

BOARD OF CONTROL
ACADEMIC AND PERSONNEL COMMITTEE
9:30 am., Monday, March 11, 1985
Pioneer Hall Library

Agenda

- ✓ 1. Library and Related Issues (attachments)
- ✓ 2. Faculty Research Proposals for 1985-86 (attachment)
- ✓ 3. General Education
- ✓ 4. Faculty Representative at the Board Table
- ✓ 5. Business Program Accreditation
- ✓ 6. 1985-86 Board Meeting Calendar (attachment)
- ✓ 7. SFA/NFA Profile
8. ACT Scores
9. Student Rights and Responsibilities
- ✓ 10. Naming IF-2 Buildings
- ✓ sl *Academic Program Review*

Recommendation: 1985 - 1986 SVSC Foundation Grants
for Faculty Research

Dr. S. K. Yun	Professor of Physics	\$980
Summer research at M.I.T. on the unifying theory of generation structure and the family structure of quarks and leptons. (Travel and Lodging)		
Dr. David Dalgarn	Associate Professor of Biology	\$1,650
Continued research on the metabolism of lipids and the structure of membranes in Plant tissue. (Chemicals and supplies)		
Dr. Thomas Renna	Professor of History	\$1,870
Visiting research libraries to complete projects on anti-monasticism in early medieval thought, 400-1300 and the image of the Celestial City in Apocalypse manuscripts, 800-1450. (Travel and lodging)		
Dr. Eric Petersen	Professor of History	\$600
Research on Vietnamization at the Library of the Congress. (Travel and lodging)		
Dr. Mason Wang	Professor of English	\$1,710
Shakespeare in China: An Annotated Bibliography for 1985. (Travel, lodging and research assistance)		
Dr. Richard Trdan	Associate Professor of Biology	\$1,570
Continued research on environmental cues controlling Glochidial release in freshwater mussels. (Travel and data collection assistance)		
Dr. Peter Moehs	Professor of Chemistry	\$577.90
Evaluation of Group IV A 1, 3 dimetalathianes. (Supplies and materials)		
Dr. Gary Thompson	Associate Professor of English	\$600
Preparation of Polish issue of the <u>Green River Review</u> . (Translation of articles from Polish to English)		
Dr. Basil Clark	Professor of English	\$550
Editing a collection of English prose writings to illustrate the development of English prose from the Old English Period (CA. 800 A.D.) (Travel, typing and copying materials)		
Dr. Jean Brown	Associate Professor of Education	\$400
Developing a framework for student involvement with literature through questioning. (Travel and research materials)		
Dr. Enayat Mahajerin	Assistant Professor of Mechanical Engineering	\$940
Computer model of composite structures. (Travel to the University of Northwestern, lodging, and research assistance)		

Mr. Louis Cohen	Assistant Professor Of Psychology	\$750
Fetal alcohol syndrome in rats. (Student research assistants)		
Dr. David Weaver	Professor of Political Sciences	\$600
Leadership and social change. (Research at MSU, U of M Libraries)		
Dr. Charles Brown	Professor of Music	\$1,200
Study of 10 selected country musicians from 1930 - 1952. (Travel, lodging, and cost of taping materials)		
Dr. Albert Plaush	Professor of Chemistry	\$545
Evaluation of the effective acidities for amino acids in aprotic solvents. (Chemicals)		
Dr. Peter Shiue	Associate Professor of Mathematics	\$1,000
Research on Benford's Law and Random Numbers. (Library research and consultation trips)		

sl

FINAL SCHEDULE FOR 1985 COMMENCEMENT

Science, Engineering & Technology
Nursing & Allied Health Sciences
Business & Management

Friday, May 3, 1985

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- 3:00 p.m. Rehearsal for all graduates—Gymnasium
- 4:30 p.m. Interfaith Convocation—Theatre
- 5:30 p.m. Dinner—Lower Level Doan—platform party, appropriate deans, Executive Committee, Distinguished Alumni Award Recipient, President of Alumni Association, Landee Award Recipient, Honorary Degree Recipient(s), Student Government President (all spouses included)
- 5:30 p.m. Dinner—Cafeteria—graduates & their family & friends, SVSC faculty & staff
- 7:00 p.m. Graduates arrive at gymnasium
- 7:15 p.m. Faculty and staff arrive at gymnasium
- 7:30 p.m. Academic line forms
- 8:00 p.m. Processional—Commencement ceremonies begin
- 9:30 p.m. Receptions for graduates & their family & friends, SVSC faculty and staff—Doan Center, immediately following the ceremony
- 9:30 p.m. or 10:00 p.m. Reception for platform party and other guests at Presidential Residence

FINAL SCHEDULE FOR 1985 COMMENCEMENT

Education
Arts & Behavioral Sciences

Saturday, May 4, 1985

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- 9:30 a.m. Alumni Board Meeting—Large Private Dining Room
- 10:30 - noon Buffet for graduates, families & friends, SVSC faculty & staff—Cafeteria
- 11:30 a.m. Luncheon for platform party, appropriate deans, Executive Committee, Distinguished Alumni Award Recipient, President of Alumni Association, Landee Award Recipient, Honorary Degree Recipient(s), Student Government President (all spouses included)
- 12:30 p.m. Graduates arrive at Gymnasium
- 12:45 p.m. Faculty & staff arrive at Gymnasium
- 1:00 p.m. Academic line forms.
- 1:30 p.m. Processional—Commencement ceremonies begin
- 3:00 p.m. Receptions for graduates, their families and friends, SVSC faculty & staff—Doan Center, immediately following the ceremony
- 3:00 p.m. Reception for platform party and other guests at Presidential Residence



Saginaw Valley State College

MEMO

TO: Members of the Board of Control

FROM: Jack M. Ryder, President

A handwritten signature in cursive script that reads 'Jack M. Ryder'.

DATE: March 1, 1985

RE: Schedule of Events for the Board of Control Committee Meetings
on Monday, March 11, 1985

<u>TIME</u>	<u>EVENT</u>	<u>PLACE</u>
9:30 a.m.	Committee Meetings Business & Facilities Academic & Personnel	Pioneer Board Room Pioneer Library Room
12:00 noon	Lunch, including the President and Mrs. Ryder, Members of the Board and the Executive Committee	Large Private Dining Room
2:30 p.m.	Committees reconvene	Pioneer Hall

Michigan has provided us with a full fledged winter this year and, on occasion, that fact has played havoc with travel to and from Board meetings. I am hoping that March will be a month which will allow you to travel unhindered by the elements.

Enclosed is a letter from President David Adamany. Last fall, Dr. Adamany asked for a copy of our Board of Control Operations Manual, after I had referred to it in a conversation at the Presidents Council. Obviously, Dr. Adamany is impressed by our Manual. So am I. I hope that you will continue to rely upon the Manual as a guide in our contact with members of the campus community.

I look forward to seeing you on Monday, March 11.

JMR:mgd



February 18, 1985

Mr. Jack Pyder, President
Saginaw Valley State College
University Center, MI 48710

Dear Jack:

Thanks very much for your letter of January 15, 1985 and the copy of the Saginaw Valley State College Board of Control Operations Manual.

The Manual is very impressive. Obviously, we have some aspects of the Manual in our Board of Governors Bylaws. Some other aspects of your regulations fall into our "Statutes." But we certainly do not have the careful definition and delineation of the responsibilities of members of the governing board. I was especially impressed by sections 3.0-3 and 3.0-4 as well as 3.0-23 through 3.0-26. Section 3.0-24 is a very careful effort to permit members of the College community to have access to Board members, but also to assure that the Board members do not make commitments before the deliberative process of the Board occurs. I don't believe we have ever thought of the problem of conflict of interest and related-party transactions for our Board members, and so 3.0-29 raises new issues for us.

There are a number of other sections--including the nepotism regulations and the annual review of mission statement--which also are not part of our governing board activities.

In all, I was impressed by the thoroughness with which you have undertaken the codification of your Board of Control activities. We do pretty well, but we certainly fall short of your standard. With your permission, I am going to schedule this as an agenda item for the next retreat of our Board of Governors, which will occur sometime this summer.

Thanks again for sharing your Manual with me. Congratulations on an extremely good effort to define and describe governing board responsibilities.

Sincerely,

A handwritten signature in dark ink, appearing to read "David", written in a cursive, flowing style.

David Adamany
President

plh

100-1110

RECEIVED

WILLIAM A. SEDERBURG
24TH DISTRICT
805 FARNUM BUILDING
LANSING, MICHIGAN 48909
(517) 373-1734

THE SENATE
LANSING, MICHIGAN



COMMITTEE ON:
APPROPRIATIONS

March 5, 1985

THIS DOCUMENT IS THE PROPERTY OF THE SENATE

*Dr. Rydner &
Board of Control*

TO: Select Committee on Higher Education
FROM: Senator William A. Sederburg
RE: Directions for Committee

D R A F T

We have just completed a very thorough series of six hearings on the report of the Governor's Commission on Higher Education. The hearings have provided a fair opportunity for all interested parties to reflect on the Commission's report and share their views with us. It is now time to determine how we are going to proceed. The following is a suggested means of dealing constructively with this charge.

I have divided this paper into two parts. The first outlines a potential strategy for the future. The second outlines the general conclusions that I think can be drawn from the hearings to date.

I welcome your feedback on both suggestions.

WHERE DO WE GO FROM HERE

- I. March 5: At this meeting we review our thoughts on the hearings and agree to an action plan. If agreement is reached, the following occurs:
- II. March 5: The general conclusions, painted with a very broad brush, are drawn. The conclusions, left open for review and revision, set the stage for the work that follows. (See "General Conclusions" for the type of conclusions that we might want to consider.)
- III. March 19: The Select Committee reviews a draft document presented by staff outlining the options available to the committee on the issues of Roles and Missions and Instructional Quality.

The staff will write the document in such a way that we can use the working papers already prepared for us to help make some decisions on the committee's preferences.

It is also my intention to outline my suggestions regarding how the Select Committee should proceed. From my personal review of the materials presented to the committee as of this date, I feel it is important that we add to the options substantially before we proceed with too much specificity. The additional options would be drawn from testimony given to the committee, previous conferences such as the two Mindpower Conferences, and literature in the field of Higher Education.

I urge all of the members of the Select Committee to add their suggestions and recommendations.

- IV. March 19: At the meeting we should also explore the following options that have been recommended by members of the committee:
- A. Commissioning a poll of college students to determine their evaluation of job skills developed, quality of instruction, access difficulties, and quality of life at the collegiate level.
 - B. Determining national experts who should testify at future hearings of the committee.
 - C. Creating a computer conference for selected experts to interact with the committee on our suggestions. An alternative is to utilize the computer conference for any interested person to reflect upon our recommendations.
- V. March 26: At this meeting we should develop our suggestions on the issues of student access/financial aid, the medical issues, and economic development. Using the same format as before, we should react to a draft document prepared by staff on these and any other issues that are in addition to the topics covered by the Governor's Commission.
- VI. March 26-June 1: During this time we should receive reactions to our recommendations as of that time. We also should expand our review of the higher education system based on the interest of the Committee. If interest exists, we may wish to hold additional hearings with national experts, review polling data, and investigate alternative reforms in higher education.

- VII. June 1-15: It is my hope that by the middle of June we will have a document ready for the public that can outline where we think higher education should be by the year of 2010. This document would include:
- A. What the Futurists Predict.
 - B. Designing a Governance System for that Future.
 - C. Developing Strategies for Assuring that Future Provides:
 - 1) Open Access Regardless of Wealth;
 - 2) High Quality Liberal Arts Education;
 - 3) Advanced Technical Education Consistent with the Needs of the Future; and
 - 4) A Guarantee for the Stability of Our Higher Education Institutions.
 - D. Developing Legislative Strategies Aimed at Meeting the Needs of the Future.

I am looking forward to receiving your thoughts and suggestions regarding (a) is this too energetic a proposal with the timeframe suggested and (b) what, if any, changes should be made to this proposal.

GENERAL CONCLUSIONS FROM HEARINGS

Before we can embark on this energetic schedule, it is imperative that we begin to reach some general conclusions about the Commission's Report. The "general conclusion" should be above and beyond that of the specific parts of the Commission's report. In the future we shall look at the specific areas. Thus, I have attempted to draft the conclusions based on a general "gut level" reaction to what I have heard so far, coupled with my own biases and previous experiences. THE SUGGESTED CONCLUSIONS ARE MEANT FOR DISCUSSION PURPOSES AT THIS TIME.

I. GENERAL SUPPORT

The vast majority of people who testified before the committee stated their general support for the conclusions reached by the Commission. This was particularly true for the suggestions on state support for higher education, student financial aid, and economic development. There was widespread disagreement on the roles and mission and health care education system reductions.

One way of viewing it is that the recommendations made to build up the system received support with little public opposition being stated. Conversely, the suggestions which were "touted" as saving substantial money (up to \$400 million) through program review or reduction were criticized.

In general, the Commission should be recognized as providing a useful, "down to earth" document that can be used by the legislature and institutions of higher education in their future deliberations.

II. CRITICAL ROLE OF HIGHER EDUCATION

An underlying assumption made by the Commission was that the higher education system was of critical importance to the future of Michigan. This assumption was probably understated. If the economic base from Michigan is shifting from a manufacturing/low skilled industrial base to an information and manufacturing/high skilled industrial base, "higher education" will be critical to the future of Michigan. This basic conclusion should serve as the cornerstone of future economic policy.

If higher education is going to play a central role in the future economic development of Michigan, then two points should have been given greater emphasis by the Commission. They are:

- IIa. The essential and basic role of the higher education system is to provide a pool of highly educated individuals. A strong liberal arts base, coupled with skills in dealing with the technological world, ought to be the basic mission of our education system.

I Ib. If the institutions of higher education are to accept a secondary role (to IIa) of economic development activities, then the state must be careful not to correlate the 15% reduction in projected enrollment with a 15% reduction in the resource base for the institutions, nor with a 15% decline in the importance of the institutions (see below for an expanded explanation).

III. DECLINING ENROLLMENT

The Commission concluded that over the next few years the higher education system would experience a 15% decline in enrollment. This finding appears reasonable and should serve as the basis of discussion regarding future needs of the system. However, caution should be taken as to what the 15% enrollment actually means as to future policy.

First, using 1979 data, the Investment Needs Model concluded that the system was adequately financed for 170,000 students -- yet there were 210,000 students in the system. This means it was underfinanced by approximately 20%. Thus, a decline of 15% in enrollment does not automatically translate into a need for 15% less appropriations. This is particularly true when you consider the additional roles (I Ib) we are asking the system to undertake.

Secondly, there has been -- and will likely continue to be -- a shift in the demographic characteristics of the student base. The increase in part time students (who are older and who are employed) places different pressures on the system. Thus, while the number of fiscal year equated students may decline, the "head count" and associated costs may increase.

In sum, the 15% decline in enrollment does not automatically lead to a 15% downsizing of our higher education system. This assumption seems to run through the commission's report: It does not seem to be justified.

