



# Saginaw Valley State College

## MEMORANDUM

TO: EXECUTIVE COMMITTEE

FROM: ANN DICKEY *A*

DATE: JANUARY 5, 1984

RE: OBJECTIVES FOR 1984-85 (Draft)

Please review the list of objectives which follows and suggest to President Ryder or to me any changes which occur to you -- also any amplifications, explanations or qualifications not covered in yesterday's discussion. I will be getting together with JMR tomorrow to amend the list. His current thinking is that he will use it as notes in speaking to the Board, i.e. there is no plan to distribute anything in writing. However, the list and some discussion will appear in the Board minutes.

### Objectives for 1984-85

1. Implementation of the Board-approved programs in mechanical and electrical engineering.
2. Substantial progress on fund-raising for: 1) the first three years of the engineering program; 2) scholarships, equipment and library acquisitions, and 3) the proposed fine arts facility.
3. Implementation of revised requirements for demonstration or acquisition of basic skills in reading, writing and mathematics.
4. Implementation of revised general education requirements and a number of new courses which students may elect to fulfill these requirements.
5. Implementation of the Board-approved Master of Arts in Criminal Justice/Political Science program.
6. Maintaining the awareness which has been developing in the College community of the kinds of problems which cause students to drop out and the ways in which faculty and staff can encourage more students to complete their programs successfully.

7. Completion of a comprehensive self study in preparation for an accreditation visit during the 1985-86 academic year by the North Central Association of Colleges and Schools.
8. Balancing the operating budget for 1984-85 and obtaining Board approval for a plan to eliminate the operating deficit which has accumulated during three years of serious deterioration in state support of public higher education.

AKD:sah

STATE APPROPRIATION IMPACT  
TUITION FREEZE INCENTIVE  
SAGINAW VALLEY STATE COLLEGE  
INSTITUTIONAL FISCAL YEAR 1984-85

The following schedule highlights the impact of the sliding scale formula to encourage colleges and universities to freeze tuition for 1984-85. The institutions freezing tuition would get a 10 percent increase over current appropriations, but for every 1 percent increase in tuition rates, the increase would be dropped .2 percentage points. Thus, an institution raising tuition 10 percent would get an appropriations increase of only 8 percent. The plan guarantees increases of at least 6 percent.

State Appropriation		Tuition		Incremental
Rate of Increase (%)	Incremental Appropriation	Rate of Increase (%)	Incremental Tuition	Combined Revenue Impact
10.0	\$ 587,220	0		\$ 587,220
9.8	575,475	1.0	\$ 49,775	625,250
9.6	563,730	2.0	99,550	663,280
9.4	551,990	3.0	149,325	701,315
9.2	540,245	4.0	199,100	739,345
9.0	528,500	5.0	248,875	777,375
6.0 <sup>1</sup>	352,330	20.0	995,500	1,347,830
16.8 <sup>2</sup>	939,640	5.0	248,875	1,188,515

<sup>1</sup> Plan guaranteed minimum, which "theoretically" allows tuition increase of 20% or greater.

<sup>2</sup> Requested State Appropriation increase for operations including a continuation of forward funding.

JGM:s1  
2/10/84

# ROOM & BOARD RATE SURVEY

	<u>82-83</u>	<u>83-84</u>	<u>%increase</u>
Central Michigan	2140	2120	(-\$20)
Western Michigan	2131	2239	5.1%
Northern Michigan	2198	2316	5.4%
Ferris State	2190	2316	5.8%
Michigan Tech	2208.50	2336	5.8%
SAGINAW VALLEY STATE COLLEGE	2256	2360	4.6%
Michigan State	2259	2373.75	5.1%
Eastern Michigan	2270	2390	5.3%
Lake Superior State	2310	2448	5.9%
Grand Valley State	2290	2470	7.9%
Oakland	2345	2486	6%
University of Michigan	2499.72	2648.46	5.9%

DTI/bko  
11/23/83



# Saginaw Valley State College

## MEMO

TO: DR. ROBERT YIEN, CURRICULUM COMMITTEE, ACADEMIC  
POLICIES REVIEW COMMITTEE, AND FACULTY

FROM: *Basil A. Clark*  
Basil Clark, Chairman

*William K. Barnett*  
William Barnett

*Jan Blecke*  
Jan Blecke

*David Dalgarn*  
David Dalgarn

*Samal A. Elashhab*  
Gamal Elashhab

*Susie Emond*  
Susie Emond

*Phyllis Hastings*  
Phyllis Hastings

*John Mooringham*  
John Mooringham

*Gary Peterson*  
Gary Peterson

*Angie Torrez*  
Angie Torrez

*Jill Wetmore*  
Jill Wetmore

*Les Whittaker*  
Les Whittaker

*E. William Gourd*  
E. William Gourd

DATE: December 6, 1983

RE: BASIC SKILLS COMMITTEE FINAL REPORT

Attached hereto is the complete set of recommendations from the captioned committee together with appropriate justification and explanation. Implementation will require action by both the Curriculum Committee and Academic Policies Review Committee, faculty ratification, and administrative approval.

We urge you to give the following document your careful attention. It is the culmination of hundreds of man hours of deliberation and study over the past three semesters and represents the overwhelming consensus of a broadly representative committee of faculty and administrators.

Any of us would be happy to meet with concerned committees or departments or with you individually to answer questions and/or to attend forums if they are scheduled by Dr. Yien.

Thank you.

:gjjw

## RECOMMENDATIONS FROM THE BASIC SKILLS COMMITTEE

### Part I - Basic Skills Requirements

**A. Catalog Submission:** The below is to be substituted intact for the current section entitled Basic Skills Requirements on page 29 of the 1982-84 SVSC catalog.

#### BASIC SKILLS REQUIREMENTS

##### Basic Reading, Writing, and Mathematics

Each student must satisfy the Saginaw Valley State College requirements in basic reading, writing, and mathematics by completing the sequence of courses in each of the listed areas:

**Reading:** Engl 102 (Grade of P) and Engl 104 (Grade of P) -OR- Engl 103 (Grade of P) and Engl 104 (Grade of P).

**Writing:** Engl 100, Writing Skills (Grade of P); Engl 111, Composition I, or any course from Engl 113, 115, 117, or 119 (Grade of C or better); and Engl 112, Composition II, or any course from Engl 114, 116, 118, or 120 (Grade of C or better).

**Mathematics:** Math 101, Basic Math Skills (Grade of P) and Math 102, Beginning Algebra (Grade of P).

Exemption from any or all of these courses may be gained through satisfactory performance on the appropriate SVSC basic skills examinations in reading, writing, and mathematics or through the transfer of equivalent courses from other accredited institutions. There is a two-tiered test in the writing sequence only; passing the first test waives the requirement for English 100; to waive one or both of the remaining two advanced courses requires a second examination. All waiver examinations are voluntary, but failure to take one or more will necessitate completion of the entire corresponding sequence.

Each examination may be taken twice. The student may take the examinations during any scheduled period at his or her convenience, preferably prior to the first enrollment. However, the opportunity to waive any or all of the above requirements by examination expires prior to the first day of classes during the full-time student's second semester in residence or prior to the first day of classes during the part-time student's first semester in residence following the semester in which fifteen or more hours of credit have been accumulated.

Full-time students, first time in college or transfer, must enroll in the appropriate course in each of the three sequences (unless waived) and continue in the appropriate course each succeeding semester until the requirement is satisfied in full.

Part-time students, first time in college or transfer, may enroll in up to two courses without reference to the basic skills requirements and thereafter, every other course enrollment must be in one of the courses needed to satisfy the above basic skills requirements. This pattern of alternating courses will continue until all requirements are satisfied in full.

Failure to enroll in the appropriate basic skills courses in accord with the above standards may result in the cancellation of a student's registration.

##### General

There are two levels of basic skills requirements at Saginaw Valley State College:

**Entry:** Entry level skills are those considered to be essential for adequate performance in many college courses. Examples from the above include Reading (Engl 102, 103), Writing (Engl 100), and Mathematics (Math 101, 102). Students required to take any of these courses should be carefully counseled at registration. Grading in entry level courses is Pass/No Grade.

**Extensional:** These are genuine college-level freshman courses designed to develop basic skills at higher levels of proficiency. Examples from the above include Reading (Engl 104) and Writing (Engl 111 through 120).

Students should view entry and extensional level standards as minimums and continue to develop their skills in reading, writing, and mathematics at advanced levels throughout their college careers. Although computer literacy is not a basic skills requirement at Saginaw Valley State College, students are strongly advised to become computer literate.

**B. Justification and Explanation:** Listed below is a brief summary of the changes resulting from the above substitution together with a justification.

1. **Reading:** Currently, the least-prepared student takes Engl 102-103-104 (3 hours), a three-semester sequence; the next least-prepared student takes Engl 103-104 or Engl 102-104 (2 hours), a two-semester sequence; better-prepared students take Engl 104 (1 hour); and the best-prepared students waive the requirements entirely.

There is no real change in the total hours of requirements, but the period required for the students to complete the reading sequence has been reduced to two semesters or less for all students. This was accomplished for the least-prepared student by making 102 a more intensive course (2 hours) to be followed by 104 (1 hour) for the same three hour total, but completed in one year. The next least-prepared student takes 103-104 for the same two hours as now required, one year. The requirements for the better and best-prepared students remain unchanged.

As will be argued elsewhere in this proposal, students with very low levels of reading skills need more intensive study early in their careers if reading deficiencies are not going to be the cause of academic failure. The net effect of the changes in the reading section is to reduce the time period for the least prepared student only from three semesters to two semesters; the total requirements for all students remain unchanged.

