

PATTERNS OF SCHOLARSHIP



Schoolcraft College 2004-2005

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Dear Friends,

Colleges and universities have frequently been described as a “community of scholars.” The term was used to portray the activities and the values of people gathered together to learn and to share that knowledge with others.

At Schoolcraft College we promote those values. As with most community colleges we define scholarship more broadly than conducting research or writing articles. Our forte is in the application of knowledge and the focus on student learning as our primary activity.

Our faculty and staff are acknowledged scholars, known for their teaching ability, and for their interest and insights into our academic disciplines.

On the pages that follow, you will see examples of activities that promote scholarship. Every department from chemistry to welding, from mathematics to nursing, represents new and creative thinking.

We hope you will enjoy a few minutes with our community of scholars.

Schoolcraft College Board of Trustees



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Scholarship is... *Editing Shakespeare*

The problem with Shakespeare is the language? That's the conclusion James Hartman, Professor and Artistic Director of Theatre, reached after analyzing why some of the public is reluctant to attend a Shakespeare play.

He set about to make the Bard more understandable, because he believed no other playwright creates characters as interesting and vibrant, with such universal themes. Hartman's first attempt was *Macbeth*, one of the shorter plays that also is familiar to most people. His resources included several versions of the script, six or eight anthologies by different editors, the Folger Shakespeare Library edition, two Shakespeare lexicons, history books, mythology texts, and Shakespearean and standard dictionaries.

Then Hartman began the painstaking task of examining the play word-for-word, even researching the meaning of "the" in a particular line in a particular scene in a particular act.

His methods include changing archaic words to contemporary words, i.e. "hurly-burly" in *Macbeth* to "commotion"; he shortened the play by deleting repeated images and references to mythology that do not move the plot forward; he broke up complex sentences into multiple sentences; and he replaced many pronouns with nouns to remind the audience what or who the speaker was talking about. Certain speeches were sacrosanct, such as "Is this a dagger which I see before me?" and he did not change one word.

Since his *Macbeth* edit, he has gone on to edit and produce the *Merchant of Venice*, *Titus Andronicus* and *Othello*. If he occasionally loses Shakespeare's trademark iambic pentameter, as with the "hurly-burly" change, he says iambic pentameter doesn't help audiences understand the play's meaning.

Hartman makes it a point to get feedback from his theatre class students who read the edited versions and talk about how well they understand the plot. He also listens to audience comments during intermission and after productions. Many say this was the first Shakespeare they could understand and follow. That, he says, makes the time and effort on the work worthwhile.



Scholarship is...

Welding as Artistry

Rodney Johnson, Assistant Professor of Welding, has always had a green thumb, but in his welding lab his garden flourishes with steel flowers. As an adjunct instructor, Johnson was intrigued by a pattern for a rose one of his students got from a blacksmith and brought to class.

Out of sheer curiosity, he wanted to see what a rose from the pattern would look like. He traced it on a piece of steel, hand cut the petals, heated and shaped them and finally sand blasted and rubbed the warm petals with a brass brush for color. Johnson added a stem and leaves and had one perfect rose.

When he became a full-time instructor, Johnson decided to develop the project further. He went into his home garden,

separated the flowers, and learned how nature had assembled them. He made patterns from the real thing by ironing the petals between sheets of wax paper. This resulted in designs for lilies, tulips, miniature sunflowers, daisies and black-eyed Susans. His current challenge is to create a steel orchid.

Johnson's welding students immediately were interested, and now he gives all classes the opportunity to weld creatively after they have finished their required exercises. While welding flowers, students learn three procedures: forge welding, which is hammering two hot pieces of metal together; spot welding; and tungsten inert gas welding, a very fine process for close, delicate work.

His students have included muralists, artists, and owners of stained glass studios. They have gone on to make chandeliers, sailing ship models, outdoor art and lawn furniture. Some student pieces have retailed for \$700. Johnson makes his own works out of metal from the class scrap bin, because he says he has a problem with wasting materials. One complex piece took about 40 hours to complete. He signs each of his works.

His welding classes have proven to be popular with women. Almost 20 percent of his students in winter 2005 were female, and he said they make phenomenal welders with their steady hands and wealth of patience.

Scholarship is...

Studying Medieval Islamic Math

Randy Schwartz's classroom extends well beyond Schoolcraft College. Schwartz, Professor of Mathematics, wants more Americans to know about the history and contributions of the Arab peoples. For the past decade, he has conducted a self-motivated study of the history of mathematics in the medieval Islamic world, acquiring knowledge purely for the sake of knowledge.

His quest has proved successful. In 2005, Schwartz was admitted to the Commission on the History of Science and Technology in Islamic Civilization, an international organization with members all over the world. He has presented papers at scholarly conferences in North Africa as well as state math conferences at community colleges.

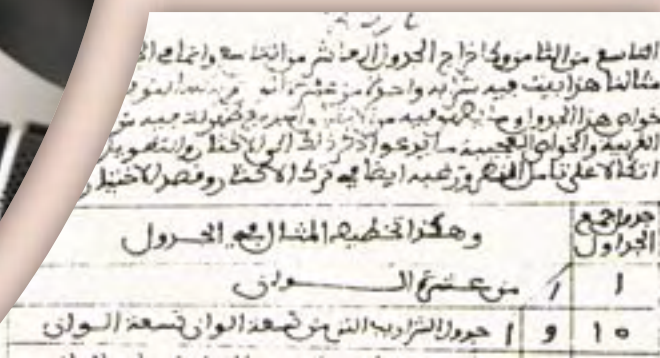
Schwartz was following the political situation between the Israelis and Palestinians in the 1980s when he became fascinated by the Palestinian culture and struggle for nationhood. He became increasingly interested in other aspects of Arab culture, including its science, history, language and cuisine.