IV. UNDERFUNDING IS UNDERSTATED

A consistent theme of the people testifying before the committee was that underfunding of higher education is greater than that suggested by the Report. If you were to appropriate the same percentage of the state budget to higher education as given in 1968, the present underfunding would be nearly \$286 million for 1984-85. If you were to return the funding of higher education back to when Michigan was 14th in the nation (instead of 33rd), the additional funding would amount to \$309 million. Using the Owen-Huffman Investment Needs Model, in 1979 an additional \$152,562,300 would have been needed to fund the 4 year public institutions. This compares with a \$112 million increase suggested by the Commission.

The impact of the underfunding has been felt most dramatically and dangerously in three areas that are part of the "core technology" of the higher education system: (1) the library/information base is threatened; (2) the pool of high quality human resources has diminished due to salary and research opportunities being limited;

(3) and the freedom for students to choose among different higher education options is being limited.

Therefore, the conclusion reached by the Commission is very appropriate. Michigan is "at the crossroads. If nothing is done to address the various problems confronting the system, it is likely to face a future in which mediocrity is coupled with inaccessibility." The challenge is to provide access and excellence -- and it takes resources to do so.

V. UNCLEAR ROLES AND MISSIONS

The Commission's identification of the importance of clearly stated "roles and mission" for our institutions, combined with an ability to relate funding to the roles and mission, is intuitively appealing and appropriate. However, the Report does little to assist in accomplishing this goal.

The testimony on this topic clearly showed the weakness of the classification system proposed by the Commission. Naturally, any effort to pigeon hole multi-purpose institutions is difficult. The attempt was a worthy one. However, even if the classification system is agreed to, it is unclear what the legislature should do with the classification scheme. The Commission's Report is of little help in relating mission to funding. The endorsement of the Investment Needs Model project, which was already under way by legislative mandate, offers greater hope of a practical way of relating mission to funding.

The challenge to this committee is to improve upon the Commission's work. Clearly, recognition must be given to the multiple missions given to each institution. All institutions participate, in varying degrees, in instruction, research, and public service. Variations also exist as to the type of instruction, the nature of research and the role of public service. These variations are as important within the classifications identified by the Commission as are the differences between classifications. For example, the public service role assumed by Michigan State University (as a land grant institution) is substantially greater than that assumed by the University of Michigan, which is primarily but not exclusively a research institution.

The Commission is to be praised for raising the issue of roles and mission. There is a critical need for the state to clarify what we are asking our institutions to accomplish and to support them accordingly. This is a major task of this Select Committee.

VI. PRIORITY ON RESEARCH INSTITUTIONS

One of the major findings of the Commission is that state support of our "flagship" institutions has diminished and threatens Michigan's high-tech/research base. While the suggested classification system is of concern, the highlighting of the needs of the predominant research institutions is appropriate. Michigan cannot afford to allow the University of Michigan, Michigan State, Wayne State, and Michigan Technological University to slide into mediocrity.

The legislature should evaluate our funding by comparing state support for the four predominant research institutions by comparing them with their "sister" institutions located throughout the country. The quality of the entire state system will be damaged if our "flagships" are downgraded in quality and reputation.

VII. ACCESS FOR ALL

The Commission's emphasis on access to the higher education system is appropriate. It should be state policy that every person in Michigan have the opportunity to access the higher education system regardless of wealth, sex, race, age, or handicap. State support for Student Financial Aid has diminished substantially over the past six years. Coupled with high tuition rates, Michigan residents are increasingly limited in their access to higher education.

The suggestions of aid for graduate students, new work study programs, and expanding eligibility for part time students are excellent. However, the bigger need is to insure that basic tuition costs are kept as minimal as possible. Access is best achieved, not through state grants, but through state policy aimed at reducing the over-all cost of higher education for all those who wish to participate in the system.

With this in mind, the appropriation committees in the legislature must try to balance the need to maintain excellence with the need to maintain accessibility. Access to a mediocre system does not make maximum use of the state's resources.

VIII. ROLE OF PRIVATE COLLEGES

The Report gave little attention to private colleges and technical schools. It is unfortunate that more attention was not paid to this important segment of the higher education system. It is clear that private education is an important option which should be available to Michigan citizens. Private schools offer unique programming to meet the needs of certain residents. Thus, it is important to affirm their role in the higher education system.

IX. COMMUNITY COLLEGES

As the future unfolds, the largest growth in different jobs is likely to be in technical areas. In addition, the state needs a delivery system for marshalling the state's resources for economic development, especially at the regional level. Both arguments bode well for the future importance of community colleges. The Commission did not give the community colleges the attention they deserve.

Accompanying this concern is the need to clearly define the terms associated with economic development and job training. It is unclear as to the role community colleges are to play in the "job training" and "retraining" function. Providing operational definitions of several key terms would unlock the mystery surrounding some of the comments within the Commission Report.

X. NEED FOR DATA AT THE STATE LEVEL

A recurring need emerges as the Report attempts to develop recommendations for the future. This need is the need for reliable, timely, and precise data. This need was identified most succinctly under the discussions of role and mission, economic development and funding mechanisms. However, the same need showed itself in almost all of the areas discussed within the Report.

It seems a little simplistic to argue that there is a shortage of data about higher education. The incredible growth of higher education bureaucracy is due, in large part, to a need to collect and disseminate data about higher education. The problem is not as much one of not having data, per se, than it is what to do with the data that is available and what questions should be asked that are not being asked at the present time.

For example, the Department of Education has annually collected the HEGIS data from all state institutions. However, the data has sat in a box in the Department of Education because of the lack of statutory authority to do anything with it or the personnel to review it meaningfully.

There is a need not only for data, but for a pool of expertise at the state level that can ask the right questions. Further, the state needs to establish a system whereby the systematic data can be used in decision making.

A number of strategies are available to accomplish this function. A common strategy is for states to create state-level commissions or boards to govern higher education. It is argued that this streamlining helps coordination, reduces duplication, and facilitates the analysis of data related to higher education. This "centralization" of authority does not fit well with the history of higher education in Michigan.

The strength of higher education in Michigan is in its broad based public support. This is facilitated by a constitutional autonomy given to the public four year institutions. The goal of state policy should be to assist the higher education system meet local, market, and student needs as defined by the institutions while at the same time establish state priorities for what we expect out of the system.

The Select Committee should attempt to define a system at the state level that can accomplish this goal.

XI. COOPERATION

The interim report of the Commission highlighted the role of cooperation and consortia building as a means of reducing unnecessary duplication and maximizing the use of scarce resources. The final report did not emphasize this important activity. It should have.

In last year's appropriation bill for the four year public institutions, four different consortia were financed. This was a major innovation in the funding system for higher education. As the

legislature did this, it became clear that no system has been established for overseeing such consortia nor for evaluating the results of such activities. These shortcomings need to be addressed.

The increased sharing of faculty, equipment, and facilities is an exciting goal for the future. It is one means of viewing problems from a state, rather than provincial, perspective. Further, cooperation can be used to allow the state to compete for large national research projects such as the super-computers, large cyclotrons, etc. A system needs to be developed to allow Michigan institutions to compete for these large activities.

XII. ECONOMIC DEVELOPMENT

The Commission highlighted the important role of the higher education system in economic development. This is a major contribution made by the Commission and one that is generally supported by the public. However, it is time specific. Namely, in ten years or so, higher education may be asked to take on another priority mission. With this in mind, it is important that the economic development mission does not dilute the ability of higher education to supply other needed services or dilute high quality liberal arts education.

The identification of additional money for upgrading the research role at the major universities is appropriate. It should be done in conjunction with changes in the funding formula to distinguish among the institutions. However, if the money is intended for economic development, it is important to recognize the substantial contributions made by all of the institutions. Thus, it would be useful to make the fund available to all institutions for economic development projects.

One possibility is to look at basic and applied research in the distribution of state resources. This would allow economic developments supported by any of the colleges to be eligible for some of the additional funding.

XIII. THE FUTURE

The Commission did some exciting work in attempting to project some future demographic trends into the higher education system of Michigan. Unfortunately, the effort did not live up to its potential. It is unclear what vision the Commission has for the future of higher education that is any different from what it is at the present.

Futurists have a lot to say about the trends that will shape higher education in the decades to come. Some of these trends are increased reliance on information as a source of power, money, and prestige, increased decentralization of power (based on information), increased use of technology in manipulating that information, increase in demand for "technical" jobs, an aging population, increased retraining of that population, and increased "networking" of resources.

If these trends are extrapolated into the future, an image of our higher education emerges that is substantially different from what we have at the present time. In this perspective, the Commission's Report is limited in its vision of what we should be doing to successfully deal with the future.

LAST COMMENT

Obviously, these are general comments about a complex report. I have neglected many points that could be added to this list. They include a discussion of higher education in S.E. Michigan, medical school education, and the myriad of specific proposals made by the Commission.

I welcome your reactions and, hopefully, your additions and subtractions to this list.

MEAN ACT SCORES FOR ENROLLED FRESHMEN,
FALL SEMESTERS: 1974, 1976 - 1984

Fall	Number			English			Math			Social St		
	M	W	T	M	W	T	M	W	T	M	W	T
1974	85	74	159	16.0	17.9	16.9	20.9	16.8	19.0	18.4	17.0	
1975				not available						not		
1976	99	103	202	16.9	16.2	16.6	19.9	15.2	17.5	17.6		
1977	96	94	190	15.8	17.3	16.6	17.2	16.7	16.9	17.2		
1978	161	179	340	16.3	17.3	16.8	19.0	16.7	17.8	17.5		
1979	207	164	371	15.8	17.5	16.5	18.0	17.0	17.6	16.3		
1980	227	248	475	15.7	17.7	16.7	17.3	16.0	16.6	16.4		
1981	219	282	501	15.9	17.4	16.7	17.5	16.5	17.0	16.7		
1982	236	226	462	15.8	18.5	17.1	19.0	17.9	18.5	16.9		
1983	190	246	436	16.1	17.4	16.8	19.4	17.3	18.2	17.0		
1984	193	263	456	16.3	17.7	17.1	18.6	16.8	17.5	17.2		

M = Men W = Women T = Total



SAGINAW VALLEY STATE COLLEGE

2250 Pierce Road
University Center, Michigan 48710

Faculty association

MEMORANDUM

TO: Faculty

FROM: Dr. Walter Rathkamp, President SVSCFA *WR/WR*

DATE: February 14, 1985

RE: Response to Interior message concerning deficit

The latest Interior insinuates that, in part, because of the faculty contract the deficit may increase this year.

As all the faculty know, the delay in settling the contract, plus the negotiated loss in retirement benefits that were supposedly agreed to in the concession agreement of two years ago extending through Spring of 1986, should more than cover the faculty gains of this year.

Since our settlement for 1985-86 included a 5.5 percent increase in salary and the Governor has recommended approximately a 13 percent increase in next year's budget, it would seem that the faculty has once again received the short end of the stick by being blamed for faulty Administrative budgeting and priority setting.

/es

cc: Dr. Ryder
Dr. Yien
Mr. Woodcock



Saginaw Valley State College

February 28, 1985

Dr. Walter Rathkamp, President
SVSC Faculty Association
Wickes Hall

Dear Walter:

Thank you for sending me a copy of your February 14 memo to the faculty commenting on The Interior item about the mid-year budget review. I sincerely regret that the sentence about faculty compensation offended you; it certainly was not our intention to blame the faculty or anyone else for the fact that, at mid-year, our 1984-85 expenditures are exceeding those for which we budgeted.

What I would like you to understand is that a mid-year budget review is a routine event. Each year about this time, the administration makes a financial report to the Board of Control or the Board Business and Facilities Committee; actual and projected expenditures for the year are compared to the Budget adopted during the previous summer by the Board. One of a number of variances covered in this year's report was faculty compensation. I suppose we should have realized that you would resent our drawing attention to the fact that the bargaining process resulted in a contract which exceeded the budgeted amount for faculty compensation. All I can say is that we were simply reporting a fact, not blaming the faculty; after all, the administration recommended Board approval of the contract.

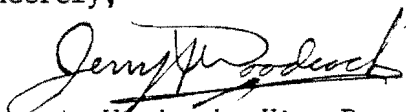
Your memo also referred to Governor Blanchard's recommended 13.3 percent increase for SVSC for state fiscal year 1985-86. Unfortunately, that is not as favorable as it sounds. Of the \$1,164,754 in new money for SVSC contained in the Executive Budget, \$500,000 (5.7 percent) is facilities start-up money; it retires the balance due on our mobile units and provides operating expenses (utilities and maintenance) for IF-2 from April through September of 1986. The amount remaining for all other purposes is \$664,754 (7.6 percent).

It's important to recognize that a \$664,754 increase in the state appropriation does not represent a 7.6 percent increase in General Fund revenues. As you may know, the state appropriation once provided nearly three-fourths of College revenues but has in recent years slipped to 60 or 61 percent. The remaining 39 to 40 percent comes from tuition, investment income, indirect cost recovery, etc. Our total General Fund budget for the current year is just under \$14.4 million; an additional \$664,754 from the state is only 4.6 percent of that amount.

We are continuing to work with state officials in an effort to receive additional state support. We have pointed out the difficulty SVSC is experiencing because enrollment growth has not been funded for several years. We have specifically requested state support for additional full-time faculty and for computing equipment, software and staff.

I am attaching for your information and that of other faculty the mid-year budget review which was presented to the Board on February 11. Also attached is a breakdown of the Governor's recommendation for SFY86. I will be glad to answer questions about either document.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jerry A. Woodcock".

Jerry A. Woodcock, Vice President
Administration and Business Affairs

attachments

cc. SVSC Faculty

GENERAL FUND BUDGET STATUS
SAGINAW VALLEY STATE COLLEGE
FISCAL YEAR 1984-85

Base Budget Revenues Over <Under>
Expenditure Allocations, as Approved
by Board of Control, 8/13/84 \$ -0-

SUBSEQUENT ADJUSTMENTS

Revenues

Reduced Tuition Estimates	<158,000>
Reduced Investment & Departmental Income Estimates	<u><44,705></u>
TOTAL	<202,705>

Expenditures

Increase Faculty Base Compensation Resulting from 1985-87 Contract	<44,000>
Adjusted Expected Unfilled Position Savings	103,618
Estimated Utility Savings	100,000
Net Estimated Supplies, Materials & Services Savings	39,317
Unspecified Expenditure Reductions Included in Base Budget	<u><129,230></u>
TOTAL	<u>69,705</u>

Estimated Revenues Over <Under>
Expenditures, 6/30/85 \$ <133,000>

SVSC FY86 STATE APPROPRIATION:
EXECUTIVE BUDGET

FY85 State Appropriation	\$8,749,900
Recommended Increase	
Facilities Start-Up	500,000 (5.7%)
General Purpose	664,754 (7.6%)
FY86 Recommendation	9,914,654

NOTE: The current year state appropriation of \$8,749,900 translates to \$8,719,280 in the institutional fiscal year. The state is thus funding 60.9 percent of SVSC's General Fund budget of \$14,322,005.

