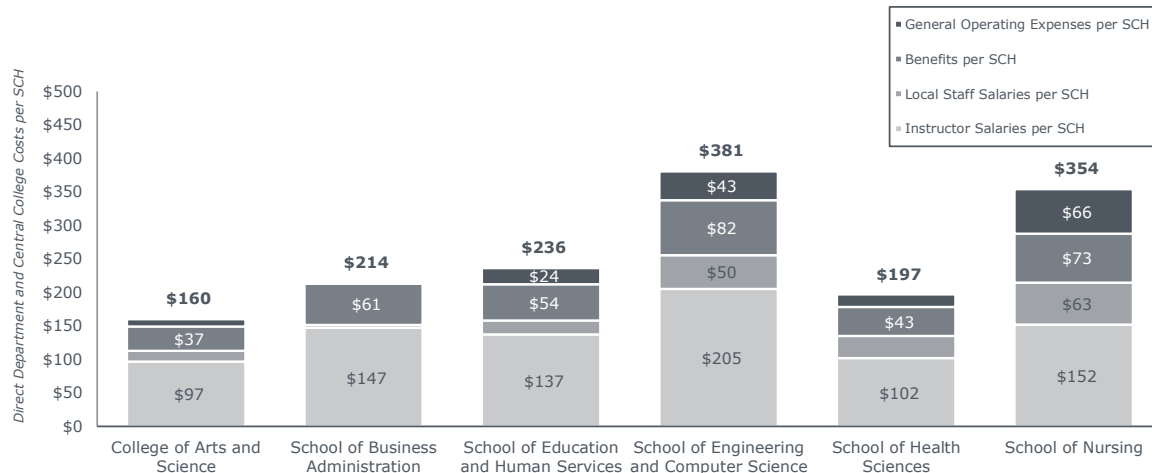


1) Note that because of internal differences in how expenditures are funded and accounted for between the academic units, overall costs and cost per SCH across the units may not be comparable.

# Academic Performance Solutions

## What Are the Direct costs to Produce an SCH Across Colleges?

Instructor and Local Staff Salaries, Benefits, and General Department-Level Operating Expenses per SCH by College, 2015



Benefits, Per SCH	23%	29%	23%	22%	22%	21%
General Operating Expenses, Per SCH	7%	0%	10%	11%	10%	19%
Local Staff Salaries, Per SCH	10%	2%	9%	13%	17%	18%
Instructor Salaries, Per SCH	60%	69%	58%	54%	52%	43%

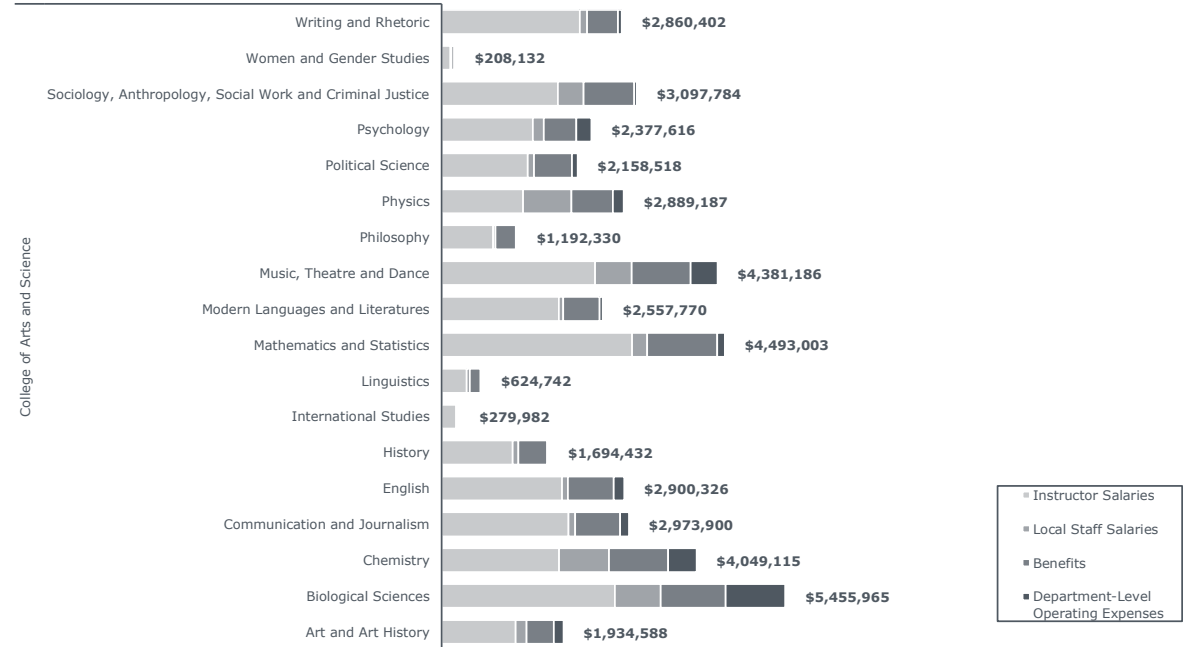
1) Note that because of internal differences in how expenditures are funded and accounted for between the academic units, overall costs and cost per SCH across the units may not be comparable.