By the 1990s, he knew his growing interest required learning Arabic, so he studied the language for three years, and now reads original sources with the help of a dictionary. His current specialty is the history of a method called double false position, or *al-khata'ayn* in Arabic. He does the bulk of his research in the spring and summer, when he is not teaching at Schoolcraft, using the extensive collection

of Middle East and Arabic materials in the University of Michigan libraries.

Schwartz said Arab peoples were motivated to develop arithmetic operations, algebra and spherical trigonometry by religious impulses to know the universe, and therefore God. The disciplines also enabled them to calculate the hours of the day and direction to face Mecca from anywhere on earth when praying.

In his classes, Schwartz presents one or two single-day activities that give students a taste of the Arab contribution to the math they are learning. He said most students are surprised at the extent to which Muslims have contributed to the sciences, a situation he said it is important for him to help change.



Scholarship is...

Teaming Up with the Red Cross

In an innovative new program – the only one of its kind in the entire country – all Schoolcraft College nursing students will work in partnership with the American Red Cross, Southeastern Michigan Chapter, to the immense benefit of each party. The Red Cross will have 180 new volunteers to boost the 450 they have in southeastern Michigan. The students will gain and use important skills in a real-life setting.

Community service has always been required of our nursing students, according to Marlynn Marroso, Associate Professor of Nursing and Schoolcraft liaison to the Red Cross. This partnership provides structure to the community experience and has a curricular rather than a course-specific focus.

Starting in fall 2005, all nursing students will participate in three Red Cross volunteer activities as part of their basic curriculum. They will, with training, volunteer for three blood drives; first-year students will, after receiving disaster training, be available one day a month to serve on a disaster action team for a 12-hour shift; and second-year students will receive community disaster education and will present disaster seminars to members of the community such as scout troops, PTAs and senior groups.

Students will take the training classes in the summer, to prepare for community activities during the school year. By graduation, each student will have contributed 120 hours of service to the Red Cross, for a total of 21,600 volunteer hours per class.

Marroso, who developed the program with Al Kirkland, Red Cross disaster health specialist and registered nurse, believes that nurses who include disaster training as a component of their education will have expanded roles in the community and in the world, and will regain their historic influence.

She is hopeful that her students will maintain their relation with the Red Cross after graduation. The training and experience they receive will enhance their assessment skills in non-hospital settings, build their communication skills both in formal presentations and in crisis situations, afford a better understanding of life-saving procedures, and enable them to be innovative in providing care when all medical supplies are not at hand.





Scholarship is...

Melding Teaching and Technology

Samuel Gooden and his team not only have to be masters of the latest technology. They have to know how each of the subjects are taught at Schoolcraft College, how technology might apply to the College's wide range of subjects, and if there is a fit between the teaching and the technology.

Gooden heads Media and the Doc-U-Center, which combine to form the Instructional Support Services Department. Together, they perform a multitude of document, media and technical services. They install, maintain, train and investigate the equipment that is used to present and store information and reinforce learning.

Gooden's goal is to find new technology tools to enhance learning. That might be the latest

liquid crystal display data projector, document cameras, DVD recorders in each classroom, high speed classroom Internet access, and the capacity to make and duplicate compact disks for instructional purposes.

To keep abreast of changes, the Media Service staff members attend InfoComm, the audiovisual industry's largest trade show, each year and the National Association of Broadcasters annual gathering. They assess the new equipment, make judgments about its classroom feasibility, receive training and may earn certification in its use.

Their expertise was in part responsible for the campus's newest building, the VisTaTech Center, earning national recognition as one of the best examples of the integration of audio

visual technology into architectural design. VisTaTech was one of eight projects to receive the 2005 ARCHI-TECH AV Award from ARCHI-TECH magazine and the International Communications Industries Association.

In the building's planning stages, Media Services consulted with the designers and instructors, creating an environment rich with interactive instructional opportunities.

With a new television production van, Media Services has begun outreach activities in the community, televising on a tape-delayed basis, the Plymouth Whalers hockey team home games on local channels in Livonia, Farmington, Novi, and Redford. In the future, they plan live local programming.



Scholarship is...

Taking a Fulbright to China

In China, 300 million people speak English, many more than speak English in the United States. For 32 days this summer, two of those people were Colleen Case, Associate Professor of Computer Graphics Technology, and Sarah Olson, Associate Professor of Art. They each won a Fulbright-sponsored trip to create curriculum, take part in professional development, and get a first-hand view of today's China.

They joined 18 other faculty from Midwestern community colleges who made 11 stops, took five internal flights, spent an overnight on a train and journeyed up a mountain in a flat-bed truck. They traveled from Beijing, to Tianjin, Shanghai, Xian and Hangzhou.

The group was on the move from morning 'til night, often attending an early morning lecture, spending an afternoon sightseeing, and going to a cultural event in the evening. They slept very little. The women were struck by the huge contrasts within the society, from the hustle and bustle of Shanghai, to the booming economic development zones, to rural villages.

They met with high dignitaries from the Ministry of Education, and attended lectures from leading professors at major universities. Their hotels were clean and modern, they went to a rock and roll concert, and watched a bus driver get a traffic ticket and argue with the policeman.