Amount Available To Finance Apartments SUSS

Jan 21/7/85
Rev. 3/10/85

		1	2	3	
		Apartments	Bookstore	Residence Halls + Food Service	TOTAL
1					1
2	1980-81	—	15500	233000 —	248500 —
3					3
4	81-82	—	39400	289000 —	328400 —
5					5
6	82-83	—	47000	294000 —	341000 —
7					7
8	83-84	—	69500	301000 —	370500 —
9					9
10	Assume	157500	25000	250000	432500
11					11
12	Maximum with Bookstore	157500	50000	300000	507500
13	" without "				
14					14
15					15
16	Effect of increasing married rental rate to \$360/month from \$300 & utilizing 95% vs. 90%				
17					17
18					18
19	Without bookstore	170370	—	300000	470370
20	With bookstore	170370	50000	300000	520370
21					21
22					22
23					23
24	Borrowing + Debt Service				
25	Cost of Construction \$2,600,000 - Assume we utilize \$100,000 in				
26	\$200,000 of reserve money, thus borrow 2,400,000 in				
27	\$2,500,000				
28	Amount Financed	Interest Exp. During Const.	Spouse Income	TOTAL BORROWING	Interest Rate
29	2,500,000	380,000	90,000	2,970,000	Range (10 1/2 - 11) - 11 1/2%
30	"	355,000	90,000	3,035,000	10 1/2
31					31
32					32
33	2,400,000	365,000	85,000	2,850,000	11%
34	"		90,000		
35	Earnings Requirement - 1.25% of Debt (Assumed Insured)				
36	Amount Encumbered	Debt Service Required	Debt Service on Current Borrowing	Total Debt Encumbered	Factor
37					
38	2,500,000	335,000 +	77,890 =	412,890 X	1.25 = \$516,112
39	2,400,000	321,000 +	77,890 =	398,890 X	1.25 = 498,612
40					40
	Assume 25 year Borrowing				

FINANCIAL OPERATIONS OF APARTMENTS (UPDATE)

S U S C
EST. FULL YEAR OF OPERATIONS

Jan
3/10/85

How Rented	No. of UNITS	Months	RATE *	Amount
MARRIED	10	12	\$ 360	\$ 43,200
Single (Fall + Winter)	30	9	40 (\$150)	162,000
" (SUMMER)	15	2	20 (\$150)	9,000
				214,200
		Factor		95%
				203,490

Less Operating Expenses:

Insurance

\$ 3,750

Maintenance + yard

25,050

Apt. Mgr. Apt. 12 (\$360)

4,320

33,120

Income Available for Debt Service

\$ 170,370

* Plus utilities

85-86 Residence Hall Rates

Food \$2,530 x 60% = \$1,518

Room " x 40% = 1012 ÷ 8 months = \$126.50

23.50 Premium

Monthly rate (9 month not 8 month) \$ 150.00

95% x [30 x 9 x 4 x \$10] = \$10,260

70% more per month during fall + winter months = \$10,260 more revenue



Saginaw Valley State College

F 41 - Dr. Rathkamp
Executive Committee

TO : Chairmen and Institutional Representatives
Investment Needs Task Force

FROM: Ann Dickey *AD*

DATE: March 22, 1985

RE : SVSC Perspectives on the Task Ahead

SVSC hopes the work of this task force will identify: 1) the level of higher education expenditures needed to achieve excellence throughout the system; 2) the appropriate contribution of Michigan taxpayers, students/parents and other funding sources, and 3) an equitable scheme for allocating whatever funds the Legislature may be able to make available. It is of vital importance to us that enrollment growth be funded.

We recommend that certain formula components -- instruction, student services and financial aid -- be designed to achieve equity to students rather than equity to institutions. This principle, which acknowledges that a student in one part of the state is as valuable as a student in another, does not foreclose recognition of necessary cost differences associated with student level and discipline. Moreover, the principle admits consideration of both student credit hours and headcount; the latter seems to be the appropriate measure when services are as costly to provide to part-time as to full-time students.

Institutional role and mission is of course the most important consideration in the funding of research. With respect to a regional, teaching institution, we see the state interest as providing reasonable support for research in order to: 1) maintain the faculty vitality essential to good teaching, and 2) contribute to small business development and solution of local problems. "Teaching faculty," although they have little time for research, can and do make significant contributions to knowledge.

The developing institutions component of the Volume III formula recognizes that the youngest institutions still need to build up their learning resources and that they continue to cope with some diseconomies of scale. We hope this component will be retained.

We look forward to hearing from others about funding relatively unique public service activities and deferred maintenance projects. Going in, we suspect that a project application and approval system may work better than a formula in these areas.

We appreciate this opportunity to share our views.

P. S. President Ryder has asked Dr. Walter Rathkamp, Professor of Biology, to serve as one of SVSC's two representatives on Task Force subcommittees. Jerry Woodcock, V.P. for Administration and Business Affairs, will serve as alternate when Walt or I can't attend.



Faculty association

SAGINAW VALLEY STATE COLLEGE

2250 Pierce Road
University Center, Michigan 48710

April 15, 1985

Mr. Charles B. Curtiss
93 River Trail Drive
Bay City, MI 48706

Dear Mr. Curtiss,

The Executive Board of the Faculty Association would like to invite you to meet with us for a luncheon on May 18, 1985 between 12:00-3:00 p.m. in the large private dining room of Doan Center. We are inviting the entire Board of Control to meet with our entire Board.

There is no particular agenda for this luncheon. Items of mutual concern could be discussed but the major intention is for the members of the Board of Control to have an opportunity to meet and get to know the members of the Executive Board of the Faculty Association.

Please let me know by May 8, 1985 if you can join us for this luncheon.

Sincerely,

A handwritten signature in dark ink that reads "Walter Rathkamp". The signature is fluid and cursive.

Walter Rathkamp, President SVSCFA

/es

THIS IS A DRAFT. PLEASE PHONE YOUR COMMENTS AND SUGGESTIONS TO JOHN KENDALL (office ph. 313-956-5074; home ph. 313-356-2545); OR TO GARY DAVIS (office ph. 517-790-4034; home ph. which is answered by a recording machine 24 hours per day, 517-791-4308.)

April 25, 1985

Dr. Walter R. Rathkamp
SVSC Faculty Association

Dear Walter:

Thank you for your invitation to meet with the Executive Board of the Faculty Association on May 18, 1985. On behalf of the Board of Control, I am writing to express our appreciation for the invitation and to make a suggestion or two for your consideration.

Because the President is an ex officio member of the Board, it is both appropriate and legally required that the President be included in meetings of the Board of Control. Under Michigan's open meetings act, if we proceed to meet as a Board of Control with the Executive Committee of the Faculty Association, the meeting will need to be announced to the public eighteen hours in advance and the meeting must be open to the public. At least two members of the Board would not be able to attend a meeting on May 18. If you are interested in setting a time when more of the Board members could be present, I would encourage you to contact the Board's Secretary, Dr. Gary Davis, who can assist you in finding a mutually agreeable date.

In addition, a fall retreat may be another opportunity for faculty members, administrators and Board members to discuss mutual concerns which relate to the future of the College. Once again, Dr. Davis could be of assistance to you in arranging for the meeting with our Board.

I hope that our members will be able to meet to discuss matters of mutual concern. Of course, from the perspective of the members of the Board of Control, a joint meeting of the two Boards cannot be allowed to become an occasion for an ad hoc discussion of grievances or as an extension of past bargaining. I am confident that your members would not want joint meetings of our Boards to take the place of established grievance and bargaining procedures. We simply would like to take advantage of any opportunity to get to know you better.

Cordially,

John W. Kendall, Chairman
Board of Control

2505 Court Street
Saginaw, Michigan

March 29, 1985

Dr. Walter Rathkamp, President
Saginaw Valley State College Faculty Assn.
2250 Pierce Road
University Center, MI 48710

PERSONAL AND CONFIDENTIAL

Dear Dr. Rathkamp:

Thank you for your letter of March 25, 1985, inviting me to meet for luncheon with the Executive Board of the Faculty Association. I have given the matter considerable thought, and have concluded that it would be improper for me to accept the invitation for reasons briefly outlined below.

The SVSC Faculty Association is a legally recognized labor organization which has a current collective bargaining agreement with Saginaw Valley State College. These facts create a well defined, formal legal relationship between the College and the Association and the individuals it represents. The roles and responsibilities of both the College and the Association in this relationship are fairly rigidly defined. Experience has taught us that communication under these circumstances is best handled through duly authorized representatives of the parties. The Executive Board of the Faculty Association may well be an appropriate representative of the Association; but clearly, individual members of the Board of Control are not authorized to communicate on behalf of the College under these circumstances. Your letter makes it clear that it is the formal Executive Board of the Faculty Association which is seeking to meet with individual members of the Board of Control; and it is my opinion that this would not be proper, regardless of the informality of the meeting.

I sincerely hope that my declining your invitation will not be viewed as evidence of any antagonism or lack of interest on my part. This is certainly not the case; and I would genuinely welcome the opportunity to get to know you and other members of the faculty better, and to share viewpoints. I believe there are a number of opportunities to do this. Perhaps a joint meeting, or even a retreat, could be arranged for members of the Board of Control and the Faculty. On a less formal basis, I would be delighted to have lunch with you personally simply as an informal get together between two people who are deeply interested in the welfare of Saginaw Valley State College. If you would like to do this, please let me know and we can arrange it.

I greatly appreciate your dedication to SVSC, Dr. Rathkamp, and I certainly share your belief that it is time that we all got to know one another better. I sincerely hope that we will be able to accomplish this.

Yours very truly,

A handwritten signature in cursive script, appearing to read "Ted".

HUGO E. BRAUN, JR.

MR THOMPSON

STATE OF MICHIGAN

(FYI)

5/1/85



DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

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PHILLIP E. RUNKEL
Superintendent
of Public Instruction

April 25, 1985

Dr. Jack M. Ryder
Chairperson
Presidents Council of State Colleges and Universities
President,
Saginaw Valley State College
University Cent, Michigan 48710

Dear Dr. Ryder:

At the January, 1985, regular meeting, the Michigan State Board of Education approved the first annual progress report on "Better Education for Michigan Citizens: A Blueprint for Action - - The Michigan State Board of Education Plan." An executive summary of the Progress Report is enclosed.

Over the past year, we have improved educational programs toward excellence. In order for this plan to continue to work, it will require the cooperation of educators, parents, citizens, students, local school boards, business, industry and all levels of government. Educational excellence is a critical need for all citizens and for the future economic and cultural growth of our great state.

To help you and your organization understand the "Blueprint for Action" and become part of this plan, a group of staff of the Michigan Department of Education have been trained to make presentations on the progress report. We are prepared to give presentations at workshops, conferences, and meetings and to provide copies of the report for dissemination.

Arrangements for presentations can be made by contacting Dr. Teresa V. Staten, Associate Superintendent, Bureau of Educational Services, P.O. Box 30008, Lansing, Michigan 48909, or by calling (517) 373-4595.

I urge you to use this opportunity to become involved in the implementation of "Better Education for Michigan Citizens: A Blueprint for Action--The Michigan State Board of Education Plan." We are trying to disseminate the Blueprint Progress Report as widely as possible and to engage a broad array of Michigan citizens in dialogue on the plan. I will appreciate your willingness to help us take this message of better education to the people of Michigan.

Sincerely,

Phillip E. Runkel

Executive Summary

"Better Education for Michigan Citizens: A Blueprint for Action"

First Annual Progress Report: 1984

The State Board of Education approved its report, "Better Education for Michigan Citizens: A Blueprint for Action," on January 11, 1984.

During 1984, 40,000 copies of the Blueprint were distributed throughout the state. In addition, the Michigan Department of Education staff made over 250 formal presentations and held hundreds of informal discussions on the Blueprint for Action. The result was that its message was heard by thousands of Michigan citizens and educators, and it is used by local school districts, the Governor and the Legislature, and institutions of higher learning as a guide for improving education in Michigan.

On January 23, 1985 the Superintendent of Public Instruction presented the first annual progress report on the Blueprint for Action to the State Board of Education. The report outlined the progress achieved on the major recommendations as well as identified additional recommendations to further implement the plan.

Recommendations contained within the document are divided into sections that contain:

- recommendations to local and intermediate school districts
- recommendations to the Governor and Legislature
- recommendations to institutions of higher education
- recommendations for State Board of Education actions and directions

The State Board of Education is pleased to announce that substantial progress is being made in the implementation of the recommendations in the Blueprint for Action. Local and intermediate school districts provided information which demonstrated that:

- 98% of the school districts have a 6-period day
- 99% of the school districts offer 300 minutes or more of instruction per day
- 91% of the school districts offer a 6-class period day of at least 50 minutes each in the high school
- 69% of the school districts have established local school improvement committees
- 78% of the school districts have used the State Board of Education's K-12 Program Standards of Quality document
- 84% of the school districts have a textbook and material review policy

Additionally, a number of recommendations to the Governor and the Legislature were enacted which:

- reduced the number of instructional days lost because of weather
- supported increased appropriations for gifted and talented programs
- supported actions to help school districts regain the 6-period day
- provided assistance to local school districts on the implementation of guidelines for high school graduation requirements

During the 1984 year progress was also made concerning recommendations made to institutions of higher learning. That progress is reflected in:

- increased support for foreign language requirements
- the establishment of review activities for improving access to higher education institutions for minorities, females, and handicappers
- increased funding for professional development
- activities planned for improving coordination of service delivery among the K-12s, the ISDs, and the community/junior colleges
- leadership involvement in the new Northwest Regional Educational Laboratory

Finally, the State Board of Education has taken new actions and directions which:

- provide assistance to local educational agencies in implementing guidelines for high school graduation requirements
- fund regional centers for collecting and evaluating software to use in training for all local educational agencies
- establish a partnership alliance with business, industry and labor
- propose teacher certification changes
- establish a preprimary and parent leadership unit
- fund a leadership academy of administrators

It is well known that progress on educational reform is incremental. The Michigan State Board of Education's Blueprint for Action serves as the guide for all the Michigan education institutions which are committed to improvement and excellence and which are dedicated to systematic progress for children, youth, and adults.

February 1, 1985



PHILLIP E. RUNKEL
Superintendent
of Public Instruction

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

January 24, 1985

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Ex-Officio

TO: State Board of Education

FROM: Phillip E. Runkel

SUBJECT: Report on "Better Education for Michigan Citizens:
A Blueprint for Action"

The State Board of Education discussed the Blueprint for Action 1984 progress report at its January 22-23, 1985 Committee of the Whole meeting.

Staff is currently developing a plan for distribution of the status report as well as reactivating the Superintendent's Speakers' Cabinet.

Recommended Action

It is recommended that the State Board of Education receive the report on "Better Education for Michigan Citizens: A Blueprint for Action."

MICHIGAN STATE BOARD OF EDUCATION

BETTER EDUCATION FOR MICHIGAN CITIZENS:
A BLUEPRINT FOR ACTION

PROGRESS REPORT 1984

INTRODUCTION

The State Board of Education approved its report, "Better Education for Michigan Citizens: A Blueprint for Action," on January 11, 1984.