2. **Writing:** Requirements for Engl 100 and its waiver are unchanged. However, a second more-intensive test will be required for waiver of one or both of the remaining two courses in composition. It was the consensus of the committee that a forty-minute writing sample provided insufficient and inadequate evidence to determine the waiver of three semesters of writing. Moreover, it was recognized that a requirement for one-year of freshman writing was the single most common element in college degrees in American higher education. Even at SVSC, few students are able to waive one or both semesters of Freshman Composition. The last suggested change was for the Department of English to increase the variety of freshman composition courses to include sequences in business and scientific writing, etc. The committee felt that writing could be developed through a variety of contents and that students may be stimulated by content with higher levels of apparent relevance.
3. **Mathematics:** There is a significant change proposed here, an expansion of standards from just basic mathematical skills to encompass beginning algebra. A large majority of the committee felt that the current requirements were simply inadequate for today's world. Even beginning algebra was deemed by many to be inadequate for study in most fields, i.e., science, engineering, business, and behavioral science. Since advanced mathematics is a basic requirement for so many fields and since education in mathematics is so sequential, without a start early in the college experience, students would find their career options very limited.
4. **Waiver and Exemption:** The next two paragraphs clarify the standards for waiver of basic skills by examination or transfer. The major changes are (a) to more strongly encourage testing before the initial enrollment (such pre-enrollment testing is available now and most new students take the tests before their first enrollment) and (b) to place a time limit on when the tests may be taken.

The standards for acceptance of transfer credit are unchanged. The opportunity to take each examination twice remains unchanged. However, the opportunity to waive basic skills courses by means of examination has been restricted to the period ending by the beginning of the second full semester at SVSC or the equivalent for part-time students. Currently, this time period is unlimited and we have cases of upper-division students who can not pass the test and do not have time to complete the corresponding basic skills course sequence. This limitation supports the enrollment requirements in the next section.

5. **Basic Skills Enrollments:** The next three paragraphs were designed to require that students needing development in any of the cited basic skills enroll immediately and continue each semester until satisfactory performance is achieved. Neglecting to place students in needed basic skills courses simply programs them for failure. A review of SVSC records clearly shows that many students postpone basic skills courses and those who postpone them have higher rates of fail out and stop out than those who do not. The last paragraph in this section establishes a possible penalty for failure to follow rules. Although the current catalog requires completion of basic skills prior to the junior year, there is no penalty and without one, there can be no enforcement.

6. **Definition:** The section labeled General defines Basic Skills at SVSC as "comprising two levels and clarifies the current confusion about whether or not Freshman Composition is a pre-college or college sequence. It is, of course, the latter.

Although there are no advanced basic skills requirements, there is further encouragement for students to continue the development of skills in reading, writing, and mathematics throughout their college careers. Finally, although the committee did not recommend computer literacy, it does urge students (and departments) to work toward development of this skill.

In brief, the hours required for Basic Skills remain unchanged except for the addition of a two-hour sequence in Beginning Algebra on a pass-no credit basis. The primary intent of the changes is to require students needing development of basic skills to enroll in the appropriate courses immediately during their first semester in residence and to continue until adequate levels of skill are achieved. Since basic skills are required for satisfactory performance in most college courses, failure to insist on early attention simply programs students for failure and increases attrition.

**C. Action Needed:** The Basic Skills Committee urges both the Curriculum Committee and the Academic Policies Committee to recommend the catalog substitution contained in Section A (above) as submitted. It also urges that the faculty subsequently ratify and the administration approve the substitution.

## Part II - Basic Skills Courses

**A. Catalog Extract:** Listed below are the various courses from the catalog cited in the first section above. (Language, in some cases, is currently pending curriculum ratification.)

### Reading

Engl 102, Intensive Individualized Reading (2). No prerequisite. Based on individualized or small-group interaction methods. A P grade permits enrollment in Engl 104. Pass/No Credit. 2-2.

Engl 103, Individualized Reading (1). Prerequisite: Satisfactory score on the basic skills test in reading. Based on individualized or small-group interaction methods. A P grade permits enrollment in Engl 104. Pass/No Credit. 1-1.

Engl 104, Reading Development (1). Prerequisite: P grade in Engl 102 or Engl 103 or satisfactory score on the basic skills test in reading. An intensive 5-week course designed to improve reading speed and comprehension. Pass/No Credit.

### Writing

Engl 100, Writing Skills (3). No Prerequisite. Emphasis on the recognition and elimination of errors in usage and sentence structure. Practice in generating clear and correct short units of English discourse - the sentence, the paragraph, and the short essay. Attention to individual needs. Pass/No Credit.

Engl 111, Elements of Composition I (3). Prerequisite: P grade in Engl 100 or satisfactory score on basic skills test in writing. An introduction to college expository writing. Emphasis on structure of the sentence, paragraph, and essay, with frequent writing assignments. Attention to common errors in usage.

Engl 112, Elements of Composition II (3). Prerequisite: C grade or better in Engl 111 or satisfactory score on basic skills test in writing. Frequent writing assignments with emphasis on essay, summary, and research writing.

NOTE: Other pairs of English courses suggested previously, 113-114, 115-116, etc., are parallel to Engl 111-112, but focus on such topics as technical writing, business writing, etc.

### Mathematics

Math 101, Basic Math Skills (2). This course is designed to help students develop requisite skills in addition, subtraction, multiplication, division, decimals and operations using percentages and ratios, and basic linear equations. Pass/No Credit.

Math 102, Beginning Algebra (2). Prerequisite: P grade in Math 101 or satisfactory score on the basic skills test in math. Introduction to sets, axioms, factoring, first and second degree equations and inequalities, graphs, exponents and radicals. Pass/No Credit.



**B. Justification and Explanation:** This section is primarily provided for information purposes. There is no change in the Mathematics section. The only change in the English section is to call attention to the possibility of the English Department's developing some additional sequences in English Composition. There are several changes in the Reading section consistent with the changes recommended in Part I-A above. In brief, Engl 102 is increased from one to two hours credit and made more intensive. The sequence order is also clarified.

**C. Action Needed:** The Curriculum Committee is requested to approve the course changes for Engl 102 and 103 and submit them to the faculty for ratification and subsequent approval by the administration.

### Part III - Waiver Tests in Basic Skills

**A. Basic Skills Tests, Standards and Procedures** are as specified below:

**Mathematics:** The basic skills test for Math 101, Basic Math, will be the SK (30 minutes) and for Math 102, Beginning Algebra, the BA (30 minutes), both produced and maintained by the Mathematical Association of America, Inc. These are among the most commonly used tests for mathematics placement among colleges and universities in the United States. (See User's Guide, The Placement Test Program of the Mathematical Association of America for further data.)

Initial cut-off scores for waiver purposes will be established by an Ad Hoc Mathematics Committee consisting of the following representatives:

1. Mathematics specialist in Academic Support Services.
2. Faculty member skilled in Basic Math/Beginning Algebra from the Department of Mathematics.
3. Specialist in Mathematics Education from the School of Education.
4. One faculty member each from Arts/Humanities, Social Science, Business/Management, Nursing/Allied Health, and Science/Technology except the latter shall not be from the Department of Mathematics.
5. The Director of Academic Support Services who shall chair the committee and vote only in the case of a tie.

After the first year, modification of cut-off scores and/or tests to be used will be approved by submission through the Academic Policies Committee and Faculty Ratification process.

**Reading:** The basic skills test for Engl 102, 103, and 104 will be the Nelson-Denny Test of Reading, Forms E and F (30 minutes) the most commonly used test for reading placement among colleges and universities in the United States. (See User's Guide for further data.)

Initial cut-off scores for waiver purposes will be as follows:

- |          |  |
|----------|--|
| Waiver   | Score equal to the median for 12.5 grade level or above.     |
| Engl 104 | Score equal to the median for 11.0 to 12.4 grade level.      |
| Engl 103 | Score equal to the median for grade 9.0 to 10.9 grade level. |
| Engl 102 | Score below the median for grade 9.0.                        |

Future changes in the cut-off scores and/or tests to be used will be approved by submission through the Academic Policies Committee and Faculty Ratification process.

**Writing:** The basic skills test for Engl 100 will continue the existing format, e.g., holistic evaluation of a writing sample (40 minutes).

Students who waive Engl 100 through the basic skills writing sample may request a second tier test to waive three or six hours of the remaining requirements. The nature of this test and cut-off scores will be established by an Ad Hoc Writing Committee consisting of the following representatives:

1. Composition specialist in Academic Support Services.
2. Faculty member skilled in Basic Composition from the Department of English.

3. Faculty member skilled in Writing Education from the School of Education.
4. One faculty member each from Social Science, Business/Management, Nursing/Allied Health, Science/Technology, and Arts/Humanities except the latter should not be from the Department of English.
5. The Director of Academic Support Services who shall chair the committee and vote only in the case of a tie.

The Basic Skills Committee has not adopted a test. A possible combination of a paper-pencil test such as the Descriptive Tests of Language Skills (Sentence Structure, Usage, and Logical Relationships) developed by the College Board for English placement may be considered plus a more-focused writing assignment.

After the first year, modification of cut-off scores and/or tests to be used will be approved by submissions through the Academic Policies Committee and Faculty Ratification process.

**B. Justification and Explanation:** The committee has searched far and wide and, although the nature of the tests to be used and the cut-off scores are extremely important, has been unable to find any record where they were adopted and/or approved by the faculty. It was the overwhelming consensus of the Basic Skills Committee that the entire issue of Basic Skills testing was a matter for faculty ratification and administrative approval.

1. **Mathematics:** The tests selected were developed and are maintained by the major association of college teachers of mathematics in America. These tests are widely used and data on standardization is readily available. SVSC is a member of this organization and has the right to use these tests without additional cost.

A special Ad Hoc Mathematics Committee is established to determine cut-off scores during the first year this change is in effect. It is appropriately balanced between specialists in mathematics and the faculty at large. The individual in charge of the testing program at SVSC, the Director of Academic Support Services, serves as the chair and votes only in the case of a tie.