One of their most memorable trips was up a mountain to visit a Yi village, one of the 56 official Chinese ethnic groups, near Kunming. When their bus couldn't get up the mountain, they commandeered a flat-bed truck and climbed to the village on steep, winding roads. At the village, they were asked to jump over a fire and drink snake wine, and were invited to share a banquet with the villagers.

Case will incorporate her Chinese experience into her publishing and Web design classes, and Olson will blend her experiences into her drawing and design classes.

The two plan to share their experience with presentations to the Midwest Institute for International/Intercultural Education when it meets at Schoolcraft in April 2006.

Scholarship is...

Nurturing Student Community Involvement

For students in the Schoolcraft Scholars Honors Program, research is more than typing a subject word into Google and printing whatever looks promising. Each student in the Scholars Program completes a research project that relates to some community service, culminating in a public presentation and a paper.

Dr. Faye Schuett, Professor of English and Director of Schoolcraft Scholars, said the program was developed specifically to include a research component that connects learning to the community. Students do field work that supports community change. They begin to form their project as freshmen in Humanities 190 and complete it as sophomores in Sociology 290.

Students can choose projects related to their college major or go in opposite directions.

Schuett said the goal is to couple critical thinking skills with the service learning project, and understand the impact students' actions can have on others and on their own lives.

The resulting capstone projects exemplify wide-ranging student interests. Two students, both music technology majors, recently researched the life of Henry Rowe Schoolcraft, the College's namesake, for a multimedia presentation to the entire campus.

A biology major developed her project with the art education organization Destination Imagination, working with five-year-olds. She subsequently changed her focus, earned two degrees in art, won an internship with the Public Broadcasting System, and served as administrative manager of a Plymouth art organization.

A Native American student, who began her Scholars involvement as a quiet, unassuming individual, began to examine her Ojibwa and Mohawk heritage. She spent a summer doing research and writing a grant to create the first Native American dance exhibition at Schoolcraft. Along the way, she gained public speaking and computer skills. Now she works at a Native American culture center and is very much in the public eye.

Yet another student spent her time at the Detroit Day School for the Deaf. She studied American Sign Language, and used her theatrical experience to read stories to the children and help them practice for a holiday concert. Her project examined how reading stories helped hearing and non-hearing communities come together.



Scholarship is...

Having Your Own Personal Orchestra

Each summer, more than 20 lucky young pianists, ages 9 to 18, perform in front of an audience as the soloist, playing all or part of a piano concerto with a professional string quintet. Piano educators consider this one of the most distinctive opportunities in the country.

Donald Morelock, Professor of Music and Director of the Summer Piano Concerto Program, said young students really wish to soar and play to their highest potential, with what is virtually their own personal orchestra for two weeks. Morelock said he established the program because there are so few opportunities for pre-college students to perform concertos, which are simply pieces for solo instrument and orchestra.

Students must audition for the program. Many come back year after year, and may have performed six or seven concertos by age 18. Morelock, a serious student of the piano repertoire, said there are concertos by Beethoven, Chopin, Mozart and Haydn that this age group can play well technically and musically. Also, the music is appealing, so they hear themselves play beautiful pieces with a string quintet.

The students and their teachers choose a concerto months in advance, and have mastered the music before the Schoolcraft program begins. Students begin rehearsing the first day, and are transformed into ensemble players. Perhaps for the first time, they must listen to other parts and balance their playing

with someone else. In short, said Morelock, they become much more mature musicians as well as ensemble players.

During the two weeks, several teachers listen to and critique their playing, and they have private lessons. They are expected to polish their tone, phrasing, touch, expression and subtleties. The music is memorized, and they perform without a score.

Morelock said the professional players return year after year because they believe it is wonderful training for young musicians. Piano Concerto students often go on to excel, in one case winning eight of nine awards in a Michigan Music Teachers Association concerto competition.





Scholarship is...

The Chemistry of Food

The culinary arts majors in Chemistry 100 have lectures in the chemistry department and lab sessions in the instructional kitchens. Lab materials in this interdisciplinary course include muffins, sugars, flours, vinegars and vegetables.

The lectures and labs were developed by Cheryl Snyder, Associate Professor of Chemistry. Chris Misiak, Certified Executive Chef and Certified Culinary Educator, assisted in modifying the chemistry-based labs to fit the culinary kitchen setting. They spent more than two years developing the program, and molded the class specifically to fit the Schoolcraft culinary curriculum. The goal was to make students aware of what comprises foodstuffs and what happens to food on a molecular level during processing.

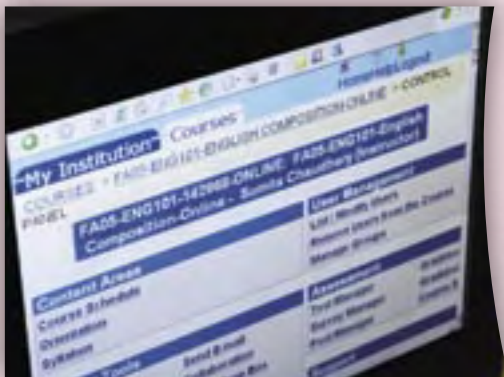
Snyder consulted many sources, in particular a laboratory text by Nell Mondy, Cornell University Professor of Food Science. She received release time to write detailed lectures and develop the labs. Meanwhile, Misiak was brushing up on his chemistry and learning the importance of following exact procedures in a laboratory setting to get replicable results, instead of adding a dash of this or a pinch of that.