During 1984, 40,000 copies of the Blueprint have been distributed throughout the state. In addition, staff have made over 250 presentations on the "Blueprint for Action" throughout the state to over 40,000 people. The comprehensive recommendations contained within the document are being used by the local and intermediate school districts, the Executive Office, the Legislature, and the staff of the Michigan Department of Education to help improve Michigan's educational system.

The following is the Michigan Department of Education's first annual progress report on the implementation of the Blueprint for Action recommendations.

The Superintendent of Public Instruction is pleased to report that substantial progress in educational improvement is being achieved, for example:*

- 98% Of the school districts have a 6-period day; 9 districts do not.
- 99% Of the school districts offer 300 minutes or more of instruction per day.
- 91% Of the school districts offer a six class period day of at least 50 minutes each in the high school.
- 69% Of the school districts have established Local School Improvement Committees.
- 78% Of the school districts have used the State Board of Education's Standards of Quality document.
- 34% Of the school districts have adopted a school improvement plan.
- 84% Of the school districts have a textbook and material review policy.

Finally, this report contains two summary charts (Appendices A and B). Appendix A depicts progress on the Blueprint recommendations; Appendix B illustrates a summary comparison of the State Board of Education's recommendations contained in the Governor's Higher Education Report and his Summit Report.

*Approximately 90% of the K-12 school districts responded to the State Board of Education's survey in time for this report.

A. Recommendations to Local and Intermediate Districts

1. Planning for School Improvement

Recommendation

"The State Board of Education recommends that every local board of education develop a long range school improvement plan..."

Progress

During 1984, the State Board of Education approved the K-12 Standards of Quality for use by local school districts in developing school improvement plans. Seventy local districts participated in the review and development of the standards. School year 1984-85 will be the start of implementation of the standards. Standards for preprimary education have been developed and are now being reviewed.

The initial review of data indicates the following:

- 84% Of the school districts have a textbook and material review policy.

Proposed model policies on homework, absenteeism, and student conduct have been drafted and are being reviewed. Many local school districts are currently developing or implementing new homework policies:

- 97% Of the school districts have a student absences policy.
- 43% Of the school districts have a homework policy.
- 98% Of the school districts have a discipline policy.

The first draft of the model policy on school discipline was completed in September, 1984.

A Review Committee of twenty-six members, representing various organizations was convened in order to review and critique the model code.

Two conferences were conducted for the Review Committee to discuss the model code on October 10 and November 26, 1984. A review of the document is planned for the next conference for January 23, 1985. The document will be formally presented to the State Board of Education in March or April of 1985.

Local school districts are actively pursuing local improvement plans. Approximately seventy percent of the districts in Michigan have school improvement committees with whom they are working.

The Michigan Career Education Advisory Commission has supported the school improvement recommendations by focusing attention on the need to ensure basic student academic and career competencies and encouraging the maximum use of resources to help prepare all youth for career jobs through the use of the Employability Development Plans. The Commission has worked with the Michigan Job Training Coordinating Council, the Michigan Department of Labor, the Michigan Department of Education, the Michigan Association for Career Education, and the Michigan Occupational Information System (MOIS) in creating an awareness of the role of the EDP in ensuring the attainment of basic student academic and career competencies by Michigan's students.

Statewide training on the use of the EDP has been conducted through workshops arranged by staff of MOIS. The Commission worked actively to support the Student Career Plan goal as included in the Governor's Educational Summit Task Force Report of Recommendations.

Staff Recommended Initiatives

Models for long-range school improvement planning should be identified and disseminated.

2. High School Graduation Requirements

Recommendation

"The State Board of Education recommends to local boards of education that they require all students to complete:

- Four years of communication skills...
- Two years of mathematics...
- Two years of science...
- Three years of social studies...
- Two years or more in one or a combination of the following areas: 1) foreign language, 2) fine or performing arts, or 3) vocational education or practical arts.
- One year of health and/or physical education.
- One-half year of "hands-on" computer education..."

Progress

During the past year, most local districts in Michigan have taken actions designed to make available to all students the high school course requirements recommended by the State Board of Education. To accomplish the revised high school course requirements, many districts have established local curriculum review committees, and have used cooperative programming and other unique arrangements to make the courses available.

The initial review of data indicates the following:

- 32% Of the school districts require 4 years of English.
- 65% Of the school districts require 2 years of mathematics.
- 53% Of the school districts require 2 years of science.
- 53% Of the school districts require 3 years of social studies.
- 15% Of the school districts require 1/2 year of computer education.
- 99% Of the school districts offer 300 or more minutes per day of instruction.

Additionally, the Department of Education administers a State Special Projects Discretionary Grant Program which includes computer literacy as a priority. Five (5) regional training software centers were funded as well as one project to produce training packages regarding the use of computers for statewide distribution.

Staff Recommended Initiatives

Training workshops should be made available to assist districts in developing courses and evaluating high school graduation requirements.

3. High School Courses for College Bound Students

Recommendation

"The State Board of Education recommends to local school boards that students who plan to go to a four-year college or university be encouraged to study the following:

- One additional year of mathematics, making a total of three years...
- One additional year of science, making a total of three years...

- At least two years of a foreign language."

Progress

All school districts have been notified of this recommendation. Additionally, the Governor's Commission on the Future of Higher Education also is supporting the State Board of Education's recommendation.

- 83% Of the school districts recommend three years of mathematics.
- 79% Of the school districts recommend three years of science.
- 70% Of the school districts recommend at least two years of a foreign language.

Staff Recommended Initiatives

Staff develop training workshops to assist districts in developing course structures to address the needs of the college bound student.

4. Alternative Programs

Recommendation

"The State Board of Education recommends that local school boards develop alternative programs..."

Progress

The State Board of Education has approved standards of quality which include guidelines for local districts to develop alternative programs with strong service components.

Staff Recommended Initiatives

Funds need to be identified to develop and disseminate model alternative programs.

5. Course List for Occupational Entry

Recommendation

"The State Board of Education recommends that the students be provided a complete list of course offerings necessary for entry into various occupations."

Progress

School districts were informed of the State Board of Education's Michigan Occupational Information System (MOIS) and its use in identifying course requirements for vocational skills areas. Moreover, the approved state plan for vocational education includes provisions for vocational education programs at earlier grades.

6. Performance Standards

Recommendation

"The State Board of Education recommends that local school districts establish written student performance standards for use in parent reporting and as promotion and graduation criteria.."

Progress

As districts have reviewed curriculum in terms of student performance outcomes, many districts have developed written student performance standards. Staff have assisted districts in curriculum review and the development of objectives on which standards are based.

7. Instructional Time

Recommendation

"The State Board of Education recommends that every school district:

- Operate senior high schools with a class day comprised of a minimum of six classes of 50 minutes each...
- Operate middle schools and junior high schools a six-clock-hour instructional day.
- Provide a school year of 200 days, at least 190 days of which should be for instruction...
- Revise staff salaries in relation to the increased number of days of the school year."

Progress

As districts review high school curriculum, and increased high school graduation requirements, local schools have made more instructional time available to students. In general, as district finances improve more districts are financially able to restore "sixth hour" classes at the secondary level.

- 91% Of the school districts offer a six class period day of at least 50 minutes each in the high school.

8. Proficiency in a Second Language

Recommendation

"The State Board of Education recommends that every school district:

- Develop foreign language programs at the elementary level...
- Develop foreign language program goals and objectives based on communications, global understanding, and foreign language proficiency."

Progress

There has been an increase in foreign language programming available to students at all K-12 levels. Based on request for assistance from districts, more and more districts are providing foreign language programming, and improving existing programming.

Recommended Initiatives

Models of successful foreign language programs should be identified and disseminated. Financial incentives should be made available to assist districts to develop and adopt foreign language programming.

9. Salaries

Recommendation

"The State Board of Education recommends that every school district increase teachers' salaries to attract the brightest and best individuals into the teaching profession..."

Progress

No action taken to date.

B. Recommendations to the Governor and Legislature

1. Instructional Time

Recommendation

"For action now, the State Board of Education recommends to the Governor and the Legislature that local school districts be required to provide a school year of 200 days of which at least 190 days must be for instruction..."

Progress

Legislation has been adopted to reduce the number of days of student instruction lost due to circumstances outside of the control of school authorities. The Legislature also supported the six hour school day through the incentive grants available to districts that make six class periods available.

2. Special Programs

Recommendation

"The State Board of Education recommends that the Governor and Legislature appropriate funds for special programs for:

- Model gifted and talented programs based on State Board of Education approved program plans..."
- Preschool-age children having special needs (disadvantaged, bilingual, gifted)..."
- The development of instructional programs in elementary schools based on goals of communication...and foreign language proficiency...
- New technological equipment such as computers, and updating existing equipment in general and vocational programs."

Progress

State funds for Gifted and Talented Programs in 1984-85 have been increased from the 1983-84 level. Under Section 47, funds have been appropriated to expand Summer Institutes for Gifted and Talented students.

The Michigan Department of Education administers a State Special Projects Discretionary Grant Program which resulted in several grant awards being made in the general area of new technologies. In addition to the grant awards made for cable television (video acquisition and utilization) and computer literacy (training package and software/training centers) the State Discretionary Grant Program made awards to three intermediate school districts to plan cooperative academic programming efforts utilizing technologies such as microwave and instructional television fixed signals (ITFS). Two committees have been established which are assisting the MDE to effectively address the area of technology.

Staff Recommended Initiatives

Funding to support the identification and adoption of model foreign language programs and to support preschool programs should be sought.

3. Assessment Of Performance

Recommendation

"The State Board of Education recommends that the Governor and Legislature increase funds to the Educational Assessment Program to:

- Establish a state-level Assessment Service Center...
- Explore increasing the scope of the statewide assessment testing beyond reading and mathematics..."

Progress

Assessment Service Center:

First, an informal assessment of need was included in this Fall's MEAP Conferences. Several hundred local educators have indicated the testing areas with which they feel they need assistance. Second, planning of a broader, more representative survey of need, to be collected next Fall, is also taking place. Third, an outline of the ideas for an Assessment Service Center is included in a State Board of Education paper, in order to receive input from both the State Board of Education and the Legislature. Fourth, planning of a survey to identify testing resource people is just beginning. Staff are developing the materials to identify a technical support contractor to help carry out these activities.

A plan and time line have been prepared for the Assessment Program to include one additional subject area in the 1985 testing program. A paper describing the proposed plan for expansion has been prepared for review and reaction by the State Board of Education.

The Michigan Career Education Advisory Commission has endorsed an expanded statewide assessment effort which would provide every-pupil testing in career development. The commission has worked closely with the MEAP staff in examining data, reviewing instruments used to collect data, and assisting in the dissemination of results from current assessment efforts. The Commission actively supported the Expanded Student Testing and Assessment goal in the Governor's Educational Summit Task Force Report of Recommendations.

Staff Recommended Initiatives

The next steps in the development of the Assessment Service Center will be dependent upon: receipt of reactions from the State Board of Education and Legislature to the outline of ideas which has been presented to them and the establishment of a Technical Advisory Committee for the Service Center. The next steps in the development of the expanded testing program for 1985 are to receive approval from the State Board of Education to expand the program and the formation of a Technical Advisory Committee.

C. Recommendations to Institutions of Higher Education

1. Foreign Language Proficiency, Alternative Programs, and Equal Access

Recommendation

"The State Board of Education recommends that colleges and universities:

- Require two years of foreign language instruction...
- Develop alternative programs with a strong service component (counselors, social workers, psychologists, and attendance personnel) to help students at different levels of achievement and personal development...
- Implement policies to ensure equal access..."

Progress

The Superintendent of Public Instruction has had several strategy meetings with representatives of the Michigan Community Colleges, four year colleges, K-12 school districts and intermediate school districts. The President's Council of State Colleges and Universities has prepared draft recommendations for the four year colleges in terms of revised admission standards that are consistent with the State Board of Education recommendations.

Additionally, the final report of the Governor's Commission on the Future of Higher Education in Michigan endorsed the findings contained in the recommendations. Specifically, the report reads: "...all the state's four year colleges and universities adopt minimum admission standards that are compatible with the high school graduation requirements recommended by the State Board of Education in its Blueprint for Action; and that local boards of education immediately implement these graduation requirements."

2. Minorities, Females, and Handicappers

Recommendation

"The State Board of Education is directing the State Superintendent to work with colleges, universities and others to develop a plan of action to implement the recommendations of the Joint Task Force on Minorities, Females, and Handicappers in Michigan's Colleges and Universities."

Progress

The Superintendent of Public Instruction has established an ad hoc referent group to assist him in implementing the recommendation of the Joint Task Force. This referent group is reviewing the the Michigan Competitive Scholarship and tuition grant programs, and is setting forth plans to establish means by which Michigan colleges and universities would meet periodically to share, plan, and implement programs that seek to recruit and retain minority, female, and handicapped students.

3. Coordination

Recommendation

"The State Board of Education is directing the State Superintendent to develop a plan to improve coordination between and among educational programs at all levels."

Progress

The Superintendent of Public Instruction has established an ad hoc committee charged with determining ways to improve the coordination of service delivery among K-12 districts, intermediate districts, and community/junior colleges. This ad hoc group has met several times and is currently developing a pilot survey instrument which will produce additional information for making specific recommendations regarding improving coordination.

Additionally, the Superintendent of Public Instruction planned and assisted in the implementation of a Regional Educational Laboratory to serve a North Central region of seven (7) states. The laboratory is designed to assist in the improvement of coordination between and among educational programs in those seven states as well as within Michigan. Agencies affected included higher education institutions, professional organizations, local and intermediate educational agencies, business, industry and parents. The Laboratory is in its initial year of a five-year funding period. The Superintendent sits on the Laboratory's Board of Directors.

4. Professional Development

Recommendation

"The State Board of Education recommends that the Governor and Legislature provide professional development funds to:

- Update and retrain teachers and administrators in science, mathematics, communication and computer skills to assess the needs of adults in vocational education programs.
- Establish teacher training centers.
- Amend the School Code of 1976 to allow school districts to grant sabbatical leaves to teachers after five years of service rather than the seven years required under the present statutes..."

Progress

The Michigan Department of Education administers a State Special Projects Discretionary Grant Program. Through this grant program several efforts were funded which directly dealt with the updating and retraining of Michigan's educators (i.e., computer software/training centers, leadership academy, and cooperative programming grants).

Increased funding for professional development and for a leadership academy have been appropriated for 1984-85.

Staff Recommended Initiatives

Legislation is needed to allow targeting of professional development funds for high need areas such as middle school teachers, science, mathematics, computer technology, and foreign language.

5. Structure

Recommendation

"The State Board of Education recommends that the Governor and Legislature enact legislation on the education structure to:

- Reorganize intermediate school districts...
- Provide incentives to local school districts that reorganize.

- Provide funds to construct or renovate, on a pilot basis, existing unused buildings for joint area vocational educational/academic facilities in areas of the state now devoid of comprehensive vocational education or comprehensive academic offerings."