The currently used Step Test and cut-off score standards were apparently established by a past administrator without a faculty decision. Step Tests are not widely used throughout the country. For your information, the tests proposed by the Basic Skills Committee are currently being used by the Department of Mathematics at SVSC for placement purposes.

2. **Reading:** The Basic Skills Committee proposes substitution of the Nelson-Denny Test of Reading, the most widely-used and accepted test of reading in the United States, for the current Step Test which has become rare. Proposed cut-off scores are consistent with current practice.
3. **Writing:** The current forty-minute writing sample for waiver of Engl 100 was continued unchanged. It was, however, the consensus of the Basic Skills Committee that this material provided insufficient evidence for a decision to waive all or part of the remaining freshman composition sequence.

The committee recommends the establishment of a Special Ad Hoc Writing Committee to determine the nature of such a test and appropriate cut-off scores. This committee should be constituted immediately upon passage of this proposal and continue in existence through the first year of implementation. It is appropriately balanced between specialists in writing and the faculty at large. The individual in charge of the testing program at SVSC, the Director of Academic Support Services, serves as the chair and votes only in the case of a tie.

4. **Future Changes:** After the initial period established herein, changes in tests or cut-off scores are required to be processed through the Academic Policies Committee, ratified by the faculty, and approved by the administration. This change is needed because currently there is no requirement for faculty approval of this important academic policy, and such is contrary to traditional academic practices.
5. **Ad Hoc Committees:** The method of selection of members of the two Ad Hoc Committees is a matter for Faculty Association/Administration agreement.

**C. Action Needed:** The Academic Policies Committee is requested to approve the section on testing (III-A) including Ad Hoc Committees and submit it to the faculty for ratification and subsequent approval by the administration.

#### Part IV - Administration

**A. Ad Hoc Committee on Basic Skills:** The below committee is proposed to be established in the Winter Semester of the first year the Basic Skills Requirements are in effect.

An Ad Hoc Basic Skills Committee will be established with the following as representatives:

1. One from the Department of Mathematics with competence in Basic Mathematics and Beginning Algebra.
2. One from the Department of English with competence in Basic Composition.
3. One from the Department of English with competence in Basic Reading.
4. One from the School of Education with competence in Reading and/or Writing.
5. One from the School of Education with competence in Basic Mathematics and/or Testing and Measurement.
6. Two faculty representatives at large, neither of whom shall be from any of the departments cited above.
7. The Director of Academic Support Services who shall vote only in the case of a tie.

After the initial period established in other parts of this submission, the responsibilities of the Ad Hoc Basic Skills Committee will be to monitor the basic skills program and either initiate changes or review proposals for change and forward them with a recommendation to the appropriate committee, e.g., Curriculum Committee or Academic Policies Committee or both.

The manner in which committee members are selected will be left to negotiation between the administration and the association.

**B. Justification and Explanation:** Special Ad Hoc Committees were established in the previous section for the initial period of Basic Skills implementation. However, there are often unanticipated problems encountered during the first couple years after a new comprehensive program is implemented. Because there is some confusion about which committee has the responsibility for various parts of the Basic Skills Program, Curriculum Committee or Academic Policies Committee; because there may be a heavier than usual workload resulting from this implementation during this initial period for an existing standing committee; and because several different structural units are responsible for the Basic Skills program, i.e., Academic Support Services, Department of Mathematics, and Department of English; a special temporary Ad Hoc Committee should be established. The committee is balanced between specialists from each of the three areas and faculty at large. Its only powers are to make recommendations to the Academic Policies Committee and Curriculum Committee for subsequent faculty ratification and administrative approval.

**C. Action Needed:** The Basic Skills Committee requests the Academic Policies Committee to approve the establishment of this temporary Ad Hoc Committee as specified above and submit the item to the faculty for ratification and administration for approval.

#### Part V - Computer Literacy

**A. Computer Literacy** will not be regarded as among the Basic Skills Requirements for students entering Saginaw Valley State College under the provisions of SVSC's 1984-1986 catalog. This decision is subject to revision in the future and in no way is intended to discourage individual departments, programs, and schools from developing their own requirements in computer competence.

**B. Justification and Explanation:** The Basic Skills Committee, by majority vote, decided not to implement a computer literacy requirement at the present time for the following reasons:

1. Both the hardware and the software of the computer industry are changing so rapidly that at the present time it is most difficult to stabilize decisions about which categories of tools ought to be the focus of curricular requirements. The industry, for example, appears convinced that the "personal computer/modem" model of computer use will represent over 90% of applications in the future; academic programs thus far appear to give primary attention to the "mainframe/terminal" model.
2. There is great disagreement over the issue of whether "programming" will be a necessary or even a desirable skill for most computer users in the future; there is equal

disagreement over which computer language(s) is/are to be regarded as the "basic" or as the "simple" languages in a definition of computer competence.

3. The term "computer literacy" has no acceptable uniform definition. Beverly Hunter (ERIC DRS #ED207-617) has indicated that "Computer literacy is a phrase onto which we project our values, our experiences, our skills, our visions of the future as it pertains to technology, to computers, to communications, to information." One article has identified nine discrete and popular definitions of the term. Another writer (Gleason, Educational Technology, 1981) has said that "there is no consensus on the precise knowledge, skills, or attitudes that an individual needs to function adequately in a technological society." While similar arguments might be made for any of the "Basic Skills" areas, it must be noted that in those areas there exists at least a history of behaviors, attitudes, and educational deficiencies that can be taken into account in our efforts to define "basic skill."
4. The nation's public schools are providing their students with basic instruction in computer use. The 15,800 U.S. school districts now have approximately 100,000 computers; the National Science Foundation estimates that by 1985 those districts will have 1,000,000 computers. Such programs may render superfluous efforts by collegiate institutions to develop programs in computer literacy. On the other hand, they may eventually supply us with specific kinds of evidence that can be used if and when we decide that it is indeed necessary for us to regard computer literacy as a basic skill.

C. Action Needed: This is merely submitted to the faculty for information purposes and no action is required.

#### Part VI - Summary

The members of the Basic Skills Committee were broadly representative of the faculty and administration. They met frequently, usually bi-weekly, and had four lengthy Saturday sessions over the past three semesters. Four sub-committees, reading, writing, mathematics, and "other" also met often. The Committee collected more than fifty exhibits, held several hearings, surveyed the faculty, read a considerable amount of relevant literature, and debated endlessly. Many proposals, not evidenced here, were considered and rejected. Each of the changes contained in this proposal were unanimous or near-unanimous adoptions and the proposal as a whole is the overwhelming consensus of the committee. We firmly believe that the changes we propose are in the best interests of Saginaw Valley State College and if implemented, will further achievement of the Missions and Goals of the College and significantly lower attrition rates. Your support is solicited.

1983-1984 P.P.C.

I received  
 your letter upon  
 the 22nd inst.  
 and have been  
 thinking of  
 writing to you  
 for some time  
 but have been  
 so busy that I  
 have not had  
 time to do so  
 I am now  
 at home and  
 hope to be  
 able to write  
 to you more  
 frequently in  
 the future

FACULTY APPLICATIONS FOR RESEARCH GRANTS

1983-1984 P.P.C.

<u>Name</u>	<u>Project Title</u>	<u>Amount Requested</u>
Andrewes, Arthur G.	Synthesis and Characterization of Physiologically Active Organic Compounds	\$ 1,410.00
Brown, Jean E.	Study of the Reading Habits and Preferences of Michigan Secondary Students	\$ 1,225.00
Castaneda, V. Emilio	To Study Colloquial Spanish in Juan Rulfo's <u>El llano en llamas</u>	\$ 600.00
Chen, Hsuan	Continued Viable Research in the Area of Rainbow Holography and Grating Interferometry	\$ 2,710.00
Eastland, George W.	Study of Electron Spin Resonance of Copper Complexes	\$ 500.00
Mondol Merlyn M.	Conduct a Cross-Cultural Study in India to Compare and Validate the Relationships Among Psychological Variables That Have Been Studied in the North American Continent	\$ 3,150.00
Pastor, J. Ricardo	To Correct Galley Proofs of His Forthcoming Book, <u>El Cuento Minero Boliviano</u> and Conduct Research in Order to Encompass a Third genre, drama, into <u>Aspectos De La Literatura Boliviana</u>	\$ 2,673.00
Pelzer, Charles F.	Research to Determine the Role of Heredity in Familial Breast Cancer in Humans	\$ 2,380.10
Plaush, Albert C.	A Carbon Paste Electrode Developed in the Laboratory Will be used for Anodic Stripping and Cathodic Voltammetry of Transition Metal Ions in Both Aqueous and Non-Aqueous Solutions	\$ 350.00
Rahman, Altaf Ur	Robot-Bin-Vision Project (Sorting of Tools From a Toolbin Using a Simple Robot - Using a Less Expensive Technique)	\$ 7,000.00
Renna, Thomas	To Complete Book on Jerusalem and to Write Two Articles on Late Medieval Thought	\$ 2,100.00
Stephens, Elaine	Study Use of Simulated Cases to Teach Reading Diagnosis	\$ 1,406.80
Swiercz, Paul M.	Survey of Registered Nurses to Determine Their Attitudes Towards Unions (Follow-up to Dissertation)	\$ 1,473.00

SAGINAW VALLEY STATE COLLEGE  
PARKING LOT E CONSTRUCTION COSTS  
CALCULATION OF PAYBACK PERIOD

Original Construction Costs  
(Fiscal Year 1981-82)

\$ 180,467.32

Funding Source:

Transfers from Auxiliary Parking Lot  
Net Revenues

Fiscal Year 1981-82 <sup>1</sup>

\$ 61,926.00

Fiscal Year 1982-83

34,000.00

<95,926.00>

Unfunded Construction Costs, 7/1/83

\$ 84,541.32

Estimated Auxiliary Parking Lot  
Net Revenues Available Annually

\$ 30,000.00

Payback Period (Fiscal Years)

2.8 <sup>2</sup>

<sup>1</sup> Includes Accumulated Fund Balance in Auxiliary  
Parking Lot Account of \$31,177.