The two spent an entire summer testing each lab experiment, learning from each other, modifying recipes, and making lists of specialized equipment to order. In one instance, they got help from the Computer Graphics Technology Department to design

and make a device that measures the viscosity of starches under various conditions.

Misiak and Snyder both learned to apply their personal knowledge in new ways. The lab manual is ready for internal publication, and Chemistry 100 is in the culinary core curriculum, required for all culinary arts majors.

Chemistry 100 gives culinary students a broader background and way of thinking about food preparation. It also opens up job opportunities in food science or research and development. Both Snyder and Misiak agree the class would not have been possible without the new instructional kitchens in the VisTaTech Center.



Scholarship is...

Pioneering Online Instruction

An effective online instructor is a scholar and technician, according to Marc Robinson, Director of Distance and Distributed Learning. Instructors must know graphic design, layout, the best way to integrate prefabricated modules of learning into a personal lesson plan, copyright laws and project management, as well as be stellar communicators.

They even have to be ready to deal with a new phenomenon—cyber bullying.

Given all those requirements, Robinson said online instruction makes the independent nature of teaching more apparent, and the current cadre of online

instructors true pioneers in shaping the future of Internet-based learning.

Furthermore, there are approximately 10,000 electronic texts from which faculty and students can choose, and Robinson predicts we are due for huge technical changes in the next 10 years.

It's no wonder, then, that Schoolcraft online faculty members have taken it upon themselves to examine common problems, discuss best practices and how to employ them in unrelated disciplines, and to develop a community of practice. Robinson said this is a group with a common goal and the need to support one another.

Online instruction already has moved a great distance from its first incarnation, when it was largely modeled on correspondence courses. It is much more interactive and much more complex. As the pace of change accelerates, Schoolcraft will offer the same high quality instruction in whatever form a student chooses.

With a growth rate of 30 percent in the number of students taking at least one online class between fall 2004 and fall 2005, Schoolcraft soon can look forward to an online student population of 12,000 to 14,000.

Scholarship is...

When Scholarship gets Exciting

Students at Radcliff Center routinely can be found making life and death decisions, whether it be how to treat an accident victim, if they should shoot at a suspected criminal, or how to rescue a person trapped in a burning building.

Robert Pearce, Associate Dean of College Centers, says Radcliff is where students want to come to get an education, because their instruction includes engaging exercises and realistic training.

The home of the College's Public Safety and Allied Health Programs, Radcliff is where scholarship meets real life. The majority of instructors are practitioners as well as teachers, and they have an array of equipment and technology at hand.

Students in the Fire Technology Program train using two fire engines; a burn car that simulates an automobile fire; an infrared gun that allows firefighters to see through smoke; a simulation house fire; and 40 pounds of masks, breathing tanks and other equipment that they must wear while climbing to the top of a multi-story tower.

Emergency medical technology students have interactive computer systems and technology-enhanced mannequins that provide immediate feedback when they administer medicine or conduct procedures in life-threatening situations.

Police Academy recruits use the Fire Arms Training System to react to real-life

crime scenarios projected on a screen, and conduct fire arms training with live ammunition. A student driving course tests their driving skills under extreme conditions and a computer-driven skid car reinforces vehicle control techniques.

Allied Health students work on state-of-the-art computer programs and must complete externships at community health facilities.

New programs in Massage Therapy and Homeland Security carry on Radcliff's tradition of providing a solid academic foundation coupled with up-to-the-minute job skills.



Scholarship is...

Planning for the Future of Manufacturing

For centuries, learning was a tribal function, with elders passing down their accumulated knowledge to younger people. Educational institutions became formalized campfires. That is no longer what learning is about, said Bruce Sweet, Associate Dean of Business and Technology.

Now technology can do the remembering for us, and instructors have to know how to use, translate and apply knowledge. Facilitation skills are more important than simply knowing more than the students. Sweet has refurbished the Manufacturing Lab to reflect this philosophy.

The new lab starts with a bank of computers, followed by lathes, followed by computer numerically controlled machines.

This creates an environment for teaching fundamental, advanced and emerging skill sets simultaneously, in the same space. It presages companies that are efficient, agile and innovative, and which, according to Sweet, are the future of manufacturing.

Employees who work in future factories will have comprehensive skill sets, will be equipped to do a variety of tasks, and will develop their career strategies according to the skills they have or are willing to acquire. Community colleges will be where they learn a broad array of competencies that enable them to grow their careers.

Into this technical mix, Sweet added two more elements. One is a short course on how to run a business, so students know

a little about business plans, accounting, financing and supervising. The second is a quality curriculum based on Six Sigma, a measure of quality that strives for perfection.

Sweet believes the skill sets he teaches soon will be diffused into a variety of careers, such that a real estate agent may need to know computer-aided design to manipulate house prints, or a medical robotics clinician may need to know robotics, medical technology and computers.

And manufacturers will no longer pay a large number of low skilled individuals to do simple tasks, but depend on small teams, with technological know-how and very robust skill sets.





Scholarship is...

The World Comes to Campus

A group of Schoolcraft faculty, committed to the idea that global literacy is an integral part of everyone's education, transformed an initial effort at an informal cross disciplinary collaboration into a campus-wide, yearly investigation of a specific part of the world.