Progress

In 1984, the Legislature appropriated to the Department of Education \$50,000 for local school district consolidation and annexation grants under Senate Bill 646.

The grant program is administered by School Management Services which has responsibility for implementing the recommendation. The Office of Grants Coordination and Procurement is partially involved with the implementation of this recommendation.

One application has been submitted to date, from Gogebic-Ontonagon Intermediate School District for Bergland School District. The proposal was recommended for State Board Action at the Regular meeting on December 11-12, 1984. The State Board approved the recommendation.

Planning grant funds are available throughout the year until August 5, 1985.

D. State Board of Education Actions and Directions

1. High School Graduation Requirements

Recommendation

"The State Board of Education shall strengthen high school graduation requirements by:

- Providing assistance to local school districts on the implementation of guidelines for high school graduation requirements.
- Gathering data from local school districts on the implementation of guidelines for high school graduation requirements and on enrollment in courses.
- Monitoring the implementation of guidelines for high school graduation requirements and enrollments; and, if the requirement is not met by 1988, seek authority from the Governor and the Legislature to mandate high school graduation requirements."

Progress

Staff have provided assistance and support to districts implementing the recommended high school graduation requirements.

2. Textbooks and Instructional Materials

Recommendation

"The State Board of Education shall improve the quality of textbooks by:

- Establishing a textbook and instructional material center for training and evaluation.
- Expanding the textbook study process for periodic review of textbooks and instructional materials from a variety of subject areas. Practicing teachers and other experts should be used in the study process.
- Assisting local staffs in assessing instructional materials, including computer software, through regional training.
- Establishing a set of standards for science and laboratory equipment in elementary and secondary schools.
- Establishing standards for science and laboratory equipment in elementary and secondary schools.
- Creating a clearinghouse for textbooks.
- Disseminating the findings of the reviews to textbook publishers for use in preparing future revisions of the textbooks.
- Facilitating communication between educators and textbook publishers during revision and prior to the publication of new textbooks."

Progress

Following the transfer of the Library of Michigan to the Legislature, the Library chose not to continue maintaining the textbook collection. The Department's textbook collection has been moved to the Library Building on the campus of the Michigan School for the Blind, and a retired librarian has donated his time to assist the Department in cataloging and maintaining the collection. Instructional Specialist staff are involved in this to keep the textbook collection current.

The state-funded Discretionary Special Projects Grant awarded five (5) regional grants which address this recommendation for computer software. One activity the grant recipients will undertake is to collect and evaluate computer software. Each region is specializing

in specific subject areas. The evaluations will be shared and made available to every school district in the state.

Staff are developing a generic process to review materials with reference to specific content. Alternatives for a materials center have been explored and would need funding. A policy and budget issue has been submitted to conduct the textbook study in the 1985-86 year. A plan to hold regional training for LEA staffs in assessing instructional materials has been developed to offer during late Spring 1985. Arrangements have been made to house the Materials Center through the School for the Blind. Curriculum workshops are planned to help districts to use the Materials Center for text book selection.

Staff Recommended Initiatives

Funds need to be identified to support and expand textbook reviews and materials selection training.

3. Job Training

Recommendation

"The State Board of Education shall foster job training by:

- Encouraging a partnership between schools, business, industry, and labor to develop programs to improve student skills and attitudes for career jobs and to locate resources to help stimulate such efforts."

Progress

Efforts are underway to build upon current activities to develop a management plan which will be completed by August 10, 1984. The plan will include surveying kindergarten through adult programs such as junior achievement and employees on-site training in the automobile plants. A task Force on Business Education in Partnerships is being planned for 1985.

The Superintendent has recently gained the support and involvement of Robert Lundeen, Chairman of the Board of the Dow Chemical Company and Co-chairman of the national Task Force on Education for Economic Growth, to promote the creation of broader and more effective partnerships between schools, business, industry, and labor. Mr. Lundeen has agreed to chair a small Partnerships for Education Task Force which

will assist and guide the Michigan Department of Education in the partnership effort. The Task Force will consist of high-level decision makers from business, labor, the health profession, and education.

4. Special Populations

Recommendation

"The State Board of Education, recognizing special populations, shall:

- Create summer institutes to meet the needs of low achieving students with special emphasis on language and mathematics skills.
- Develop plans to eliminate illiteracy and underachievement for the youth and adults of Michigan geared to specific populations with high incidence of illiteracy.
- Adopt a policy to encourage local educational agencies to modify their curriculum and related policies to provide vocational education at earlier grades.
- Develop a total plan for the provision of area skills centers and programs in the entire state so that all students will have access to such facilities and programs."

Progress

Staff has identified several alternatives for implementing Summer Institute for Disadvantaged Pupils. Staff will provide information to the State Board of Education regarding the various alternatives explored as well as their recommendations to execute a pilot program for the Summer of 1985.

A cross bureau committee is working to develop plans toward eliminating illiteracy among youth. Areas involved are Compensatory Education, Vocational Education and Adult Education staffs. Some initial ideas include a proposed state secondary compensatory education program and exploration of vocational and adult program effort to target youth.

A plan for completion of the area centers is being prepared jointly with academic vocational-technical centers. The approved State Plan for Vocational Education includes provisions for vocational education programs at earlier grades. Efforts are already underway which encourage pre-vocational instruction in the middle and junior high schools.

The pre-primary specialist, in concert with staff in the Adult Education office, is currently working to establish a committee to develop an implementation plan in the 1985-1986 year. The committee will also develop parenting education standards.

A coordinating committee on literacy, including representatives from community agencies, local districts, volunteer state and local organizations and basic education programs, is operating to develop and implement a state plan to eliminate illiteracy. A State Board Proclamation was adopted June 5, 1984. A public service announcement has been prepared to provide awareness about the illiteracy problem and agencies that are engaged in literacy improvement efforts. A slogan, "Learning is Catching; Pass it on" has been adopted to serve as the major public relations vehicle in mass media efforts. Processes are underway to collect information about literacy programs which will be put into a directory to be used by various agencies as a resource guide. Also, a subcommittee is addressing business, industry and labor literacy concerns. The August 22, 1984 conference on Literacy was the kick-off activity of the coordinating committee and was at the Kellogg Center.

5. Class Size

Recommendation

"The State Board of Education shall:

- Direct the State Superintendent to make recommendations strengthening the State School Aid Act regarding pupil-teacher ratios.
- Direct the Superintendent to collect data to analyze pupil-teaching teacher ratios where classroom aides are available."

Progress

Staff will be convening a group of representatives who will advise on the development of guidelines for State Board review in December. Through the Special Education public hearing process, staff will receive testimony regarding appropriate teacher-pupil ratios and is also reviewing literature regarding teacher-pupil ratios as they relate to specific disabilities.

6. Teacher Preparation and Certification

Recommendation

"The State Board of Education shall:

- Review recommendations from the Certification Code Study Commission...
- Develop standards of quality for approval and periodic review of teacher education programs.
- Review the use of the continuing education units as partial fulfillment of requirements toward continuing certification.
- Encourage the upgrading of skills of currently-assigned middle school teachers in the subjects to which they are assigned and in the education of the early adolescent...
- Direct the Certification Code Study Commission to recommend certification standards to the State Board of Education...
- Direct the Certification Code Study Commission to include certification of vocational education teachers in their study and recommendations.
- Direct the Certification Code Study Commission to address developmental parenting education as a requirement for all teachers.
- Support Federal legislation to provide financial incentives for prospective teachers...
- Conduct a 'comparable worth' study of all a school employee classifications..."

Progress

On June 20, 1984, the Code Commission made recommendations to the State Board regarding the certification of teachers who provide instruction middle grade level and also the certification of administrators. The State Board received the recommendations and asked that statewide input be solicited. The recommendations were discussed at six regional meetings, and reactions were also solicited through the mails. A report on these reactions was discussed by the State Board at its November 1984 committee of the whole meeting.

Standards of quality used in Michigan were derived from standards developed by NASDTEC (the National Association of State Directors of Teacher Education and Certification), and they are updated periodically by the NASDTEC group itself. When new teacher preparation programs are reviewed in Michigan, these standards are used. In addition to the NASDTEC standards, Michigan has also developed its own standards for program review in such areas as reading, bilingual education, autism, early childhood education, and computer science. Staff are working with the Michigan Association of Teacher Educators to develop periodic review procedures.

The Certification Code Study Commission also considered the concept of Continuing Education Units (CEUs) as a means of renewing the permanent (Continuing) teacher's certificate, but has not yet recommended the concept. The Code Commission did recommend, however, that the state expand its professional development activities, especially within the terms of the Section 97 program (the Professional Development Act).

The Code Commission has supported the idea that professional development opportunities for teachers should be greatly expanded upon and should be available to teachers on a volunteer basis.

The certification standards for computer technology teacher preparation program approval were developed and have been used as a basis for approval of programs. The first six programs were approved by the State Board in August 1984. Additional programs will be going to the Board in the early spring for approval. These programs, too, were reviewed on the basis of the program standards.

When the State Board received a set of proposed revisions to the present Vocational Education rules, it requested that the proposed rules be submitted to the Certification Code Commission, which was at that time soon to be appointed. At its December 1984 meeting, the Commission began its deliberations in regard to the proposed rule changes and will make recommendations to the Board by the spring, 1985.

Finally, no action has been taken on conducting a "comparable worth" study of all school employee classifications to date.

7. Professional Development

Recommendation

"The State Board of Education shall:

- Establish an educational leadership academy...
- Revise current administrative rules to grant continuing education units toward certification...
- Encourage the upgrading of skills through professional development of currently-assigned middle school teachers in the content areas in which they are not prepared and in the education of the early adolescent.
- Establish a grant program to include competitive grants to enable teachers to design and carry out special professional projects..."

Progress

Monies were appropriated in the Department Bill for Special Projects, one of which is the leadership academy. A plan to support professional development for middle school teachers has been developed and will be reviewed by the Bureau of Educational Services Advisory Council. In addition, staff drafted a paper proposing recommendations to address the unique needs of middle school teachers who have recently been assigned to teaching positions out of their field or in minors where they have little or no experience.

A leadership academy was established with state discretionary Special Projects Grants funds. The CEU portion of the recommendation was not addressed in the awarding of the grant. The Academy contains eight components with teachers, potential administrators, current administrators, business officials and school board members as eligible participants. All superintendents

and other appropriate potential participants in the state are notified of the activities, training, inservice, etc. of the Academy. To date, participants have numbered two hundred forty (240) in seven sessions. More than five hundred (500) are expected to be participants in more than seventy sessions by the end of the grant period.

Staff Recommended Initiatives

Legislation and funding are needed to target professional development for high need areas such as middle school teachers, science, and foreign language.

8. Performance Standards

Recommendation

"The State Board shall:

- Formally recognize students and schools that demonstrate high achievement...
- Adopt the policy that every local school district have written performance standards..."

Progress

As districts have reviewed curriculum in terms of student performance outcomes, many districts have developed written student performance standards. Staff have assisted districts in curriculum review and the development of objectives on which standards are based.

A paper describing the current recognition program and proposed plan for the 1984-85 and 1985-86 school years is being prepared for review and approval by the State Board of Education. The plan includes a student certificate program and an expanded school recognition program. The State Board of Education will be asked to approve the addition of the student certificates at the December 11-12 meeting. The expanded school recognition plans will be presented in early 1985. Approval of the proposed plan by the State Board of Education must be received before the implementation process can be initiated.

9. Computer Technology

Recommendation

"The State Board of Education, based on the recommendations of the Technology Referent Group, shall:

- Acquire existing school district and/or intermediate/Regional Educational Media Centers (REMC) plans...
- Develop a statewide human resource bank...
- Serve as a resource center...
- Define minimum competencies for those students who choose employment in the field of technology...
- Set standards for the certification of teachers of computer literacy and computer science...
- Provide access to training for teachers in classroom application of computer technology...
- Evaluate the levels of computer literacy within the state.
- Recommend to the Governor and Legislature a proposal for funding computer software, training, and equipment."

Progress

A microcomputer resource center within the Michigan Department of Education has been established. Performance objectives for computer technology have been developed and are being reviewed.

Special Projects Grants. One (1) grant is for the purpose of developing training modules for use throughout the state. Five (5) regional grants will provide a statewide resource bank, collection and evaluation of software for review and preview, and training of trainers to provide a network accessible to all school districts. A human resource bank is being developed which can serve as a resource to local districts, intermediate and REMC districts. The centers can serve to assist teachers in reviewing and preview instructional software. These projects provide access to training for teachers in classroom applications of computer technology, as well as

access to training for administrators. The entire grant award of \$427,242 in this category has statewide impact. All intermediate school districts in the state are included in one of the regional grantee programs.

Staff Recommended Initiatives

10. Preprimary Education

Recommendation

"The State Board of Education shall:

- Establish a parent-leadership program within the Michigan Department of Education.
- Establish standards, including screening procedures, for preprimary and parenting education to include curriculum guidelines."

Progress

A preprimary and parent leadership unit has been established with the Michigan Department of Education. The Superintendent's Early Childhood Study Group reported on Kindergarten progress, parent training, class size, teacher training, and program development. A referent group is being established to draft preprimary standards.

Staff Recommended Initiatives

Legislative support for the Preprimary Leadership function of the Department of Education is needed.

11. Structure

Recommendation

"The State Board of Education shall:

- Develop models for intermediate, and consortia of local school districts and/or intermediate school districts to cooperate academic programs.
- Direct the Superintendent to develop an intermediate school district reorganization plan...
- Develop a plan to maximize the educational opportunities for all students during the entire year...

- Encourage local districts, individually or through cooperating groups of districts, and other educational agencies to include instruction of languages not commonly taught in the schools, but native to the countries with which the United States deals economically.
- Define and recommend to local school districts an equal, quality education program which each school district should make available to its students.
- Develop a plan for alternatives..."

Progress

Cooperative academic programs are being supported through special discretionary state funds. Specific efforts for cooperative foreign language programming will be developed when the Department identifies staff resources. The Standards of Quality are the base for development of equal quality programs for all students.

The Education Consolidation and Improvement Act (ECIA), Chapter 2 Discretionary Grants and the state Discretionary Special Projects Grants have included grant awards in the area of cooperative programming. A total of one hundred fifty-three (153) local school districts and Twenty-three (23) intermediate school districts are directly involved in planning, developing, implementing or delivering cooperative academic programs.

The Michigan Department of Education through the ECIA Chapter 2 and the State Discretionary Grant Programs, made available to school districts funds to plan and/or to implement cooperative academic programming efforts involving consortia of local school districts.

13. Accreditation

Recommendation

"The State Board of Education shall develop a system, implementation plan, and time line for accreditation of elementary and secondary schools."

Progress

The Superintendent of Public Instruction approved the establishment of a study committee composed of representatives of the major educational organizations and accrediting agencies in the state. The committee, in cooperation with Department staff, reviewed in detail present accreditation standards in Michigan and other states and discussed the advantages and disadvantages of state level accreditation.