<sup>2</sup> End of Fiscal Year 1985-86.

JGM:s1  
2/3/84

FACULTY APPLICATIONS FOR RESEARCH GRANTS

1983-1984 P.P.C.

<u>Name</u>	<u>Project Title</u>	<u>Amount Requested</u>
Tillock, Harriet E. Rae, Patricia Ann	Establish Certificate Program in Gerontology at SVSC	\$ 2,102.80
Thompson, Gary	Collect Materials in Poland and Publish a Polish Issue of the <u>Green River Review</u>	\$ 1,000.00
Yun, Suk Koo	Continue Work on Theory of Multigenerational Grand Unification and Its Consequences. Will Visit MIT and/or Institute for Basic Research in Cambridge, Massachusetts to Consult and Exchange New Experimental Results	\$ 1,310.00





# Saginaw Valley State College

## MEMORANDUM

TO: FACULTY AND STAFF  
SAGINAW VALLEY STATE COLLEGE

FROM: MS. DOROTHY HORWATH *D. Horwath*  
INTERIM DIRECTOR, LIBRARY AND LEARNING RESOURCES

DATE: JANUARY 9, 1984

RE: LIBRARY SURVEY

Attached hereto is a summary report of a library questionnaire which was recently administered to all faculty and a meaningful sample of students. There were three purposes for the study: (1) obtaining student and faculty assessments of current library and learning resources collections and services, (2) soliciting ideas and suggestions for improvement, and (3) establishing base-line data against which future changes might be assessed.

I wish to thank the many people who contributed time and efforts to make this report possible: those named in the report's introduction, members of the Library/Learning Resources staff, the faculty members who administered surveys in their classes, and the many faculty and student respondents.

If you would like to look at the raw data in greater depth, please do not hesitate to ask. We would appreciate any responses to this report, e.g., additional suggestions, ideas, etc. In spite of limited staff, space, and resources, the goal of the Library/Learning Resource Center is to provide the best service possible to students and faculty.

DH:gjw

cc: Ms. Connie Pope, President of Student Government  
Mr. Peter Ingalls, Editor of the Vanguard

## LIBRARY SURVEY REPORT

### Introduction

In an effort to evaluate and improve library services, two questionnaires, similar in format, were developed by Dorothy Horwath and William Barnett and administered to all SVSC faculty and also to students in a ten-percent random sample of classes. There were 56 faculty responses (nearly fifty percent) and 322 student responses (nearly seventy percent).

The distribution of responses to the objective portions of the questionnaire are reported in Appendix A, Items 1 through 11, broken down first by faculty and students and then by school. Although there were seven different open-ended items, responses were all combined into eight broad categories for purposes of analysis and are reported in Appendix A, Item 12. Each category describes a unique aspect of the library and its staff and each open-ended response was coded as either positive or negative. In addition, a more detailed report of specific responses to the open-ended questions may be found in Appendix B (Faculty) and C (Students).

The recording of open-ended responses was accomplished by Lorraine Kranz and Laurie Gregory (Appendix B and C); coding of both objective and open-ended items, Bethany Jankens (Appendix A); key-punching, Don Seidel; typing, Gloria Wagener; computer programming and data analysis, William Barnett; and this summary by Dorothy Horwath and William Barnett.

### Discussion of Objective Items (Appendix A, Items 1 through 11)

**Purpose of Visits to Library (Items 2, 3, 4, 5):** Overwhelmingly, most faculty visit the library to either "locate, check out, and return material" or to "conduct research." Conversely, although these two items are important for students, their most frequent purpose for library visits is to find a "quiet place to study."

**Frequency of Library Visits and Time Spent in Library (Items 1, 6):** Nearly seventy percent of the faculty come to the library weekly or more often and more than forty percent spend two or more hours in the library each week. Less than seven percent go to the library "almost never" and less than ten percent spend less than one hour per week in the library. Over fifty percent of the students come to the library weekly or more often and about fifty percent spend two or more hours in the library each week; twenty percent, six or more hours. This is quite remarkable in light of the fact a significant portion of the students responding are part-time. One quarter of the students almost never come to the library and another seventeen percent come less than eight times per semester.

**Locating Material (Item 7):** About two-thirds of both faculty and students either "nearly always" or "usually" find the library materials they need when they visit the library and only five percent of faculty and ten percent of students report such successes are rare.

**Staff Assistance (Items 8, 9, 10):** Both faculty and students seek staff assistance frequently and from all of the different sub-units within the library, with faculty consulting staff more often than students. Nearly one hundred percent of the faculty and eighty percent of the students report that they "always" or "usually" obtained helpful and friendly assistance when it was sought. Not one faculty member and less than three percent of the students reported that helpful and friendly assistance was "rare."

**Complaints (Item 11):** Changes which would cause greater use of the library fall into three categories. No faculty but fourteen percent of students wanted "more open hours"; seventy-nine percent of faculty and fifty-five percent of students desired a "larger collection"; and five percent of faculty and nine percent of students wanted improvements in "staff and services." This question had the highest percentage of "no-response" scores, sixteen percent of faculty and twenty-two percent of students.

**Summary:** The library staff is generally viewed positively, while the collection is generally considered to be smaller and more limited than desirable.

### Discussion of Open-Ended Items (Appendix A, Item 12, Appendix B, Appendix C)

It should be noted that generally, in open-ended questions, respondents are more likely to complain than praise. Excellence is usually taken for granted while squeaky wheels are irritations demanding comment. Many faculty and students answered none or but one or two of the open-ended items. Contained in Appendix B (Faculty) and C (Students) are the responses in more detail than the summary found in Appendix A, Item 12.

**Staff and Services (Help, Technical, Services):** In spite of the above caveat, there was frequent praise for the staff as pleasant, helpful, willing, friendly, and courteous. Many of the open-ended items cited particular members of the staff by name. Conversely, the staff is viewed little less positively in terms of skill and knowledge.

**Collection (Books, Journals, Audio Visual):** In these three areas, negative comments predominate, mostly citations of a lack of quality and variety in the collection.

**Physical Plant (Plant):** For both faculty and students there were more negative than positive statements and both frequently complained of the small size. Faculty rarely, but students frequently, complained of noise levels. This is undoubtedly due to the finding previously cited that students and not faculty use the library as a "quiet place to study." Apparently, the carpeting requested in long-range plans would help overcome this problem.

**Other:** Many open-ended comments did not fit the above categories, e.g., comments about the writing laboratory which is located in the library. However, a goodly number of respondents mentioned lack of adequate funding which might really have fallen under collection and staff above, e.g., more funding would result in a larger collection and more staff.

### Summary

The library staff are pleased by the overall positive view exhibited by both faculty and students about staff and services. The first purpose of the survey was evaluation and the second, was to provide a guideline for improvement and frankly, without IF-2 and a larger collection, few suggestions can be implemented and few complaints can be alleviated. However, the survey does help justify the need for IF-2 and the allocation of additional funds to add to the collection and furthermore, it provides base-line data for comparison with a future survey.

# APPENDIX A

## LIBRARY SURVEY - PERCENTAGE DISTRIBUTION OF RESPONSES

N	TYPE			SCHOOL						
	FAC. 56	STUD 322	COMB 378	A BS 84	BM 108	ED 15	N AH 71	S ET 78	?	22
1. Approximately how frequently do you come to the library?										
a. Almost never										
b. Alternate weeks										
c. Weekly										
d. Twice a week										
e. Thrice a week										
f. More often										
a.	6.6	25.2	22.2	21.8	20.4	20.0	25.4	20.5	31.8	
b.	23.0	17.4	18.3	16.7	15.7	20.0	23.9	20.5	9.1	
c.	29.5	15.5	17.7	23.8	24.1	6.7	18.3	7.7	4.5	
d.	21.3	18.6	19.0	17.9	22.2	20.0	14.1	20.5	18.2	
e.	9.8	7.9	8.2	10.7	5.6	13.3	7.0	7.7	13.6	
f.	8.2	15.1	14.0	9.5	11.1	20.0	11.3	23.1	18.2	
NR	1.6	.3	-	-	.9	-	-	-	4.5	
2. The most frequent purpose of any visit to the library is:										
a. Quiet place to study										
b. Locate, check out, return										
c. Reserved reading assignments										
d. Class assignments, papers, etc.										
e. Recreational reading										
f. Other										
a.	3.3	43.8	37.3	21.4	38.9	33.3	45.1	47.4	31.8	
b.	68.9	12.0	21.2	40.5	20.4	20.0	11.3	14.1	9.1	
c.	1.6	6.0	5.3	2.4	3.7	20.0	11.3	2.6	4.5	
d.	21.3	26.8	25.9	23.8	27.8	20.0	25.4	26.9	27.3	
e.	-	3.8	3.2	3.6	5.6	-	1.4	2.6	-	
f.	4.9	6.0	5.8	6.0	3.7	-	5.6	5.1	22.7	
NR	-	1.6	1.3	2.4	-	6.7	-	1.3	4.5	
3. The second most frequent purpose (see choices in No. 2):										
a.	4.9	15.8	14.0	9.5	18.5	13.3	8.5	16.7	18.2	
b.	21.3	25.2	24.6	33.3	20.4	46.7	28.2	15.4	18.2	
c.	1.6	13.6	11.6	7.1	12.0	-	18.3	15.4	-	
d.	37.7	26.8	28.6	28.6	37.0	33.3	26.8	20.5	18.2	
e.	14.8	7.9	9.0	4.8	8.3	-	5.6	19.2	9.1	
f.	9.8	8.2	8.5	13.1	2.8	-	8.5	7.7	27.3	
NR	9.8	2.5	3.7	3.6	.9	6.7	4.2	5.1	9.1	
4. The third most frequent purpose (see choices in No. 2):										
a.	3.3	11.7	10.3	13.1	6.5	6.7	21.1	5.1	4.5	
b.	3.3	19.2	16.7	13.1	21.3	13.3	15.5	17.9	9.1	
c.	13.1	14.5	14.3	13.1	17.6	13.3	9.9	14.1	18.2	
d.	14.8	18.9	18.3	10.7	20.4	20.0	15.5	25.6	18.2	
e.	21.3	14.5	15.6	20.2	17.6	20.0	11.3	11.5	13.6	
f.	11.5	14.8	14.3	17.9	10.2	13.3	14.1	15.4	18.2	
NR	32.8	6.3	10.6	11.9	6.5	13.3	12.7	10.3	18.2	
5. Scores from 2-3-4 with respective weights of 3, 2, and 1.										
a.	3.8	29.1	25.0	16.1	26.7	22.2	28.9	30.1	22.7	
b.	42.1	17.4	21.5	33.5	20.5	27.8	17.6	15.2	12.1	
c.	3.6	9.9	8.9	5.8	8.8	12.2	13.4	8.8	5.3	
d.	25.7	25.3	25.6	23.2	29.6	24.4	24.2	24.6	22.7	
e.	8.5	6.9	7.2	6.7	8.5	3.3	4.5	9.6	5.3	
f.	7.7	8.2	8.1	10.3	4.5	2.2	8.0	7.7	23.5	
NR	8.7	2.7	3.7	4.4	1.4	7.8	3.5	4.1	8.3	