Each focus project designates one geographical area a year—the Middle East, Latin America, Africa or Europe—and presents a series of lectures, events and films that explores the region's history, culture, politics, religions and economy. The goals are that every class on campus will touch some aspect of the focus region during the year, and that faculty, staff, students and the community will become involved in or attend the events.

A group of about 30 volunteer faculty members heads the effort by selecting the region, researching salient areas of study, and organizing and publicizing the presentations. The end of the focus year is marked with a celebration featuring the food, art, music and dancing of the focus region.

Josselyn Moore, Associate Professor of Anthropology and Faculty Chair of the International Institute, said the group is data driven, tracking the number of participants at each event and surveying attendees and faculty. For the Focus Middle East project, faculty from 24 disciplines incorporated focus material into their classes, involving more than 3,000 students.

Participating faculty post their focus class assignments on the College's Intranet, along with examples of student work. Moore said assignments are easier to fit into some classes than others, but most faculty members have found ways to work focus areas into their course materials. For example, the metallurgy professor points out where minerals originated and where processes were developed. In spring 2005, a group of students and faculty traveled to Mexico as part of a geography class created because of this project.

All of the events are free and open to the community. Participants have included high school classes, corporate offices and area residents.



Scholarship is...

A Learning-Driven Library

In planning the Bradner Library renovation, designers recognized that, as the repository of original-source information, libraries are the foundation of all learning and icons of scholarship. With that in mind, Bradner Library was renovated expressly to facilitate learning.

That makes Deborah Daiek, Associate Dean of Academic and Assessment Services, believe that the Library will become the College's intellectual and academic hub. With the explosion of information, the Library's funding to add data bases and other electronic resources was increased 400 percent. A new service will allow students to access the collections from 160 area libraries.

Daiek foresees librarians taking a more active role in guiding students to the most helpful resources, and faculty members creating common assignments with librarians, including librarians in the research process. Faculty will consciously create assignments that use the Library.

With the Learning Assistance Center moving into the Library, students can get immediate advice from the tutors, writing fellows and faculty facilitators for problems related to course content or study skills.

Physically, students will find study rooms for brainstorming that mimic workplace conference rooms; there will be space for

quiet individual study; new windows will let in the outside light; and the circulation desk and tutoring center will be directly inside the doors so students can see that help is available immediately. The wireless environment will work with students' laptops, and the number of traditional library computer stations will go up.

With all learning-related student support services consolidated into one location, a place that is bold, bright and vivid, the Library will be an intellectually exciting place to be.

Scholarship is...

Biologically Connecting with Students' Lives

Biology students at Schoolcraft extract and analyze their own DNA from cheek cells, perform an analysis of their diet, observe how environmental factors affect a living organism, and do experiments that demonstrate problems resulting from misuse or overuse of antibiotics.

As the five full-time members of the Biology faculty and staff craft a new lab manual for the general biology course for nonscience majors, and choose the components of their own classes, their overriding principle is to connect with students' lives.

The lab manual—half of which is finished, published and already in use by 1,000 students—has been written to be user-friendly, inquiry-based and applicable to students. It incorporates original exploration

and investigation that does not necessarily have a predetermined result.

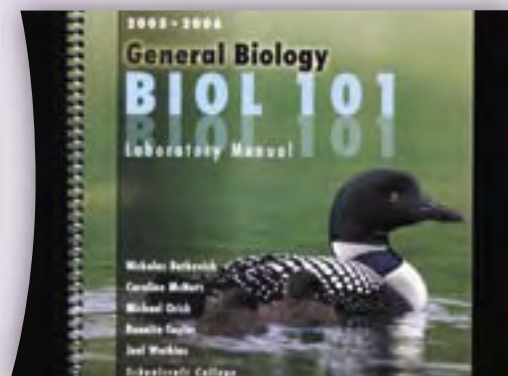
For example, in biology classes and in labs, students assess their own diets, then talk about obesity and malnutrition. They investigate how substances such as alcohol and nicotine affect the respiration rate of mealworms. They discover how bacteria can transform from a strain that is killed by antibiotics to one that is resistant to antibiotics, making overuse of antibiotics a dangerous procedure.

Students in biology classes for science majors conduct a stream study on the Upper Rouge River where teams assess the ecological status of the river using data on the abundance and diversity of fish and macroinvertebrates. Each group writes a report, but all three groups

must share information for a summary report on the river's health.

Students enter the world of biotechnology when they extract DNA from their cheek cells and copy their genetic material billions of times using a process called Polymerase Chain Reaction. Then they subject their DNA to a strong electrical charge, allowing them to determine their genetic makeup, a process similar to the one forensic pathologists use in crime suspect identification.

The five authors of the lab manual, Nickolas Butkevich, Caroline McNutt, Michael Orick, Bonnita Taylor and Joel Watkins, have researched extensively, written and edited the work. They expect the manual will be finished in its entirety by fall 2006.



Scholarship is...

Finding Classic Culinary Roots

In retrospect, Chef Marcus Haight might have scaled down his Brigade student's trip to Paris a bit. He didn't realize the schedule he spent eight months planning was so aggressive, combining a scholarly examination of French restaurants with a cultural experience that would leave them ready to navigate Paris, if not like natives, like knowledgeable visitors.

Haight, Certified Executive Chef and Certified Executive Pastry Chef, instructs the post-graduate Brigade Program that prepares evening meals for the American Harvest Restaurant. Because much of what all Schoolcraft's culinary students learn is based on classic French cooking, Haight wanted to show his advanced students where it began.