A position statement has been prepared for review and input by the Superintendent and State Board of Education. Following this review, the statement will be shared with professional organizations and citizens groups for a statewide review. The plan will then be revised by the committee and submitted to the State Board of Education for approval in May of 1985.

Receipt of input from the Superintendent and State Board will be necessary before the state wide can proceed.

14. Instructional Time

Recommendation

"The State Board of Education shall enforce the 180 days, 900 hour provisions."

Progress

Enforcement procedures are in place and staff are working to improve the authorized audit activities.

BETTER EDUCATION FOR MICHIGAN CITIZENS: A BLUEPRINT FOR ACTION:
SUMMARY OF 1984 ACTIVITIES FOR THE IMPLEMENTATION OF RECOMMENDATIONS

	ACTIVITIES IN PROGRESS	ACTIVITIES COMPLETED	NO ACTIVITIES TO DATE
A. RECOMMENDATIONS TO LOCAL AND INTERMEDIATE SCHOOL DISTRICTS			
A1 PLANNING FOR SCHOOL IMPROVEMENT	X		
A2 HIGH SCHOOL GRADUATION REQUIREMENTS		X	
A3 COURSES FOR COLLEGE BOUND STUDENTS		X	
A4 ALTERNATIVE PROGRAMS	X		
A5 COURSE LIST FOR OCCUPATIONAL ENTRY		X	
A6 PERFORMANCE STANDARDS	X		
A7 INSTRUCTIONAL TIME	X		
A8 PROFICIENCY IN A SECOND LANGUAGE	X		
A9 SALARIES			X
B. RECOMMENDATIONS TO THE GOVERNOR AND LEGISLATURE			
B1 INSTRUCTIONAL TIME	X		
B2 SPECIAL PROGRAMS	X		
B3 ASSESSMENT OF PERFORMANCE	X		
B4 PROFESSIONAL DEVELOPMENT	X		
B5 STRUCTURE	X		
C. RECOMMENDATIONS TO INSTITUTIONS OF HIGHER EDUCATION			
C1 FOREIGN LANGUAGE, ALTERNATIVE PROGRAMS AND EQUAL ACCESS	X		
C2 MINORITIES, FEMALES, AND HANDICAPPED	X		
C3 COORDINATION	X		
D. STATE BOARD OF EDUCATION ACTIONS AND DIRECTIONS			
D1 HIGH SCHOOL GRADUATION REQUIREMENTS	X		
D2 TEXTBOOKS AND INSTRUCTIONAL MATERIALS	X		
D3 JOB TRAINING	X		
D4 SPECIAL POPULATIONS	X		
D5 CLASS SIZE	X		
D6 TEACHER PREPARATION AND CERTIFICATION	X		
D7 PROFESSIONAL DEVELOPMENT	X		
D8 PERFORMANCE STANDARDS	X		
D9 COMPUTER TECHNOLOGY	X		
D10 PREPAREDNESS EDUCATION	X		
D11 STRUCTURE	X		
D12 MODEL POLICIES	X		
D13 ACCREDITATION	X		
D14 INSTRUCTIONAL TIME	X		

BETTER EDUCATION FOR MICHIGAN CITIZENS: A BLUEPRINT FOR ACTION

[illegible]

EDUCATIONAL SUMMIT TASK FORCE

EARLY CHILDHOOD EDUCATION
STUDENT TESTING AND ASSESSMENT
HIGH TECHNOLOGY IN EDUCATION
ACCREDITATION STANDARDS
CERTIFICATION CODE CHANGES
MERIT SCHOLARSHIP PROGRAM
SCHOOLS COMMUNICATION PLAN
PROFESSIONAL DEVELOPMENT
SCHOOL AND BUSINESS PARTNERSHIPS
TEACHER EXCHANGES
SCHOOL IMPROVEMENT PROCESS
ATTENDANCE AND DISCIPLINE
STUDENT CAREER PLAN
TRANSPORTATION FUNDING
UNIVERSITY/DISTRICT IMPROVEMENT

COMMISSION ON THE FUTURE OF HIGHER EDUCATION

EDUCATION	TEACHER	EDUCATION	EDUCATION
STABILIZING TUITION			X
COMMITMENTS TO OPPORTUNITY			
IMPROVING K-12 EDUCATION		X	X
REFORMING TEACHER EDUCATION		X	X
ADMISSION STANDARDS		X	X
THE INSTRUCTIONAL CORE		X	X
GRADUATE EDUCATION			
FACULTY			
EQUIPMENT AND RESOURCES			
INSTITUTIONAL ROLES AND MISSIONS			
HIGHER EDUCATION DATABASE			
FUNDING FORMULAS			
PROGRAM REVIEW AND APPROVAL			
COOPERATION AND TECHNOLOGY			
PHYSICAL STRUCTURE			
CAPITAL EXPENDITURES			
PROGRAM EFFICIENCY			
INSTITUTIONAL LEADERSHIP			
RESEARCH AND DEVELOPMENT			
MOVING EXPERTISE AND INNOVATIONS			
CHANGING WORKPLACE			
MICHIGAN LOBBY			
STRONG LEADERSHIP			
ADJUSTING APPROPRIATIONS			

BETTER EDUCATION FOR MICHIGAN CITIZENS; A BLUEPRINT FOR ACTION

RECOMMENDATIONS TO LOCAL AND INTERMEDIATE SCHOOL DISTRICTS	RECOMMENDATIONS TO THE GOVERNOR AND LEGISLATURE	STATE BOARD OF EDUCATION ACTIONS AND DIRECTIONS
A1 PLANNING FOR SCHOOL IMPROVEMENT	B1 INSTRUCTIONAL TIME	D1 HIGH SCHOOL GRADUATION REQUIREMENTS
A2 HIGH SCHOOL GRADUATION REQUIREMENTS	B2 SPECIAL PROGRAMS	D2 TEXTBOOKS AND INSTRUCTIONAL MATERIALS
A3 COURSES FOR COLLEGE BOUND STUDENTS	B3 ASSESSMENT OF PERFORMANCE	D3 JOB TRAINING
A4 ALTERNATIVE PROGRAMS	B4 PROFESSIONAL DEVELOPMENT	D4 SPECIAL POPULATIONS
A5 COURSE LIST FOR OCCUPATIONAL ENTRY	B5 STRUCTURE	D5 CLASS SIZE
A6 PERFORMANCE STANDARDS	RECOMMENDATIONS TO INSTITUTIONS OF HIGHER EDUCATION	D6 TEACHER PREPARATION AND CERTIFICATION
A7 INSTRUCTIONAL TIME	C1 FOREIGN LANGUAGE, ALTERNATIVE PROGRAMS AND EQUAL ACCESS	D7 PROFESSIONAL DEVELOPMENT
A8 PROFICIENCY IN A SECOND LANGUAGE	C2 MINORITIES, FEMALES, AND HANDICAPPED	D8 PERFORMANCE STANDARDS
A9 SALARIES	C3 COORDINATION	D9 COMPUTER TECHNOLOGY
		D10 PRIMARY EDUCATION
		D11 STRUCTURE
		D12 POLICIES
		D13 PROFESSIONAL TIME
		D14 INSTRUCTIONAL TIME

MR. THOMPSON

Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Lake Superior State College
Michigan State University
Michigan Technological University
Northern Michigan University



Presidents Council

State Colleges and Universities

Oakland University
Saginaw Valley State College
The University of Michigan—Ann Arbor
The University of Michigan—Dearborn
The University of Michigan—Flint
Wayne State University
Western Michigan University

May 1, 1985

MEMORANDUM

TO: Presidents

FROM: Glenn R. Stevens, *GRS* Executive Director

SUBJECT: Research Excellence Fund

The House Subcommittee on Higher Education was scheduled to meet at 8:30 this morning to consider the proposed Research Excellence Fund. The enclosed agenda, which indicates a 9:00 a.m. starting time was distributed. At approximately 9:05 a.m., Representative Hood announced that the meeting was being canceled because Director Naftaly had not yet appeared. A few minutes later, Bob Naftaly and Lynne Schaefer arrived but by that time it was clear that the meeting had been scrubbed. The DMB proposal on the Research Excellence Fund is enclosed for your information.

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RESEARCH EXCELLENCE FUND

Hearing of the House Appropriations Subcommittee on Higher Education

Wednesday, May 1, 1985

Schedule of Speakers

9:00 a.m.....Robert H. Naftaly, Director
Department of Management and Budget

9:15 a.m.....University Presidents

- Dr. Harold Shapiro, University of Michigan
- Dr. Dale Stein, Michigan Technological Univ.
- Dr. Cecil Mackey, Michigan State University
- Dr. David Adamany, Wayne State University

9:40 a.m.....Business Representatives

- George Arwady, Publisher of the Muskegon Chronicle; member, Commission on Higher Ed.
- Dwight Carlson, CEO, Perceptron; chair, Entrepreneurial Comm. sub. on research and technology.
- William Hubbard, former CEO, Upjohn; member, High Tech Task Force.
- Herbert T. Doan, leading MI venture capitalist member, Gov. Comm. on Jobs and Econ Dev



STATE OF MICHIGAN

OFFICE OF THE GOVERNOR

LANSING

JAMES J. BLANCHARD
GOVERNOR

RESEARCH EXCELLENCE FUND PROPOSAL

I. Introduction

To help Michigan's excellent system of higher education play a larger role in the revitalization of our economy, Governor Blanchard has called for the creation of a Research Excellence Fund, and included \$25.0 million for this initiative in his Fiscal Year 1985-86 Executive Budget.

The fund is separated into three distinct components. First, \$22 million will be provided for a Major Research Fund to support research projects with economic potential at Michigan's major research universities. Second, \$1.5 million is recommended to establish an Applied Technology Fund to support technology transfer activities at eleven of Michigan's public colleges and universities. Finally, \$1.5 million will fund research projects involving more than one college or university, and having statewide impact.

II. Major Research Fund

Closer ties between our excellent research universities and the private sector can lead to increased business and job creation. In order to ensure that it does, Michigan's higher education institutions must be incorporated into the state economic development strategy. The function of state government is to act as a facilitator in encouraging more interaction between higher education institutions and the private sector. By providing an atmosphere of cooperation, both groups will have an opportunity to discover the advantages of working together.

According to the Path to Prosperity, the final report of the Task Force for a Long-Term Economic Strategy for Michigan, "most of the new jobs we will need to reduce unemployment in the years ahead will have to come from new businesses. Michigan will need imaginative, risk-taking entrepreneurs able to turn their ideas for new products and processes into new Michigan businesses. In the case of Route 128 and Silicon Valley, the Massachusetts Institute of Technology and Stanford University were the principal source of the entrepreneurs, and in many cases, the new products, responsible for the phenomenal economic growth that occurred in these two areas." The Task Force recommends targeted investments in basic and applied research in fields which will result in new technologies and products for Michigan businesses.

The Governor's Commission on the Future of Higher Education recognized this need in its report when it proposed that "focused investments in Michigan's research universities and in their cutting edge research and development programs" be made. Researchers in Michigan's universities can be instrumental in developing the new technologies and new products that are the

key to revitalizing existing businesses, creating new firms and providing stable new jobs for our citizens.

A. Goals and Objectives

The purpose of the Major Research portion of the Research Excellence Fund (REF) is to support limited excellent research at Michigan's major research universities, the University of Michigan, Michigan State University, Wayne State University, and Michigan Technological University, in order to stimulate increased basic research and the development of new technologies and new products.

The REF is a major component in the effort to tie Michigan's outstanding higher education system more closely to the state's economic development strategy.

In order to stimulate a significant expansion in the level of research activity occurring now, proposals for Major Research funds will be assessed based upon their ability to leverage additional dollars from both the private sector and the federal government to establish and enhance and international centers of research excellence in fields which are crucial to Michigan's economic future.

It is also anticipated that strengthening the universities' research capabilities will enhance their ability to attract and retain high quality, world renowned faculty, thus providing further reason for Michigan businesses to establish closer ties with our higher education system.

The funds will be used for such things as acquisition of major research equipment, upgrading research facilities, graduate student fellowships, and targeted centers of excellence in which Michigan has an opportunity to achieve national and international recognition as a leader in an academic field.

B. Measurements of Current Research Activities

The Research Excellence Fund should build upon the existing strengths of our major research universities in order to get the greatest return on limited state funds. Michigan's research universities already lay claim to many national and world class "centers of research excellence". A targeted investment in those areas which hold the most promise for future economic benefit will help to secure Michigan's future.

There are a variety of sets of data which can be used to display the current level of research activity at our universities and to help determine the location of our strengths. First, a measure of actual university current fund expenditures on research is available. Second, the amount of revenue collected through indirect cost recovery on research grants can be used. Third, the level of total sponsored research in scientific and engineering fields at our major research institutions is displayed. Two additional measures of research capacity and commitment,

graduate academic year equated students in disciplines with potential economic benefits and research equipment, are also included. The following table displays these data sources by university.

RESEARCH ACTIVITY/CAPACITY COMPARISONS
(as percent of total)

	Current <u>Fund</u>	Indirect <u>Revenue</u>	Sponsored <u>Research</u>	Graduate <u>AYES</u>	Research Equip Exp <u>(1984 GF)</u>
UM-A	58.2	57.6	53.4	42.7	40.5
MSU	25.6	25.6	31.7	21.2	25.1
WSU	9.7	8.4	9.6	34.6	30.7
MTU	4.1	2.9	4.0	1.3	3.7
All Others	2.4	5.5	1.3		

C. Application Process

Each major research institution will be required to submit a single, coordinated proposal. The individual projects within the total request must be prioritized by the university in accordance with internal needs and the estimated potential future economic impact.

Each project for centers of excellence and major research equipment should include a research plan which identifies key personnel and existing university resources that promise to yield productive results.

Each proposal will also be required to contain the following specific components:

1. A long range plan to build national or international centers of research excellence, as well as a process for disseminating results of that research to the Michigan economy.
2. An evaluation of the potential economic impact of each project within the proposal, including a description of existing firms, potential markets, and expectations for job-creation.
3. A listing of other sources of support for each project, including federal and private sector support, and a description of activities planned to expand that outside level of support in the future.
4. A pledge of sustained or increasing university support for the project, both in terms of facilities and staff, and financial support.
5. Other important considerations;

In general, proposals should not rely on ongoing, long-term state support for projects, but should instead be one-time expenditures for the purpose of enhancing research activities. This does not include, obviously, support for the creation or enhancement of centers of research excellence, for which ongoing funds may be requested.

In addition, universities will be requested to submit a plan which shows how research results will be transferred as expeditiously as possible to the private sector. The university's administration of proprietary rights for activities financed by the REF must be consistent with the state's commitment to economic development.

D. Review Process

A scientific peer review process will be established to evaluate and make recommendations on each university's proposal. Such a process will ensure that only the very best projects will receive funding and that each project is judged on both scientific and economic merits. Two distinct reviews will take place, similar to the process followed by the National Science Foundation (NSF).

First, a panel of scientists taken from NSF lists, will be appointed to review and judge the professional competence of the proposed investigators to carry out their research plan. Second, a group of managers from both private and public research labs will be appointed to judge the managerial ability of key personnel to carry out their management plan and industry linkages.