# Academic Performance Solutions

## What Are the Direct Costs to Departments?

Instructor Salaries, Local Staff Salaries, and Department-Level General Operating Expenses by Department, 2015 (1/2)



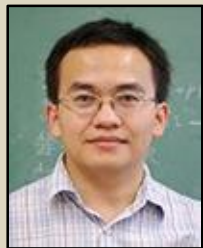
1) Note that because of internal differences in how expenditures are funded and accounted for between the academic units, overall costs and cost per SCH across the units may not be comparable.

## The National Science Foundation Career Award

As NSF's most prestigious award for junior faculty, it is a national measure of the quality of our pre-tenure faculty and their research. OU currently has 4 such awards.



**Jing Tang**, Electrical and Computer Engineering  
A systematic effort to advance the hybrid PET/MRI system for medical imaging.



**Libin Rong**, Mathematics and Statistics  
A method to develop and analyze mathematical models to quantitatively investigate virus infection and immune responses and to demonstrate their implications for antiviral treatment and vaccination.



**Tom Raffell**, Biological Sciences

Mathematical modeling of body temperature of cold blooded animals on the rate of parasitic infection.



**Yonghong Yan**, Computer Science and Engineering

This CAREER project develops innovative software techniques to address the programming and performance challenges of the existing and emerging memory systems

**Having 4 active CAREER awards ranks OU  
fifth among all universities in the state.**

- Search in process for new Director and V. Everett Kinsey Endowed Professor in the ERI
- OU Institute of Spintronics and Microwave Technology: ten grants submitted, four funded totaling \$2,329,676 with several under review
- Center for Data Science and Big Data Analytics: hosted a forum entitled “Strength in Numbers” featuring interdisciplinary presentations.



# Community Engagement



# Aligning Our Organizational Structure

**President George Hynd**

```
graph TD; President[President George Hynd] --> Academic[Academic Affairs  
Provost James Lentini]; President --> Student[Student Affairs  
Vice President Glenn McIntosh]; President --> Gov[Government and Community Relations  
Vice President Rochelle Black];
```

## Academic Affairs

### **Provost James Lentini**

- Senior Associate Provost
- Director for Student Success
- Coordinator of Experiential Learning
- Deans and Unit Outreach Specialists
- Assessment Coordinator
- Associate Vice President for Research
- Dean of Graduate Studies

## Government and Community Relations

### **Vice President Rochelle Black**

## Student Affairs

### **Vice President Glenn McIntosh**

- Dean of Students
- Director of Pre-College Programs
- Upward Bound Director
- Coordinator for Community Services Partnerships
- Center for Student Activities Director
- Center for Multi-cultural Initiatives Director
- Office of Career Services Director



## Initiatives

- Planning for Carnegie engagement designation continues
- OU/Pontiac Initiative
- School/College initiatives ongoing





## **Faculty Recognition Luncheon, and Student, Staff and Faculty Remembrance Celebration**

(Inaugural Event)

Wednesday, April 19, 2017

11:30 a.m.

## **Varner Vitality Lecture Series**

Featuring speaker

**Doris Kearns Goodwin**



Thursday, April 13, 2017

7 p.m.



# The Arts at OU



**ICMSDETROIT**

search...

(313) 246-4250  
(248) 855-6070

**Midtown Series**  
Fridays at 8pm

**Signature Series**  
Saturdays at 8pm

**Oakland Series**  
Sundays at 3pm

Fri, Sept. 16, 2016  
 **Vijay Iyer, piano**  
*solo jazz concert*

Sat, Sept. 17, 2016  
 **Brentano String Quartet**  
Vijay Iyer, piano

Sat, Oct. 8, 2016  
 **Juilliard String Quartet**  
at Seligman

A photograph of Celino Romero, a man with dark hair, wearing a light-colored button-down shirt, playing an acoustic guitar.

**Celino Romero, guitar**  
**with Bret Hoag, James Lentini**  
**and Terry Herald, guitar**  
Sunday, April 2, 2017, 3pm  
VARNER RECITAL HALL  
2200 N Squirrel Rd, Rochester, Oakland University

PURCHASE TICKETS NOW

VISIT ARTIST WEBSITE

Sunday, April 2, 2017 at 3:00 p.m.  
VARNER RECITAL HALL



# Thank You