After consulting multiple guidebooks, Web sites, friends and mentors, Haight showed the students the best representations of bistros, brasseries, Michelin one-, two- and three-star restaurants and *bib gourmand* establishments. Each day the group had one educational meal, at a hand-picked restaurant, where they analyzed each dish, not only for its ingredients and preparation techniques, but for producing it for 50 or more diners.

Three students spent a day—from 8 a.m. until 11 p.m.—at Taillevent, a three-star restaurant near the Champs Elysées, where they cooked and cleaned right along with the regular French staff. In turn, the Taillevent staff prepared a special menu for the students, and gave them a tour of the wine cellar, housing 500,000 bottles of wine for the restaurant and its retail store.

The students also visited the sites for which Paris is justifiably famous—the Louvre, Notre Dame, the Musée d'Orsay, Sacre Coeur and Montmatre, Chateau Versailles and the Eiffel Tower.

Along the way, they made their own special discoveries, like stores selling only truffle products or foie gras, or the mustard store with mustard on tap. They also made a point of visiting shops that specialized in bread, cheese, fresh meat, sausage and kitchen equipment.

Haight said the students' visual and cooking dynamic improved dramatically as soon as they returned. Dishes they ate have already been incorporated into the menu. He added that the annual trip to Paris will keep the Brigade's menus evolving each year, and he will grow along with his students.



College Financial Report

July 1, 2004 – June 30, 2005

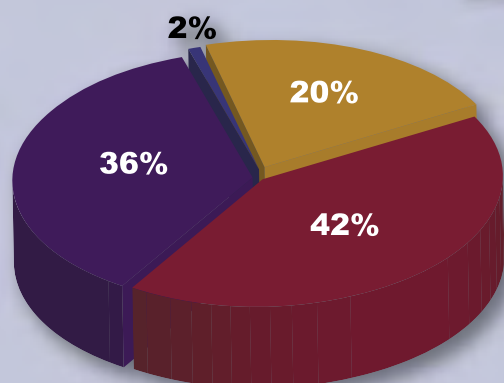
The College ended the 2004–2005 fiscal year with general fund revenue of approximately \$57.2 million and general fund expenditures and transfers to other funds of approximately \$56.5 million.

From fiscal year 2003–2004 to fiscal year 2004–2005, property taxes were higher

than anticipated due to added taxable values and fewer refunds because of tax appeals. Interest revenue was higher than anticipated due to increasing interest rates. Tuition and fee revenue was higher than anticipated because of enrollment increases, resulting in total revenue higher than originally budgeted.

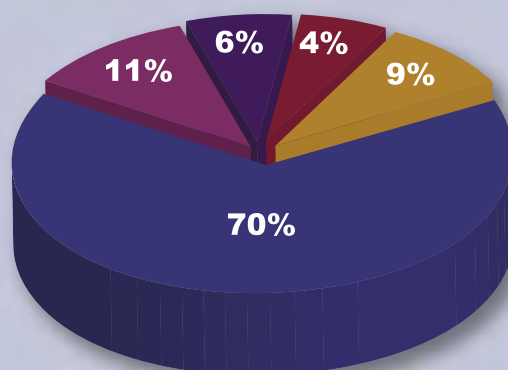
The College continued its technology replacement program and continued to update and maintain its buildings. The renovation of the 40-year-old library will be completed by late fall 2005. The state has agreed to fund 50 percent of a new building on campus that will house technology-related classes.

General Fund 2004–2005



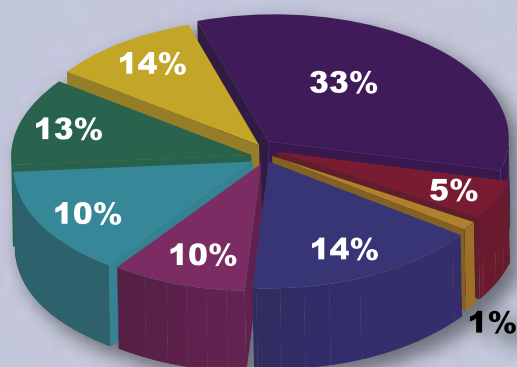
Tuition and Fees	\$20,421,887
Property Taxes	24,022,492
State Appropriation	11,551,905
Other	1,178,082
Total Revenue	\$57,174,366

Grant Funding 2004–2005



Federal Financial Aid	\$4,364,103
Other Federal Grants	551,150
Business Development Center Grants	353,095
Other State Grants	683,500
Foundations	293,120
Total	\$6,244,968

General Fund Expenditures 2004–2005



Instruction	\$18,761,875
Information Technology	2,568,187
Public Service	663,991
Instructional Support	8,003,143
Student Services	5,541,987
Institutional Services	5,761,827
Facilities Management	7,481,310
Transfers to Other Funds	7,690,950
Total	\$56,473,270

College Foundation Financial Report

July 1, 2004 – June 30, 2005

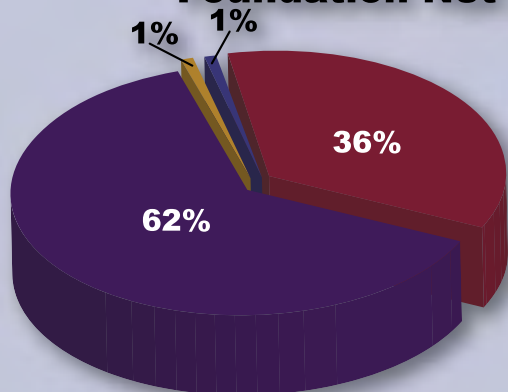
The Schoolcraft College Foundation continues to achieve and exceed its goals in spite of an uncertain economy. The success of the Foundation rests on the generosity of its many supporters, the hard work and dedication of its Board of

Governors, and the commitment of its relentless volunteers and dedicated staff.