Finally, the Department of Commerce will evaluate all projects in terms of their potential economic impact.

The Department of Management and Budget will administer this process and will request the assistance of the NSF in identifying appropriate individuals to serve on each panel.

E. Setting Target Areas for Research

As recommended by the Governor's Commission on the Future of Higher Education, the Research Excellence Fund should better target available resources to those areas which hold the most potential for growth in Michigan's economy.

For the first year of the program, proposals for research projects or centers of excellence will be considered only in the following specific disciplines:

a. Industrial Technology

This category includes such subjects as integrated manufacturing, solid state electronics for machine sensors, machine vision, and robotics.

b. Biotechnology

Plant genetics that relate to Michigan's natural resource base, and only that medical technology which may lead to new products are included.

c. New Materials

The focus in this category will be upon the development of polymer composites and other materials for the manufacturing process.

III. Applied Technology Fund

All of Michigan's colleges and universities have a critical role to play in Michigan's economic revitalization. Of the \$25 million Research Excellence Fund proposed by Governor Blanchard, \$1.5 million should be set aside for an Applied Technology Fund for which all public four-year colleges and universities will be eligible except those receiving Major Research grants.

The purpose of the fund is to support the transfer of modern technology and processes to existing Michigan businesses in order to help them to create jobs and to become more productive and competitive in the world marketplace. Businesses can benefit greatly from the expertise currently found at Michigan's outstanding colleges and universities.

The funds may be used to purchase equipment, to establish technology transfer mechanisms, to develop training programs for area businesses, and other activities which fit the criteria established for the program. Examples include the purchase of equipment for the Printing Center at Western Michigan University, a center designed to give businesses first-hand training in new printing technology, and the proposed Manufacturing and Production Resource Center at Ferris State College, which will provide training in new industrial technologies for area businesses.

A. Funding Distribution

Each of the eleven colleges and universities taking part in this program will be eligible to receive a specific amount from this fund, based in part on the level of campus resources, the current level of applied research, and roles and missions.

<u>University</u>	<u>ATF Grant</u>
Oakland	\$250,000
Western	250,000
Central	125,000
Eastern	125,000
Ferris	125,000
GVSC	125,000
Northern	100,000
SVSC	100,000
UM-Dearborn	100,000
LSSC	100,000
UM-Flint	<u>100,000</u>
 TOTAL:	 \$1,500,000

B. Application Process

Eligible institutions will be required to submit proposals to the Department of Management and Budget for the amount of funds for which they are eligible. The application for a grant should include the following information:

1. A description of the proposed use of the funds.
2. University contribution of resources to the project or program.
3. Verification of private sector involvement, including the level of financial support.
4. Relationship of proposed projects to the needs of existing businesses or the role in the economic revitalization of the particular region served or the state.

C. Review Process

The Department of Management and Budget is responsible for reviewing and approving all proposals submitted by colleges and universities for these funds. Prior to approval and release of funds to each institution, a review will be conducted based upon the specified requirements for program design and upon the extent to which the proposal meets the objectives set forth for the fund.

IV. Reporting Requirements

In order to assure that the Research Excellence Funds are spent in accordance with the goals outlined above and to evaluate the impact on Michigan's economy, the universities will be asked to report to both DMB and the Legislature on the program.

- a. The universities must submit an annual report to DMB and the Legislature describing the various projects for which funds have been provided and the progress achieved. In addition, verification that funds have not been used to support existing operations will be

required.

- b. Other evaluation criteria will be developed to measure the success of the program in terms of economic growth.

V. State Administration

The Department of Management and Budget is responsible for implementing this program and for administering the funds. The Department of Commerce will provide advice and technical expertise on the establishment of research targets and in measuring potential economic impact, as well as evaluating the success of the program.

The Research Excellence Fund appropriation should remain as a single line-item in the Higher Education appropriation act in order to maintain the integrity of the program and its emphasis on economic benefits for the state of Michigan as a whole.

It is recommended that a small portion of the funds be available to pay for the administrative costs of the program, specifically payment of per diem allowances for members of the review panels.

VI. Projects with Statewide Significance

In order to provide the flexibility necessary to fund those projects with the greatest potential for economic benefit, it is recommended that \$1.5 million be set aside within the Research Excellence Fund to support projects which involve more than one college ~~or~~ university.

The purpose of this fund is to encourage coordination among individual colleges and universities, and to avoid expensive duplication of research activities. The guidelines and requirements will be similar to those established for the Major Research fund. Grant approval will also be contingent upon the establishment of a consortium or other multiple university organization.

The Department of Management and Budget, in consultation with the Legislature and the Department of Commerce, shall determine whether a particular project will receive funds under this program.

VII. Further Information

Contact Person

Lynne C. Schaefer, Assistant to the Director
Michigan Department of Management and Budget
(517) 373-6741

Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Lake Superior State College
Michigan State University
Michigan Technological University
Northern Michigan University



Presidents Council

State Colleges and Universities

Oakland University
Saginaw Valley State College
The University of Michigan—Ann Arbor
The University of Michigan—Dearborn
The University of Michigan—Flint
Wayne State University
Western Michigan University

April 30, 1985

The Honorable Morris Hood, Jr.
Michigan House of Representatives
State Capitol
Lansing, MI 48909

Dear Representative Hood:

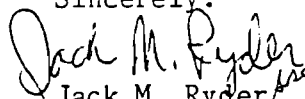
In addressing the Higher Education component of the Executive budget recommendations for FY 85-86, Governor Blanchard proposed the creation of a Research Excellence Fund. This recommendation, which is an outgrowth of the priority placed by the Governor's Commission on Higher Education to enhance research and development in Michigan's public colleges and universities, would provide \$25 million to the state's major research universities.

During the past several weeks there has been a good deal of discussion about how these funds should be allocated to accomplish their intended purposes. This letter, which is also being sent to Senator Sederburg and Director Naftaly, conveys the following action taken by the Presidents Council at its meeting on April 23, 1985:

The Presidents Council of State Colleges and Universities recommends that \$28 million be allocated in support of the Research Excellence Fund. It is recommended that \$25 million of this amount be distributed to Michigan State University, Michigan Technological University, The University of Michigan, and Wayne State University, in accordance with the allocation formula already agreed upon by these institutions. It is further recommended that \$3 million be allocated to the remaining 11 institutions based upon a formula to be developed on a cooperative basis, subject to approval by the Department of Management and Budget and the Legislature.

The Council wishes to express its appreciation for the recognition given to the importance of stimulating research and development that will enhance Michigan's economy. We look forward to working with you on this very important issue.

Sincerely,


Jack M. Ryder
Chairman

cc: Presidents
Dr. Glenn R. Stevens

306 Townsend

Suite 450

Lansing, Michigan 48933

(517) 482-1563

Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State College
Lake Superior State College
Michigan State University
Michigan Technological University
Northern Michigan University



Presidents Council

State Colleges and Universities

Oakland University
Saginaw Valley State College
The University of Michigan—Ann Arbor
The University of Michigan—Dearborn
The University of Michigan—Flint
Wayne State University
Western Michigan University

April 30, 1985

The Honorable William A. Sederburg
Michigan State Senate
State Capitol
Lansing, MI 48909

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Chairman

cc: Presidents
Dr. Glenn R. Stevens



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A. A. MILLER, Manager
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Telephone (517) 482-3500

REPORT NO. 81, VOLUME 24

FRIDAY, APRIL 26, 1985

SHINKLE SAYS HOUSE MUST ACT ON SENATE PLAN FIRST

House members must act on a Senate proposal to accelerate the income tax rollback to 4.6 percent on January 1, 1986, before the Senate will act on Governor Blanchard's property tax/income tax proposal, the chairman of the Senate Finance Committee said Friday.

"We're waiting to see what happens with our rollback bill that returns \$390 million in fiscal year '86," Sen. Norman Shinkle (R-Lambertville) said Friday on the PBS show "Off the Record." The Senate wants to see action on SB 77, passed on February 27, before it acts on Mr. Blanchard's proposal which would roll back the income tax to 4.6 percent on July 1, 1986, expand the property tax credit and close loopholes to recover the lost revenue.

Asked if his committee would hold Mr. Blanchard's plan hostage until the House acted on the Senate bill, Mr. Shinkle said: "We would like a disposition of the Senate plan...The governor's plan is inherently discarding ours. So we aren't going to just embrace it and discard ours. If ours fails then we'll go to the next."

But Mr. Shinkle's counterpart in the House, Rep. Lynn Jondahl (D-East Lansing), chairman of the Taxation Committee, said if the House approves the governor's plan then it has disposed of the Senate rollback. If there is support for acting on the Senate proposal "I assume they'll make that known either in committee or on the floor, and whatever we do will reflect our action on the Senate plan."

Demands that the House act first on the Senate proposal before that chamber will act on Mr. Blanchard's is simple political posturing and "I see no reason for it except to prepare campaign literature," Mr. Jondahl said. The House could do the same to the Senate, he said, by demanding it act on Mr. Blanchard's proposal before the House acts on the Senate plan.

Mr. Shinkle said there was no reason why the House could not act on both the Senate plan and the governor's proposal at the same time. He also said he did not think it a foregone conclusion that the House would reject the Senate proposal.

The income tax was raised in 1983, Mr. Shinkle said, because Mr. Blanchard said the state had to retire its debt. Once the debt is paid off, he said, the state should restore the tax rate to its original level.

GENERAL PROFILE

Institution: Saginaw Valley State College

Year Established: 1963

Location: University Center

President: Dr. Jack M. Ryder

Chairman of Board: Mr. John W. Kendall

Headcount Enrollment (Fall, 1984): 4,857

Michigan Residents as a Percent of Total Headcount (Fall, 1984)

Undergraduate Students: 99.2 %

Graduate Students: 99.0 %

1983-84 Physical Plant Asset Value: \$ 22,319,052

1983-84 Library Holdings:

Number of Volumes: 105,815

Number of Periodical Subscriptions: 974

1984-85 Number of Degree Programs (Discipline Majors) Offered:

Associate:	<u>NA</u>
Bachelors:	<u>49</u>
Masters:	<u>20</u>
Specialist:	<u>NA</u>
Doctorate:	<u>NA</u>

Note: These figures include options as well as majors.

Higher Ed.
Data File
1985-86

INSTITUTION: Saginaw Valley State College

ENROLLMENT/DEGREE PROFILE

Enrollment History

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>Est.</u> <u>1984</u>	<u>Proj.</u> <u>1985</u>
Fall Headcount	<u>3,885</u>	<u>4,331</u>	<u>4,355</u>	<u>4,426</u>	<u>4,650</u>	<u>4,857</u>	<u>4,963</u>
FYES	<u>1979-80</u> <u>2,675</u>	<u>1980-81</u> <u>3,073</u>	<u>1981-82</u> <u>3,203*</u>	<u>1982-83</u> <u>3,042</u>	<u>1983-84</u> <u>3,207</u>	<u>1984-85</u> <u>3,263</u>	<u>1985-86</u> <u>3,337</u>

1983-84 Number of Degrees Conferred

<u>Program Category</u>	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Specialist & Doctorate</u>
Agricul./Nat. Resources				
Archit./Envir. Design				
Area Studies				
Biological Sciences		12		
Bus./Comm. Technology				
Business & Management		116	25	
Communications		2		
Computer & Info. Serv.		30		
Data Process. Tech.				
Dentistry				
Education		35	94	
Engineering				
Fine & Applied Arts		8		
Foreign Language		5		
Health & Paramed. Tech.				
Home Economics				
Interdisciplinary Stud.		1		
Law				
Letters		10		
Library Sciences				
Mathematics		1		
Mech. & Eng. Technology		32		
Medicine (allopathic)				
Medicine (osteopathic)				
Military Science				
Nat. Sci. Technology				
Nursing		38		
Optometry				
Public Serv. Tech.				
Other Health Profess.		10		
Pharmacy				
Physical Sciences		10		
Psychology		10		
Public Affairs & Serv.		56		
Public Health				
Social Sciences		27		
Veterinary Medicine				

Higher Ed.
Data File
1985-86

*Due to reorganization of the academic calendar, this fiscal year included an extra summer term.

REVENUE/EXPENDITURE DETAIL

Note: Equate all data to
institution's fiscal
year

General Fund Revenues

	1982-83 <u>ACTUAL</u>	1983-84 <u>ACTUAL</u>	1984-85 <u>BUDGETED</u>
State Appropriations	\$ 7,192,416	\$ 2,010,489	\$ 8,719,280
Tuition & Fees	4,349,682	2,968,440	5,232,000
Other Income	156,482	338,672	370,725
Total Revenue	\$ 11,698,580	\$ 13,317,601	\$ 14,322,100

General Fund Expend. (\$millions)

Instruction	\$ 5,235,072	\$ 5,909,580	\$ 6,087,502
Research	38,715	52,887	73,689
Public Service	90,626	99,626	114,450
Academic Support	1,283,693	1,505,601	1,692,669
Student Services	1,471,577	896,721	986,011
Institutional Support	1,975,558	2,028,912	2,384,441
Plant Operations	1,201,194	1,431,698	1,652,059
Financial Aid	539,609	613,005	724,280
Auxil. Enterprises	6,991	621,633	560,675
Mandatory Transfers	48,565	6,783	101,170
Total	\$ 11,891,600	\$ 13,166,466	\$ 14,376,946

Annual Tuition Rate

Undergrad.--In-State	\$ 1,488.00	\$ 1,627.50	\$ 1,627.50
Undergrad. I --In-State	\$ NA	\$ NA	\$ NA
Undergrad. II --In-State	\$ NA	\$ NA	\$ NA
Undergrad.--Out-State	\$ 2,883.00	\$ 3,162.00	\$ 3,317.00
Undergrad. I--Out-State	\$ NA	\$ NA	\$ NA
Undergrad. II--Out-State	\$ NA	\$ NA	\$ NA
Graduate--In-State	\$ 1,512.00	\$ 1,656.00	\$ 1,728.00
Graduate--Out-State	\$ 2,952.00	\$ 3,240.00	\$ 3,384.00

Average Compensation

Faculty Compensation	\$ 24,078	\$ 26,626	\$ 28,572
Admin. Compensation	\$ 30,858	\$ 32,647	\$ 35,076
Support Personel Comp.	\$ 11,905	\$ 13,884	\$ 14,979

Instruction Activity

# of Equated Faculty	186.56	188.81	190.00
SCH per Faculty	496	518	524
% SCH in Undergrad.	93.4	93.7	93.6
% SCH in Graduate I	6.6	6.3	6.4
% SCH in Graduate II			

Research Activity

Current Fund Expend.	\$ 91,639	\$ 132,193	\$ 100,800
Expend. per FTE Faculty	\$ 491	\$ 700	\$ 531

Public Service Activity

G.F. Expenditure	\$ 90,626	\$ 99,626	\$ 114,450
Expend. per Equated Faculty	\$ 486	\$ 528	\$ 602

Financial Aid Activity

G.F. Expenditures	\$ 539,609	\$ 613,005	\$ 724,280
G.F. Expend. per FYES	\$ 177	\$ 191	\$ 222

Higher Ed. Data File
1985-86

INSTITUTION: Saginaw Valley State College

ANNUAL APPROPRIATIONS SUMMARY

Note: Equate all data to
institution's fiscal
year.