TYPE			SCHOOL						
FAC.	STUD	COMB	A BS	BM	ED	N AH	S ET	?	

6. On the average, how many hours per week do you spend in the library?

- a. None c. Two to three e. Six to eight  
b. One d. Four to five f. Nine or more

a.	9.8	18.6	17.2	17.9	15.7	6.7	16.9	19.2	22.7
b.	42.6	21.5	24.9	32.1	22.2	26.7	29.6	17.9	18.2
c.	37.7	24.6	26.7	25.0	32.4	40.0	25.4	19.2	27.3
d.	1.6	14.5	12.4	8.3	13.9	-	12.7	19.2	4.5
e.	1.6	11.4	9.8	10.7	9.3	20.0	4.2	10.3	18.2
f.	-	8.5	7.1	2.4	6.5	-	9.9	12.8	4.5
NR	6.6	.9	1.0	3.6	-	6.7	1.4	1.3	4.5

7. I find the library materials I need:

- a. Near always b. Usually c. Occasionally d. Rarely

a.	18.0	21.8	21.2	23.8	19.4	26.7	19.7	23.1	13.6
b.	49.2	44.2	45.0	38.1	46.3	53.3	45.1	47.4	50.0
c.	24.6	21.1	21.7	31.0	21.3	6.7	19.7	19.2	13.6
d.	4.9	9.5	8.7	7.1	11.1	6.7	11.3	5.1	9.1
NR	3.3	3.4	3.4	-	1.9	6.7	4.2	5.2	13.6

8. I seek staff assistance to locate materials:

- a. Frequently b. Occasionally c. Rarely d. Never

a.	23.0	9.8	11.9	20.2	11.1	20.0	9.9	6.4	4.5
b.	42.6	41.3	41.5	41.7	42.6	26.7	49.3	38.5	31.8
c.	26.2	31.2	30.4	23.8	31.5	40.0	29.6	34.6	31.8
d.	4.9	15.1	13.5	13.1	11.1	6.7	9.9	17.9	27.3
NR	3.3	2.5	2.6	1.2	3.7	6.7	1.4	2.6	4.5

9. Percentage who have ever had contact with:

Circulation Desk Staff

93.4	59.6	65.1	77.4	65.7	53.3	69.0	57.1	40.9
------	------	------	------	------	------	------	------	------

Circulation Desk Students

77.0	59.9	62.7	76.2	53.7	66.7	70.4	59.7	40.9
------	------	------	------	------	------	------	------	------

Reference Desk Staff

88.5	65.3	69.0	78.6	68.5	53.3	70.4	61.5	68.2
------	------	------	------	------	------	------	------	------

Reference Desk Students

42.6	34.1	35.4	41.7	43.5	40.0	28.2	29.5	13.6
------	------	------	------	------	------	------	------	------

Audio-visual Staff

80.3	17.7	27.8	40.5	23.1	26.7	23.9	29.5	9.1
------	------	------	------	------	------	------	------	-----

Audio-visual Students

26.2	10.7	13.2	15.5	14.8	26.7	8.5	11.5	9.1
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Library Administration

57.4	11.4	18.8	27.4	13.9	20.0	11.3	24.4	13.6
------	------	------	------	------	------	------	------	------

10. In the above contacts, I have obtained helpful and friendly assistance.

- a. Near always b. Usually c. Occasionally d. Rarely

a.	63.9	44.5	47.6	51.2	45.4	46.7	46.5	51.3	36.4
b.	32.8	35.0	34.7	32.1	38.0	26.7	40.8	29.5	31.8
c.	1.6	7.9	6.9	6.0	4.6	13.3	7.0	9.0	9.1
d.	-	2.8	2.4	4.8	1.9	-	1.4	1.3	4.5
NR	1.6	9.8	8.5	6.0	10.2	13.3	4.2	9.0	18.2

	TYPE			SCHOOL					
	FAC.	STUD	COMB	A BS	BM	ED	N AH	S ET	?

11. I would probably use the library more often if:

a.	It was open more hours			c. The staff was more helpful					
b.	The collection was larger			d. The services were better					
a.	-	13.9	11.6	11.9	17.6	6.7	8.5	6.4	13.6
b.	78.7	55.2	59.0	59.5	56.5	40.0	59.2	64.1	63.6
c.	1.6	4.7	4.2	6.0	3.7	-	2.8	6.4	-
d.	3.3	4.4	4.2	4.8	5.6	6.7	2.8	3.8	-
NR	16.0	21.8	20.9	17.9	16.6	46.7	26.7	19.2	22.7

12. In the open-ended portion, comments were found about each of the following characteristics: P = Positive N = Negative

Help (Professional and student staff are pleasant, helpful, willing, friendly, and courteous.)

P	49.2	14.2	19.8	33.3	22.2	6.7	16.9	10.3	9.1
N	18.0	12.6	13.5	22.6	9.3	-	15.5	12.8	4.5

Technical ( Professional and student staff are skilled, knowledgeable, and technically proficient.)

P	4.9	4.1	4.2	8.3	9.9	-	5.6	2.6	9.1
N	8.2	11.4	10.8	14.3	9.3	-	9.9	12.8	9.1

Books (The book collection is adequate in terms of quality, quantity, and distribution and easy to locate.)

P	6.6	8.5	8.2	9.5	7.4	6.7	11.3	7.7	-
N	34.4	27.4	28.6	34.5	26.9	13.3	26.8	28.2	31.8

Journals (The journal collection is adequate in terms of quality, quantity, and distribution and easy to locate.)

P	4.9	11.7	10.6	11.9	9.3	6.7	14.1	11.5	-
N	39.3	31.2	32.5	35.7	34.3	13.3	35.2	30.8	22.7

Audio-visual (Films, tapes, slides, equipment, and related items are adequate in terms of quality, quantity, and distribution and easy to use.)

P	8.2	3.5	4.2	8.3	2.8	-	5.6	1.3	4.5
N	23.0	6.0	8.7	11.9	10.2	-	9.9	6.4	-

Plant (The physical plant is adequate in terms of space and arrangement, noise levels and atmosphere are conducive to study and research, and the equipment is adequate and appropriate.)

P	3.3	24.3	20.9	11.9	19.4	26.7	21.1	32.1	18.2
N	18.0	27.8	26.2	29.8	26.9	20.0	32.4	23.1	4.5

Services (The library is open during all needed and appropriate periods and the size and availability of the staff is proper.)

P	18.0	8.8	10.3	10.7	13.9	13.3	14.1	3.8	-
N	11.5	5.0	6.1	8.3	8.3	13.3	4.2	2.6	-

Other (Funding is adequate, writing laboratory is good, etc.)