The Schoolcraft College Foundation continued its successful fund development efforts in 2004–2005 and the endowment portfolio also performed well, thanks to

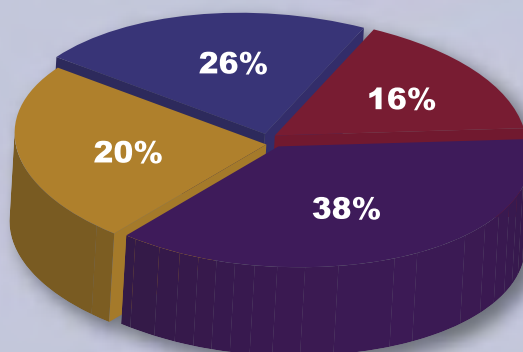
the generosity of its many donors, and the prudent fiscal management of the Schoolcraft College Foundation Finance Committee and the Foundation's fund managers.

Foundation Net Assets June 30, 2005



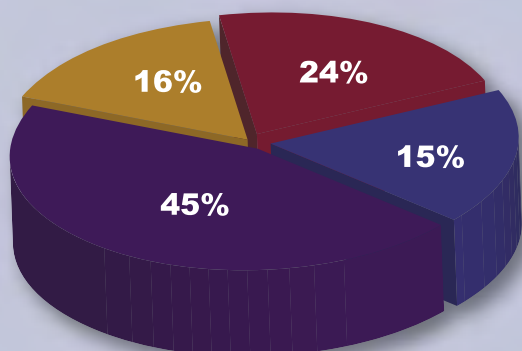
Endowment Fund	\$5,669,436
General & Scholarship Funds	3,249,964
Donor Restricted Fund	122,479
Building Fund	107,692
Total Net Assets	\$9,149,571

Foundation Revenues 2004–2005



Realized & Unrealized Gains on Investments	\$428,579
Investment Income	184,161
Gifts & Contributions	224,241
Fundraising Event Income	286,628
Total Revenues	\$1,123,609

Foundation Expenditures 2004–2005



Scholarships	\$325,563
Program Enhancements	169,985
Administrative Expenses	118,904
Fundraising Event Expenses	108,683
Total Expenditures	\$723,135

Scholarship is...

Schoolcraft College Foundation

Since 1966, the Schoolcraft College Foundation has partnered with its donors and the community to transform the lives of Schoolcraft students. The Foundation provides essential scholarship support to

remove the financial barriers that often prevent individuals from pursuing higher education. Additionally, the Foundation provides grant funding for innovative and emerging initiatives developed by

our faculty and staff for the benefit of the campus community. The funding priorities of the Foundation are grounded in the firm belief that higher education should be accessible to our constituents.



Scholarships

While our tuition may be modest by some standards, many of our students simply could not afford a Schoolcraft College education without some form of financial aid. We view donor contributions as investments in our students, which yield long-term rewards and forge an enduring legacy in the lives of our students and in the future of our communities. Our donors make the dream of higher education a reality and the hope of a better future possible.

Each summer, Schoolcraft College and the Foundation approve scholarship and grant expenditures. Scholarships allow students to improve their careers, their lives and the lives of their families. In 2004–2005, the Foundation alone awarded 399 scholarships totaling more than \$325,000.

Additionally, Foundation Board members take an active role in screening, interviewing and awarding the prestigious Harris academic scholarships. Recipients of the Harris Memorial Foundation Scholarship epitomize academic excellence, which is demonstrated by this year's winners who have a combined grade-point average of 3.9. This year's winners of the annual Harris Memorial Scholarship are Polly Brown, Darlene English and Jennifer Maciag.

Polly has a passion for baking, and her specialty is bread. When her job as a computer analyst was outsourced, she decided to do what she loves, and enrolled in the Schoolcraft Culinary Arts program. She wants to open her own small bakeshop, but after graduation may start out as a caterer until she establishes a clientele. With two children in school and a husband studying

to become a teacher, Polly holds down three part-time jobs and works for the Schoolcraft chefs when they need extra hands. She said the Harris Scholarship will allow her to return to Schoolcraft for the second year of her program and go on to begin her career as a chef.

From 1994 through 2003, Darlene operated a private school with her husband. The couple is now separated, and the school is closed. Her goal is to reopen the school, after she earns a bachelor's degree in elementary education. With two children and an impending divorce, Darlene has financed her education with a Pell Grant and two part-time jobs. She said the Harris Scholarship is her springboard to independence and freedom. It will help her complete her education and either reopen her private school or work at another educational institution so that she can support her children.

Jennifer is a special education major, focusing on emotionally impaired students. She plans to transfer to Eastern Michigan University, get a job and eventually earn a master's degree. She is the mother of a special needs child, and said it was her son who inspired her to go into special education. Downsized from her job as a Web site network administrator and content manager, she is thrilled to have the Harris Scholarship because it means another full year in college. At Schoolcraft, she is a Writing Fellow, helping students with their compositions, and she volunteers at her son's school, guiding pupils as they work to improve their gross motor skills.