P	-	6.0	5.0	7.1	4.6	6.7	7.0	1.3	4.5
N	21.3	8.8	10.8	19.0	7.4	-	12.7	9.4	4.5

# APPENDIX B - OPEN-ENDED RESPONSES, FACULTY

## 1 WHAT I MOST APPRECIATE ABOUT THE LIBRARY/LRC:

- 23 Helpful, friendly staff
- 3 Reference staff
- 3 A-V staff, services
- 2 Circulation staff
- 3 Good selection, materials
- 2 Convenient, ease of locating materials
- 2 Availability
- 2 Good services
- 2 Ease of ordering film
- 1 Spacious accommodations
- 1 Relatively quiet place
- 1 Finding books he didn't know were there
- 1 None
- 2 Interlibrary loans
- 1 Instruction of students
- 1 Overhead transparencies
- 1 Paper Journals
- 1 Audiovisual tapes
- 1 Record collection

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## 18. WHAT MOST FRUSTRATES ME ABOUT THE LIBRARY/LRC:

- 3 Student workers
- 1 Circulation staff
- 1 Reference desk coldness
- 6 Poverty of holdings, lack of materials
- 1 Poor atmosphere
- 2 Noisy students
- 2 Budget is too small
- 1 None
- 6 Lack of journals
- 4 Lack of space
- 4 Lack of books
- 1 Lack of staff
- 1 Lack of help
- 1 Lack of visual materials
- 2 Lack of A-V equipment
- 2 Lack of data in Business and Management
- 1 Lack of reference guides
- 1 Lack of journals in Nursing
- 1 Limited holdings in Psychology
- 1 Limited variety of holdings in Science
- 1 Lack of up-to-date travel books
- 3 Transfer of periodicals to microfilm
- 1 Missing references, torn pages
- 1 Lousy microfilm machines
- 1 Use of term "magazines" instead of periodicals
- 1 "Can't find what I'm looking for"

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## 19. SUGGESTIONS TO IMPROVE SERVICES:

### A. CIRCULATION

- 2 Don't lose returned books before checking them in
- 1 Improve service of resource materials
- 3 Student aides need more supervision, training

6

### B. REFERENCE

- 2 Don't discard journals after microfilming
- 2 Be more helpful to students
- 2 Better interlibrary loan service
- 3 Improve staff
- 1 Very pleased with services in this area
- 1 Expand Holdings

11

### C. LEARNING RESOURCES (A-V, etc.)

- 1 Current catalog of rental films
- 1 Seek funds to purchase media
- 1 VHS equipment needed
- 1 Increase slide and film libraries
- 1 replace B&W monitor with color
- 1 (Well-run department)

6

### D. OTHER

- 2 Need money and support
- 2 Need double the books for reference library
- 1 Too much noise
- 1 More personnel to assist students
- 1 Student access to faculty reserve shelf
- 1 More reference indexes, subject/author guides
- 1 More space
- 1 Give student workers more training
- 1 More attention to collection

11

## 20. ADDITIONAL COMMENTS:

Could anyone on your staff teach word processing?  
 I feel we have a very useful library facility considering the size of the school and budget. Increasing the staff and the learning resources should be a top priority at this institution. Reference librarian is outstanding! She has been very helpful and cooperative.  
 We need more journals and more funds allocated, especially to obtaining back issues of what we have in microfilms. The microfilm to Xerox paper quality is poor.  
 The staff is very competent and helpful. You are doing a good job with no money.  
 Many questions on other side don't seem to apply to faculty.  
 Order some new updated films.  
 Please collect all of the college and university catalogues of the United States.

# APPENDIX C - OPEN-ENDED RESPONSES, STUDENTS

## 17. WHAT I MOST APPRECIATE ABOUT THE LIBRARY/LRC:

- 33 Helpful, friendly staff
- 4 Reference staff
- 5 Student aides
- 2 Circulation desk staff
- 74 Relatively quiet place to study
- 23 Availability of materials
- 15 Proximity, convenience
- 14 Usually open, good hours
- 9 "I don't"
- 7 Good meeting place
- 7 Writing lab
- 6 Organization of materials
- 4 Availability of microfilm
- 3 Variety of reference materials
- 3 Good assortment of books
- 3 Being able to copy materials
- 3 It's heated and/or cooled
- 2 Interlibrary loans
- 2 Daily newspapers
- 2 Card catalog is convenient
- 1 Appreciate learning resources
- 1 College catalogs

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## 18. WHAT MOST FRUSTRATES ME ABOUT THE LIBRARY/LRC IS:

- 8 Reference staff is not helpful
- 4 General staff is not helpful
- 4 The student aides
- 1 Circulation staff
- 56 Library is too loud, noisy
- 25 Lack of up-to-date materials
- 24 Lack of magazines
- 23 Materials are hard to find
- 13 Library needs to be larger
- 12 Not enough hours
- 12 Needed book is not on the shelf
- 11 Subject areas are limited
- 10 Limited scientific journals/books
- 7 Microfilm, using readers/printers
- 5 Nothing in particular
- 4 Faculty reserve shelf
- 4 Few current C.J. materials
- 2 Not enough business materials
- 2 Too quiet
- 1 Too cold
- 1 Returned books listed overdue
- 1 Lack of English resources
- 1 Lack of typewriters
- 1 Only one exit
- 1 Incomplete pamphlet file
- 1 Not enough visual aids
- 1 Can't smoke in the library

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## 19. SUGGESTIONS TO IMPROVE SERVICES:

### A. CIRCULATION

- 9 Staff should be more helpful
- 7 No suggestions, staff is alright
- 3 Student aides need more training
- 2 Need more magazines
- 1 Enlarge
- 1 Hard to use faculty reserve shelves
- 1 Need bibliographic micro discs
- 1 Neater looking
- 1 More typewriters
- 1 Get back overdue books quicker

27

### B. REFERENCE

- 19 More staff, staff more helpful
- 4 Enlarge, rearrange
- 3 Department is alright
- 2 More, and more evening staff
- 1 Quicker interlibrary loans
- 4 More material needed
- 1 Circulate reference material
- 2 Too Noisy

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### C. LEARNING RESOURCES (A-V, etc.)

- 4 Up-to-date microfilm & copiers
- 5 More information about it
- 4 Keep equipment in good condition
- 4 Make dept more available
- 3 Enlarge, more study areas
- 3 More magazines, journals, books
- 2 More variety in collection
- 1 Doing a good job
- 1 Get more current movies

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### D. OTHER

- 12 More materials, wider variety
- 8 Different periodicals
- 9 More quieter areas to study
- 5 Make it bigger
- 2 Better typewriters in better place
- 2 Train staff/aides on computers
- 1 They are all good
- 1 Educate students on library use
- 1 Better hours
- 1 Longer circulation time for reference materials
- 1 Couch in newspaper area
- 1 Install a director (not interim)
- 1 Lack of pencil sharpeners
- 1 Good college bulletins
- 1 Don't let outsiders check out materials
- 1 It's always gone when needed

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### 20. ADDITIONAL COMMENTS

- 9 More quiet study areas
- 8 More and better periodicals
- 6 Larger library collection
- 4 Keep up the good work
- 2 Easy access to material needed
- 1 Circulation should be more careful with overdue books
- 1 Update criminal justice resources
- 1 Expand nursing section
- 1 Appreciate interlibrary loan
- 1 Takes too long to get library card
- 1 More paperbacks for leisure reading
- 1 Improve circulation staff
- 1 Improve reference staff
- 1 Difficult to find things
- 1 Need coin money changer for dimes

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4/30/84 File  
B7C  
mfo

Saginaw Valley State College  
Ten-Year Program Review Cycle  
Policies and Procedures

Motives of Review

The question has been posed: Why should the faculty and the administration at Saginaw Valley State College look at the academic program as a whole? Why look at the curriculum at all? With respect to motivation, the question becomes: For what reason(s) do we bother with program review?

One important reason is that academic program becomes obsolete without periodic updates or modifications. Curriculum, as a body of knowledge, becomes obsolete because of the dynamics of a discipline. Trends begin to form, take shape, peak and fade away. Periodic program review is, therefore, indispensable to all institutions of higher education.

As an integral part of the College long-range planning, all of the academic programs completed their first phase of the planning in 1980-1981; qualitative assessments of program strengths and weakness have been completed by faculty members of respective departments. The proposed ten-year program review cycle is a logical follow-up of departmental self-studies and reports.

Criteria

The Council of Academic Deans and Directors adopts the following criteria for program review:

1. Appropriateness of curriculum: Is it comprehensive and up-to-date with advances in the discipline? Does it provide for a good major and/or good minor? Are service courses meeting student and programmatic needs?
2. Adequacy of program evaluation: We need to concentrate more on what student learns rather than on what we teach. Criteria for judging the adequacy of student performance in the program are to be established in each academic discipline.
3. Follow-up studies on graduates are to be established in every academic discipline.
4. Adequacy of faculty preparation in relation to the courses taught: Are they current, active, etc.?
5. Adequacy of classrooms, laboratories, and other facilities, such as library holdings and audio-visual equipment.

Policies and Procedures

1. Department (one or two semesters)
  - a. Definition of Program Quality and Measures for Assessing it
  - b. Data Collection
  - c. Preparation of Self-Study and Report
2. College Review (six weeks)

An internal team shall be formed to review departmental self-study and report. The team consists of three faculty members outside the department under review: One member selected by the department; one member appointed by the respective dean, and one member appointed by the Vice President for Academic Affairs.

3. Consultant Review (four weeks)

The Department and the Dean jointly recommend an external consultant to the Vice President for Academic Affairs to conduct a site visit and review of all available data pertaining to the above-mentioned criteria. The consultant will present his/her assessment of the program and offer recommendations for improvement. Copies of the consultant's report shall be made available to the Department, the Dean, and the Vice President for Academic Affairs.

A meeting or meetings will be held with participation from members of the department, the respective dean, and the Vice President for Academic Affairs to discuss the recommendations and procedure/timetable of implementation of some or all of these recommendations.

Review Cycle

<u>Year</u>	<u>Programs</u>
1982-1983	History, Engineering & Technology, Education (MAT)
1983-1984	Biology, English, Accounting, Education (undergraduate)
1984-1985	Physics, Foreign Languages
1985-1986	Math/Computer Science, Management, Physical Education
1986-1987	Philosophy, Marketing, Chemistry
1987-1988	Economics, Sociology, Psychology
1988-1989	Finance/Law, Criminal Justice
1989-1990	Political Science, MBA
1990-1991	Art, Music, Speech/Communication
1991-1992	General Education

\*Nursing and Social Work are not included. Interdisciplinary programs will be reviewed together with respective single disciplines.

SUMMARY OF FACULTY PROMOTIONS

1983-1984

Name	Department	Recommendations - at the level of			Administration
		Department	Chair	Dean	
P.P.C.					
Rank: Assistant Professor					
Mrs. Decker, Sally	Nursing	Yes	Yes	Yes (9-0)	Yes
Mr. DeSautel, David	Mathematics	-	No	No (0-9)	No
Mrs. Edwards, Faith	Nursing	Yes	Yes	Yes (9-0)	Yes
Mr. Thaler, Robert	Sociology	No	No	No (0-9)	No
Rank: Associate Professor					
Mrs. Blecke, Jan	Nursing	Yes	Yes	Yes (7-2)	Yes
Mrs. Flatt, Margaret	Nursing	Yes	No	No (0-9)	No
Dr. Koch, Richard	Biology	No	Yes	No (0-9)	No
Dr. Menard, Albert	Physics	No	-	No (0-9)	No
Dr. Mooningham, G.	Mathematics	Yes	No	No (4-5)	No
Mr. Sovansky, M.	Law/Finance	(split)	Yes	Yes (6-3)	Yes (?)
Dr. Stephens, Elaine	Education	Yes	Yes	Yes (9-0)	Yes
Rank: Professor					
Dr. Andrewes, Arthur	Chemistry	Yes	Yes	Yes (9-0)	Yes
Dr. Barker, David	Modern Foreign Languages	Yes	Yes	Yes (8-1)	Yes
Dr. Clark, Basil	English	Yes	Yes	Yes (9-0)	Yes

FACULTY TENURE RECOMMENDATIONS

1983-1984

Name	Department	Department	Department Chair	Recommendations - at the level of		
				Dean	P.P.C.	Administration
Mr. Corser, George	Engineering Technology	(Split)	-	Yes	Yes (9-0)	Yes
Mrs. Flatt, M.	Nursing	Yes	-	Yes	Yes (9-0)	Yes
Mr. Gourd, William	Communication/Theatre	Yes	-	Yes	Yes (9-0)	Yes
Mr. Graham, Eldon	Engineering Technology	Yes	Yes	Yes	Yes (9-0)	Yes
Mr. Hinderer, Drew	Philosophy	Yes	Yes	Yes	Yes (9-0)	Yes
Mr. Koch, Richard	Biology	No	No	No	No (0-9)	No
Mrs. Monroe, Nellie	Social Work	Yes	Yes	No	Yes (7-2)	Yes
Mrs. Rae, Ann	Social Work	Yes	Yes	Yes	Yes (9-0)	Yes

SUMMARY OF FACULTY PROMOTIONS

1983-1984

Name	Department	Recommendations - at the level of				Administration
		Department	Department Chair	Dean	P.P.C.	
Mr. Corser, George	Engineering Technology	(Split)	-	No	No (0-9)	No
Dr. Gorden, Berner	Chemistry	Yes	Yes	Yes	Yes (8-1)	Yes
Dr. Gourd, William	Communication/Theatre	Yes	-	No	Yes (7-2)	Yes
Dr. Herkstroeter, L.	Modern Foreign Languages	Yes	Yes	Yes	Yes (9-0)	Yes
Dr. Matti, Joe	Mathematics	Yes	Yes	Yes	Yes (6-3)	Yes
Dr. Moebs, Peter	Chemistry	Yes	-	-	Yes (7-2)	Yes
Dr. Mondol, Merlyn	Psychology	Yes	-	Yes	Yes (9-0)	Yes
Dr. Park, Hong	Economics	Yes	Yes	Yes	Yes (9-0)	Yes
Dr. Zivich, Matthew	Art	Yes	Yes	Yes	Yes (9-0)	Yes

Nomination: Each scholarship applicant must be recommended by a faculty member for approval by the appropriate academic unit. The recommendation will be based upon the faculty member's personal knowledge and consideration of achievement, leadership, special skills and abilities, and other evidence which clearly demonstrates that the student shows promise of scholarly excellence. Said faculty member will continue to serve as a mentor to the student during the scholarship period by providing special guidance, direction, and support. ((The time devoted by the faculty member to mentorship will be in addition to the required office hours specified in the current or future contracts between the Faculty Association and the Board of Control.))

Mentorship: The mentor must nominate a student for the award and the two of them jointly must prepare the necessary forms to be submitted for the scholarship award together with appropriate supporting documents. In this application, both agree to maintain a mentor/student relationship during the award year. ((Should a scholarship student become dissatisfied with the mentorship relationship, the student may make a change with the approval of the Vice President for Academic Affairs.))

Academic Unit: Each unit entitled to a Selection Committee representative will determine its own procedures for recommending or disapproving applicants and for those recommended, rank ordering them. Upon completion, the entire set of applications shall be forwarded to the Selection Committee. If the academic unit fails to rank the applicants, then the Selection Committee will consider all the applicants equally.

Selection Committee: The Selection Committee, upon receipt of recommendations from the academic units, will make their decisions as to the awarding of scholarships and honorable mention certificates and provide the names to the Vice President for Academic Affairs. Then, if the Vice President determines that there is non-compliance with college-wide regulations governing the awarding of scholarships and/or the selection criteria contained herein, such cases may be returned to the Selection Committee, in a timely fashion, for reconsideration.

An attempt will be made to distribute the scholarships fairly among all academic units. Each should receive at least one scholarship unless there are no qualified applicants from that unit. The Selection Committee will also decide the actual number and amount to be awarded in each scholarship category.

A. Major Scholarships

Full tuition subsidies for up to 15 credit hours per semester for a maximum of two semesters during any one academic year may be awarded to qualified applicants who have attained sophomore, junior, or senior status at SVSC and who would be enrolled on a full-time basis.

B. Special Scholarships

Partial tuition subsidies for electives, minors, part-time study, and graduate school may be awarded for a maximum of two semesters during any one academic year to qualified applicants from one of the following categories:

1. Students who wish to take electives or courses toward minors in schools other than the school of their major program. These students must have attained sophomore, junior, or senior status at SVSC and be enrolled on a full-time basis. (Electives are defined as any course not required by the student's program including general education requirements.)
2. Students who have attained sophomore, junior, or senior status who enroll in at least two courses of not less than three credits each, but who are less than full-time.
3. Graduates from any SVSC undergraduate program who enroll full-time in a graduate school program at SVSC.

C. Honorable Mention

1. Any applicant recommended by an academic unit to the Selection Committee who is not awarded a major or special scholarship and is otherwise fully qualified will receive a certificate of honorable mention.
2. An individual selected to receive this scholarship who is ineligible to receive the entire dollar amount allocated because of other scholarships/financial aid regulations will nevertheless be given the honor of being designated a scholarship recipient. Any funds allocated but not disbursed will be available for other scholarships.

Selection Committee

Size: The Selection Committee will consist of an appointee of the Executive Board of the Faculty Association as chairperson who votes only in the case of a tie; faculty, one from each of the major academic units of SVSC, e.g., schools; (one member of the administration appointed by the President), and one or two community members as determined by the Faculty Association. The number of faculty shall be the criterion for determining representation. No academic unit shall be more than double the size of any other without receiving additional representation. When necessary, larger units may be divided for the purpose of establishing the Selection Committee.

The initial committee will consist of the chairperson appointed by the Executive Board of the Faculty Association; one or two community representatives; and six faculty members, one from each school except that there will be two from Arts and Behavioral Sciences, one from Arts/Humanities and one from Social Science. At the time of any major academic reorganization or no later than once every three years, whichever comes sooner, the committee representation may be revised by agreement between SVSC and the Association.

Term of Office: The term of office of Faculty members shall be three years, staggered, so that no more than half the terms expire in any one year. Lots will be drawn after the first election to determine which members have one, two, or three-year terms.

Selection Procedure: Each of the units entitled to a member shall meet as a body chaired by the senior faculty member present and select by majority vote one faculty member of the unit as a member and one alternate who shall serve in case the original member is unable to complete his/her term of office.

The chairperson and one or more community representatives shall be appointed by the Faculty Association Executive Board.

Responsibilities: The Selection Committee will be responsible for:

1. Establishing appropriate forms, procedures, and deadlines for the selection process.
2. Publicizing the application process to faculty and supplying them with the appropriate guidelines and recommendation forms.
3. Determining the actual number of scholarships awarded and the value of each.
4. Selecting the final recipients.
5. Hosting jointly with the Faculty Association Executive Board a yearly award ceremony.
6. Submitting an annual report of activities and finances to the faculty, Executive Board of the SVSC Faculty Association, and the President of SVSC.

((Under no circumstances will the above provisions or their interpretations or lack thereof permit violation of the law or college policies regarding administration of financial aid and scholarships under penalty of cancellation of this agreement.))

Either party to this agreement who desires a change in these administrative procedures set forth herein may request a meeting with the other party for the purpose of considering said proposed change. (Parties to contact being the \_\_\_\_\_ of SVSC and the \_\_\_\_\_ of the SVSC Faculty Association. Upon such notice, a meeting will be held within 15 working days.

If a revised agreement cannot be reached, the agreement in effect will remain unchanged.

SVSC Administration

SVSC Faculty Association

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## THE SVSC FACULTY ASSOCIATION ENDOWED SCHOLARSHIP PROGRAM

## INTRODUCTION

This document represents an agreement between the Board of Control of Saginaw Valley State College and the Saginaw Valley State College Faculty Association.

The purpose of the SVSC Faculty Association Endowed Scholarship Program is to provide financial assistance to student recipients. The goal of the program is to reaffirm the academic mission of the college by providing recognition and support in the form of financial assistance for selected students who demonstrate high academic achievement and/or promise.

All donors to this fund shall be bound by the terms hereof. The parties agree that there should be a period of five years from the date of this agreement to achieve a corpus of at least \$20,000. Notwithstanding any other provisions herein, if at the end of five years from the date of this agreement the amount of the corpus of the endowment fund is less than \$20,000, the entire fund, at the discretion of the SVSC Board of Control, may be used for the purposes set forth herein and will cease being an endowment fund and will be recognized as a scholarship fund.

## Selection Criteria

General: Each scholarship applicant must be enrolled in a recognized degree program and have successfully completed a minimum of 15 credit hours at SVSC. Except under special circumstances, which must be documented, an overall GPA of 3.25 is required. Financial need will serve as the final criterion for selection only if all other qualifications are equal.