Polly Brown



Darlene English



Jennifer Maciag

Scholarship is... Foundation Grants

"...scholarship also means academic out-of-the-box thinking that provides a rich learning environment for our students" Conway A. Jefferson

Schoolcraft College faculty members are dedicated to expanding their students' intellectual and practical potential. In the classroom, they often lead in partnerships of discovery, structuring the quest so that students take ownership of the ideas they discover or develop. To that end, the Foundation has long recognized the need for supplemental funding for emerging

or innovative initiatives developed by our faculty and staff. These grants provide our students and the campus community with exceptional learning experiences—academic out-of-the-box experiences—that may not have been possible in these times of state and federal budget reductions.

Often the College leverages these grants to secure additional funding through matching gift programs from public and private sources. In 2005–2006, the Foundation awarded 13 grants totaling \$80,000, bringing the total of Foundation awarded grants to nearly \$900,000 in the past 20 years. Some of the innovative and emerging programs that received Foundation grant funding this year include:



The Learning Assistance Center (LAC) received funding for several programs involving professional development for faculty who teach students with disabilities. There are Schoolcraft College students who have learning disabilities or other disabilities that affect the way they learn. They may need to have subject matter presented in different ways that help them learn and demonstrate what they have learned.

Our faculty members are well qualified in their fields and care deeply for their students. They work hard to provide a quality learning experience for all students, including those with disabilities. When instructors feel they need suggestions or extra resources for their special needs students, they often contact the LAC to determine strategies that will maximize their students' opportunities for a successful classroom experience.

Many faculty members have expressed an interest in learning more about students with disabilities, to become more effective educators. As they become better teachers, their students become better students. Learning to teach students with disabilities more effectively helps faculty improve teaching all types of students. Educators who are flexible teachers benefit all the students in their classroom.

The grant will provide funding for several professional development seminars that include information and strategies to better serve students with disabilities. Faculty will be well served by learning new techniques to ensure all students succeed. Students will be well served and better prepared for their careers or for the next steps in their educational journey should they choose to transfer.

The Women's Resource Center (WRC) received funding to continue Schoolcraft's Volunteer Income Tax Assistance (VITA) program. Schoolcraft College is the first two-year college in Michigan to offer a VITA program. Schoolcraft's program, which began in 2003, partners the WRC, the Accounting Department, the Schoolcraft Scholars and the Internal Revenue Service in coordinating and preparing tax returns.

Over the years, the WRC staff noticed that clients with low to moderate incomes often paid high fees to commercial tax advisers to complete and file simple returns. Additionally, many of these clients were not aware of all of the deductions and credits available to them.

In 2005, the program served 104 individuals, and e-filed 79 returns. The WRC estimates that the VITA services had the potential to save this group \$24,000 in return preparation and filing expenses. Also, the clients served received nearly \$138,000 in income tax refunds, and student filers were able to file the Free Application for Federal Student Aid application immediately.

The clients are not the only winners in this program. Accounting students gained hands-on, practical experience filing personal tax returns, and realized how their profession can serve the community. The Accounting faculty was inspired to create a new course in personal income tax, Accounting 138, which will debut in fall 2005. We anticipate that the course will increase awareness of personal taxation in the general population, attract more students to the accounting profession, and become a model for other two-year colleges.

Continuing Education and Professional Development and the sciences division received funding for the Putt-Putt Physics Pilot Project. The idea was inspired by the designation of 2005 as the International Year of Physics, commemorating Albert Einstein's scientific achievements first published in 1905.

In this spirit, Schoolcraft College's sciences division and CES's Kids on Campus program created an activity aimed at spurring interest in the sciences, specifically physics. The program will connect theoretical laws and principles to a concrete, everyday activity—golf.

This innovative partnership will bring Schoolcraft College physics students together with middle school children participating in the Kids on Campus program. It is an opportunity for the younger students to be exposed to a college campus and introduced to Schoolcraft College.

Putt Putt Physics Golf will be piloted in fall 2005, in a section of Physics 181, and will account for 10 percent of the students' grade. We anticipate that this program will be integrated into three other physics courses over time. Additionally, the program has been intentionally aligned with State of Michigan Education Standards, which will help the Kids on Campus participants perform at a higher level in their elementary or middle school science classrooms.

The grant will fund materials and equipment for the project. Once the college students build the putt putt golf course, four of the nine holes will house an impressive array of scientific equipment, including force probes, motion sensors and photo gate timers. Physics students and the Kids on Campus participants will not only learn a great deal about physics, but also will enjoy a memorable round of putt putt golf.

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July 1, 2004 – June 30, 2005

Schoolcraft College and the Schoolcraft College Foundation Board of Governors is pleased to continue the tradition of recognizing our generous donors. **This listing recognizes contributions, including matching gifts donated directly to the Foundation between July 1, 2004–June 30, 2005.**

We have done our best to accurately present this contributors' list; however, in compiling a list of this size, omissions and misspellings sometimes occur. Please let us know of any errors. We appreciate the opportunity to correct our records. To make corrections, please contact the Development Office at 734-462-4463.



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The Henry Rowe Schoolcraft Society was established to honor donors who make gifts in special ways. Society members are recognized for their support of the Foundation through planned giving. The many vehicles of planned giving include bequests, pooled income funds, charitable

gift annuities, charitable remainder trusts, and insurance programs. Making a gift through the Henry Rowe Schoolcraft Society is a way of planning for the Foundation's future along with your own. These gifts are critical in ensuring that student needs will be met now and in the future.



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