Preference is to be given to returning adults over 24 years of age, students seeking a second degree in a new field, and immediate family members of alumni. (Previous scholarship recipients as well as honorable mention recipients may also re-apply.)

Relatives of members of SVSC full-time faculty and administrative/professional staff are not eligible to receive financial assistance under the terms of this program. Relatives are defined as spouses, parents, grandparents, children, grandchildren, and siblings.

The selection process is to be as is mutually agreeable to the administration and the SVSC Faculty Association.

## Endowment Fund

Until such time as the endowment fund has reached an appropriate principal amount, it is understood that the earnings alone on the corpus will not be sufficient to award scholarships. Recognizing that it is desirable to award scholarships prior to that time, the following conditions are to apply:

1. It is intended that at least two but not more than five scholarships be awarded annually in minimum amounts of \$300.00, until such time that the earnings on the corpus of the endowment are sufficient to wholly support the scholarship program.
2. The awarding of scholarships while the corpus is being raised is to be accomplished in the following manner: earnings on the corpus, which would be available for distribution, are to be supplemented by gifts to the endowment fund. Gifts must be received by the SVSC Foundation no later than February 1 in order to be eligible to award scholarships for the subsequent academic year. The balance of any gifts received beyond the amount necessary to supplement earnings sufficient to award scholarships will be added to the endowment fund corpus.

## Special Provisions

Should it not be possible to award a scholarship by the fourth year of the program subsequent to the fiscal year commencing July 1, 1984, or for any two-year period thereafter, the Board of Control may terminate this endowment fund and utilize the principal and any earnings thereon for academic tuition scholarships to SVSC students or as an addition to an endowed scholarship fund for this same purpose.

## Investment

The corpus of this endowed fund will be invested and reinvested according to regular College/Foundation practices. The Association Executive Board will be provided with timely information on the condition and balance of the fund.

## Selection Committee Operating Expenditures

Effective at the beginning of the program, up to the first \$250 of earnings each year shall be allocated to a college account for purposes of funding operating expenses connected with the selection process. The accumulated amount for such purposes shall not exceed \$500 as of June 30th of each year. ((No such funds or any other funds associated with this agreement may be utilized for compensation of members of the faculty. Further, no compensation for time devoted by faculty to the selection process, advisement, mentorship or other associated administrative duties will be subject to collective bargaining under current or future contracts between the faculty association and the Board of Control.))

## Approach to Fundraising

((Policy established by the Board of Control regarding fundraising by college employees will be complied with in any endeavors to raise funds for the SVSC Faculty Association Endowed Scholarship Program.))

## Termination of Endowed Scholarship Program

((If the amount of the corpus of the endowment fund reaches \$20,000 within the five year period and if thereafter the Faculty Association should cease to exist or fail to comply with the terms of this agreement, the Board of Control may decide, after due process, to terminate the endowment and utilize the remaining principal and any earnings therefrom for academic tuition scholarships for SVSC students or as an addition to an endowed scholarship fund for this same purpose.))

## Revision of Agreement

This agreement may be revised, in whole or in part, by agreement among the designated representative(s) of, and on ratification by, the Board of Control and the SVSC Faculty Association. Failure to agree upon and/or ratify any revision shall not constitute deviation from this agreement.



Thompson  
fct  
Saginaw Valley State College

MEMO

DATE: March 15, 1984

TO: Executive Committee

FROM: Jack M. Ryder *Jack M. Ryder*

SUBJECT: Unless you advise otherwise, the following revised definitions of the Board of Control Standing Committees will be submitted to the April 9, 1984 Committee meetings for members reactions. Mr. Curtiss requested the definitions in January.

The Academic and Personnel Committee shall be concerned with matters of significance to the educational programs of the College and with matters relating to the staffing plans of the College.

The Business and Facilities Committee shall be concerned with matters relating to the College's financial planning and the planning and stewardship of the physical plant and grounds of the College.

A Subcommittee of the Business and Facilities Committee on Investments shall be concerned with monitoring the College's management of funds placed in its care.


The ad hoc Committee on Collective Bargaining has been appointed to advise the President on goals, objectives, and strategies of the collective bargaining process.



# Saginaw Valley State College

## MEMO

TO: Board of Control

FROM: Jerry A. Woodcock 

DATE: March 6, 1984

RE: MEMORANDUM OF UNDERSTANDING INVOLVING ESTABLISHMENT  
OF SVSC FACULTY ASSOCIATION ENDOWED SCHOLARSHIP PROGRAM

Attached is a draft copy of the Memorandum of Understanding with which we have reached tentative agreement with the Faculty Association leadership. We believe it incorporates the majority of concerns expressed by individual Board members when we discussed the issue in December. Because there were "negotiations" involved, the specific wording is not exactly as we might have wanted, but we believe the matters are resolved satisfactorily. Time will tell.

They intend to take the document to the Faculty Association Executive Committee when classes reconvene. (The Memorandum of Understanding will not be attached to the Board minutes.)

JAW:pkz  
att.  
cc: Executive Committee

## MEMORANDUM OF UNDERSTANDING

The purpose of this Memorandum of Understanding is to clarify certain aspects of the Agreement Establishing the SVSC Faculty Association Endowed Scholarship Program, hereafter called "Program". The attached Program was ratified by the SVSC Faculty Association on \_\_\_\_\_, and approved by the SVSC Board of Control on \_\_\_\_\_.

Following are clarifications regarding that Program:

- 1) A mentorship is an intellectual relationship between a student and a professor. It can personalize the intellectual process, give support and encouragement, provide role models, guide students in the development of independent research projects, assist in career and graduate school decisions, and challenge students to a rigorous pursuit of excellence. The Scholarship Program encourages this concept of mentorship and provides a mechanism for students to engage in these important learning experiences outside of the classroom.
- 2) It is intended by both parties that the time faculty members spend in administering the Program and/or in a mentorship role with students should not conflict with their availability to other students during posted office hours. If needed, faculty members serving as mentors will supplement otherwise established office hours.
- 3) A mentorship is a voluntary relationship. It is recognized that during the course of an academic year a scholarship recipient or mentor may need to change the relationship for a variety of reasons. The concerned party may appeal to the Vice President for Academic Affairs to dissolve the relationship. A new mentor may then be appointed by the Selection Committee.

- 4) In establishing this Program, unless mutually agreed upon otherwise, there is no intent on the part of the SVSC Faculty Association or SVSC that faculty members receive additional compensation for responsibilities assumed under this Program. Participation by faculty members in the Committee and mentorship functions of the Program should be considered for recognition as meritorious college service.
- 5) It is understood that the College and the Association seek to coordinate fund raising efforts. It is recognized that it is the intent of the SVSC Faculty Association to solicit contributions from the faculty, staff, alumni, labor organizations, and similar community groups and to engage in fund raising events. Further, it is recognized that there are potential sources of donations outside the College which would represent new areas of fund raising not currently being tapped by the College. New sources of contributions to SVSC's Program should be encouraged so a continuing pattern of financial support will be established for the College. To facilitate planning and avoid unnecessary conflict, the College and the SVSC Faculty Association Scholarship Fund Raising Committee will coordinate proposed activities according to the Solicitation of Funds Policy approved by the Board of Control on June 13, 1977. It is understood that such coordination will proceed and approvals required by the Solicitation of Funds Policy will be granted in a timely fashion and will not be unreasonably or arbitrarily denied or delayed.

- 6) The College President may appoint one administrator in a non-voting capacity to the Selection Committee.
- 7) Both parties intend to administer the Program in accordance with all relevant federal and state laws, regulations, and rulings.



Agreed To By  
SVSC Faculty Association  
Executive Board  
By Its:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Agreed To By  
Saginaw Valley State College  
By Its:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

CURRENT POSITIONS FILLED AT SAGINAW VALLEY STATE COLLEGE

ADMINISTRATIVE/PROFESSIONAL

Dr. Gary W. Davis - Hired as Assistant to the President/Secretary to the Board of Control. Dr. Davis received a Ph.D. in 1972 from the University of Iowa. Prior to joining SVSC, Dr. Davis was Assistant Provost at Illinois State University.

FACULTY

Mr. Ghulam H. Raz - Hired as Assistant Professor of Electrical Engineering beginning Winter Term, 1984. Mr. Raz received an M.S. from Washington University in St. Louis, Missouri in 1974, and is currently a Ph.D. candidate at Michigan State University. Before coming to SVSC, Mr. Raz was Teaching Assistant and Research Assistant at MSU.

Ms. Cheryl Thiem - Hired as Instructor of Nursing beginning Winter Term, 1984. Ms. Thiem received a Masters degree from the University of Michigan in 1981, and previously held the position of Head Nurse in the surgical unit at Saginaw General Hospital.

WHEREAS, the collective bargaining agreement between Saginaw Valley State College and the Saginaw Valley State College Faculty Association will expire at 12:00 midnight on June 30, 1984 and;

WHEREAS, bargaining to reach a new agreement is expected to commence prior to the expiration date of the current agreement;

NOW, THEREFORE, BE IT RESOLVED that the following staff members are designated to represent the Board of Control for the purpose of negotiating a new agreement, subject to ratification by the Board:

Lawrence K. Fitzpatrick, Director of Personnel & Contract  
Administrator, Team Chairman

Dr. Crystal M. Lange, Dean, School of Nursing & Allied Health  
Sciences

Dr. William K. Barnett, Dean, School of Arts & Behavioral Sciences

James G. Muladore, Controller

Ann M. Schulte, Assistant Director of Personnel (alternate)

Additional persons shall be designated by the President of the College on an ad hoc basis for purposes of observation or special assistance.  
Mr. Morton E. Weldy will serve as counsel for the team.