<u>HISTORICAL DATA</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>Budgeted 1984-85</u>
Total Operations (millions)	\$ 12.689	\$ 14.795	\$ 15.614	\$ 17.656	\$ 18.977
General Fund Budget ¹	\$ 9.897	\$ 11.789	\$ 11.892	\$ 13.166	\$ 14.377
State Appropriations	\$ 6.346	\$ 6.884	\$ 7.192	\$ 8.010	\$ 8.719
% Change From Prior Year	(2.8)%	8.5%	4.5%	11.4%	8.8%
Amount/FYES	\$ 2,065	\$ 2,149	\$ 2,364	\$ 2,498	\$ 2,672
 % of General Fund ² Provided by:					
State Appropriations	64.4%	60.0%	61.5%	60.1%	60.9%
Tuitions and Fees	31.8%	36.7%	37.2%	37.3%	36.5%
Other Income	3.9%	3.3%	1.3%	2.5%	2.6%

Note: Some percentage sums vary from 100.0 due to rounding.

¹Expenditures

²Revenues

Higher Ed.
Data File
1985-86

INSTITUTION: Saginaw Valley State College

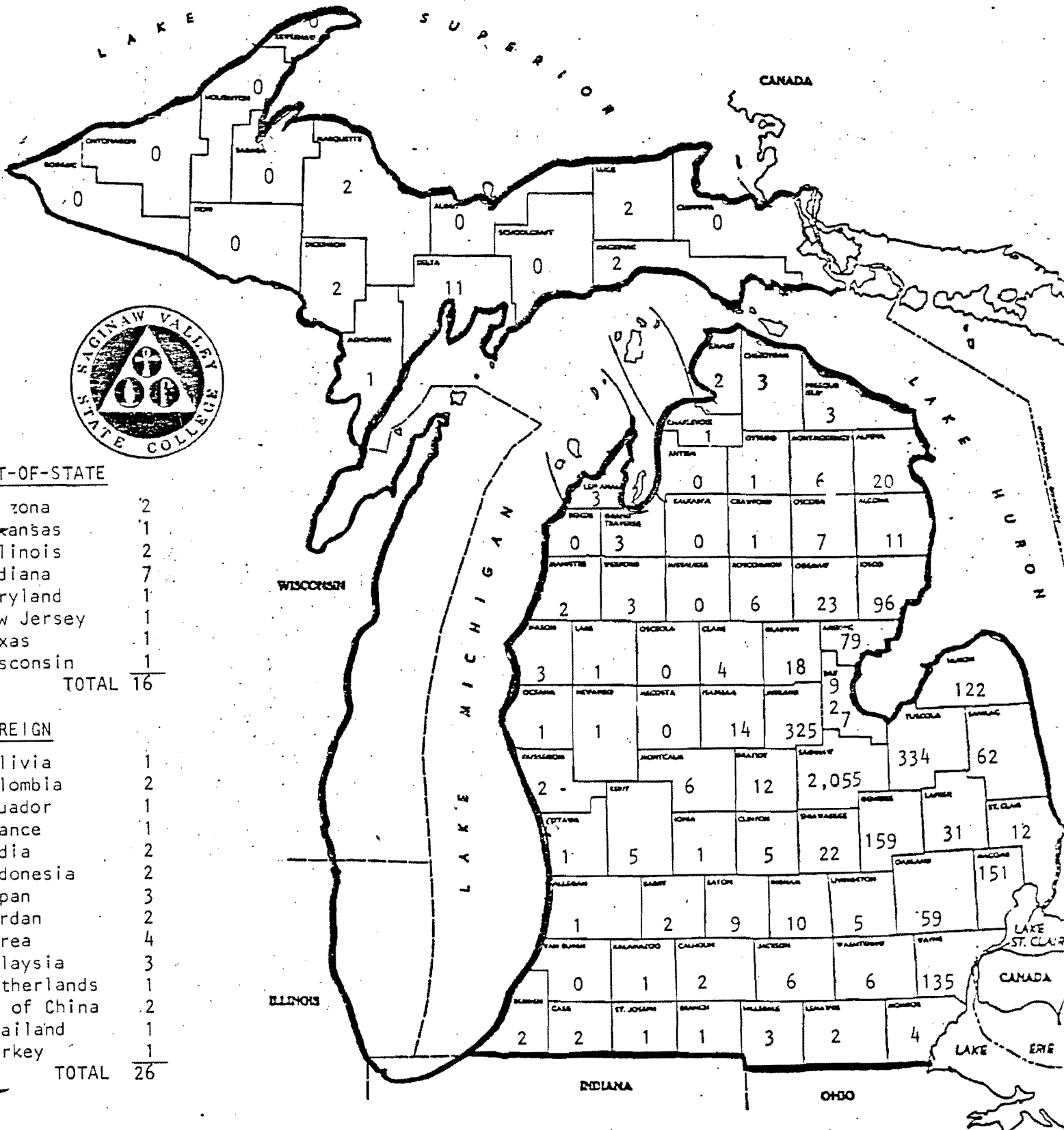
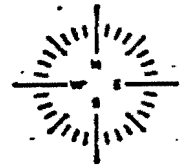
SUMMARY OF 1985-86

PROGRAM REVISION REQUEST PRIORITIES
(Main Campus)

Note: Rank items in order
of Priority; give a brief
narrative description
of each item.

<u>Priority</u> <u>Requested</u>	<u>Request Item Description</u>	<u>Gross G.F.</u> <u>Cost</u>	<u>State</u> <u>Appro</u> <u>Amoun</u>
1	<u>Computing</u> In 1981-82 the Legislature appropriated \$100,000 to fund the first phase of a plan for the development of instructional and administrative computing, and added \$50,000 at the beginning of the 1984-85 year. The College is grateful for this help, but now requests the more substantial funding needed to provide broader access to computing. A detailed, four-year plan for use of the funds is attached to SVSC's PRR NR.1.	\$522,050	\$522,050
2	<u>Full-Time Faculty</u> To provide instruction for growing numbers of students, SVSC requests \$540,000 over a two-year period to add 16 faculty members at an average salary of \$27,000 plus fringe benefits. The amount requested for 1985-86 is for hiring the first eight as of January 1986.	202,500	202,500
3	<u>Start-Up and Operate IF#2</u> The amount shown here was requested 11/1/85 in SVSC's PRR NR.3 for the purpose of operating IF#2 from 10/1/85 through 9/30/86; at the time the contractor anticipated completion of the buildings by the beginning of the state fiscal year. In view of the Bureau of Facilities' later estimate that the building will not be delivered until Spring 1986, the \$500,000 recommended by Governor Blanchard should suffice for FY86.	919,500	919,500
4	<u>Television Production and Broadcast Costs</u> SVSC requests a base increase for producing and broadcasting educational programs on Delta College's Channel 19.	100,000	100,000

SAGINAW VALLEY STATE COLLEGE



MISSION STATEMENT ADOPTED SEPTEMBER 10, 1979
BY THE SAGINAW VALLEY STATE COLLEGE BOARD OF CONTROL.

Saginaw Valley State College was founded as a private liberal arts college to serve the Saginaw Valley. Now a four-year state institution, SVSC continues primarily to meet a regional need for education; however, it actively recruits students throughout Michigan.

In response to demonstrated needs, the College has expanded its professional programs. Now receiving priority, these professional programs are based in the liberal arts.

The College will seek innovative, effective, and efficient ways to meet its four goals:

To provide an environment where students may experience personal and intellectual growth

To encourage and support scholarly and creative activity

To offer education which contributes to the advancement of men and women

To encourage critical evaluation of society

Goals of the College

1. To provide an environment where students may experience personal and intellectual growth, the College teaches the student:

a. To cultivate accurate use of language

b. To follow the scholarly life and persist in the right and obligation to pursue truth, and the responsibility to respect diversity of thought

c. "...to see things as they are," as Cardinal Newman maintained about university training, "to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant"¹

d. To develop a general view of our cultural heritage

¹Newman, John Henry, The Idea of a University (Garden City, NY: Doubleday & Company, Image Books, 1959), p. 192.

e. To understand the decimal numeration system and perform mathematical computation accurately

f. To demonstrate respect for human diversity, and to realize that "vestiges of religious prejudice, handicaps to women, and most important, discrimination on the basis of race must be recognized as morally wrong, economically wasteful, and in many respects dangerous"¹

g. To prepare in his chosen profession which is founded in liberal arts disciplines

h. To acquire the academic proficiency needed for graduate programs and professional schools

i. To develop self-discipline, a sense of personal worth and purpose, and enthusiasm for learning and life, and skills and attitudes needed to nurture effective interpersonal relationships

j. To appreciate athletics, arts, and cultural events

2. To encourage and support scholarly and creative activity, the

College is committed:

a. To attract a faculty committed to academic inquiry and to research which will expand human knowledge

b. To develop a balanced and adequate library

c. To acquire research facilities, adequately instrumented laboratories, study areas, and data retrieval systems

d. To acquire adequate fine arts facilities such as studios and instruments

e. To afford faculty the means to attend professional conventions and to communicate in other ways with academic colleagues

3. To offer educational opportunities which contribute to the advancement of men and women, the College seeks:

a. To conduct applied research

b. To interact with industrial, business, agricultural, educational, social, and health institutions within the community

¹The Carnegie Commission on Higher Education, The Purposes of Higher Education in the United States Approaching the Year 2000 (New York: McGraw-Hill Book Company, 1973), p. 43.

c. To guide individuals in selecting careers which provide personal fulfillment and meet social needs

d. To enhance the knowledge and cultural appreciation of the public

4. To encourage critical evaluation of society, the College strives to provide opportunities:

a. To recognize that "any society can atrophy and decline. The capacity of a society to assure its own self-renewal is a critical test of it. Higher education has a part of play in the passing of this test by the United States"¹

b. To recognize and comprehend different philosophies, convictions, and values

c. To participate in activities designed to improve community life

¹The Carnegie Commission on Higher Education, The Purposes of Higher Education in the United States Approaching the Year 2000 (New York: McGraw-Hill Book Company, 1973), p. 43.

SUGGESTED 1985-86
REGULAR AND COMMITTEE MEETING SCHEDULE

BOARD OF CONTROL
(DRAFT)

Place of meetings unless otherwise noted: Pioneer Hall
Board Room &
Pioneer Library

DAY	DATE	TYPE OF MEETING	TIME
SUNDAY	AUGUST 11	REGULAR *	5:30 P.M.
MONDAY	AUGUST 12	REGULAR	9:30 A.M.
MONDAY	SEPTEMBER 9	COMMITTEES	9:30 A.M.
MONDAY	OCTOBER 7	REGULAR-LOCATION TO BE ANNOUNCED	9:30 A.M.
MONDAY	NOVEMBER 11	COMMITTEES **	NOON - 7 P.M.
MONDAY	DECEMBER 9	REGULAR	9:30 A.M.
MONDAY	JANUARY 13, 1986	COMMITTEES	9:30 A.M.
MONDAY	FEBRUARY 10, 1986	REGULAR	9:30 A.M.
MONDAY	MARCH 10, 1986	COMMITTEES	9:30 A.M.
FRIDAY	MAY 2, 1986	REGULAR	9:30 A.M.
MONDAY	JUNE 9, 1986	REGULAR	9:30 A.M.

* Annual planning session.

** Luncheon at noon. SVSC committees from 1:00 to 3:30.
3:30 - 4:30, joint meeting with Delta. 5:30 - 6:30, dinner in
Large Private Dining Room of Doan Center with the Delta Board of
Trustees.

Dr. Jack M. Ryder
Room 32 - Wickes Annex
Saginaw Valley State College
University Center, MI 48710

STUDENT RIGHTS AND RESPONSIBILITIES (Draft 2/6/85)

PART I. ACADEMIC RIGHTS AND RESPONSIBILITIES

Appropriate conditions and opportunities for learning are important measures of the quality of an educational institution. The College assumes a number of essential responsibilities in order to achieve academic excellence and preserve the ideals of academic freedom for students. As members of the academic community, students similarly accept certain responsibilities.

A. Instruction and Academic Evaluation

Institutional Responsibility

The College shall offer a wide variety of degree programs and courses within each program which assure the preservation and extension of our cultural, social, and political heritage. Courses and programs should be offered which are relevant not only to the varied interests and abilities of the student body but also to the changing needs of society. Timely offering of courses should be instituted when formulating schedules. Qualified faculty and adequate facilities, equipment, and materials should be provided to support instructional programs. The College also has the responsibility to provide instruction which correlates closely with approved course descriptions as published in the current SVSC catalog to be provided for each incoming student.

Students have a right to be informed of the aims of each course at the beginning of the semester. Instruction should be directed toward fulfillment of the stated aims of each course. Students shall be informed by means of a syllabus at the beginning of each semester of the course requirements and of the methods and criteria to be employed in the evaluation process, including the determination of the course grade. The course syllabus shall include aims, important dates, major exams, assignments and grading procedures according to the structure of the course. Reasonable notice should be given as to when major exams are scheduled and when assignments are due. Classes should meet regularly at the scheduled times and in the scheduled locations with reasonably full use of scheduled time. If a change is necessary, every effort should be made to accommodate the needs of students. Students should expect to have, upon request, appraisal of their progress in each course and opportunities to discuss their academic work with their instructors.

Students shall have an opportunity to review all written work on which they have received a grade. Written work which is not returned to the student shall be kept by the instructor for four (4) weeks following the first day of classes of the next regular fall or winter semester. Course grades shall be based entirely upon students' performances in meeting course requirements. In the case where an assignments, grades or course grades are questioned by students, they have the right to full explanations from

instructors as to how the grades were derived and the opportunity to request reconsideration of the grades. The right to pursue course grade changes is outlined in the Grievance Procedure. (See Appendix A). The College encourages student involvement in the evaluation of instruction, courses, and programs as an integral part of the total evaluation process. Another effective means of achieving meaningful student involvement is through student membership on various academic policy recommendation committees.

Student Responsibility

Students, as members of the academic community, also share responsibility for promoting a healthy academic environment. Students should be aware of the programs of study which are available and their particular requirements. This information is available through the SVSC catalog and Academic Support Services.

Students should strive to obtain the highest possible level of academic achievement. They have an obligation to abide by standards of academic honesty which dictate that all their scholastic work shall be original. Regulations governing violations of academic honesty can be found in the Judicial Code.

Once enrolled in a course, students are expected to become familiar with instructional objectives, course requirements, and methods employed in determining the course grade. Students shall make every effort to attend class, to come prepared, and to participate in the activities of the course. Students shall accept responsibility for completing the requirements of the course. Students should participate in the evaluation of instruction, courses, and academic programs.

B. Academic Freedom for Students

Institutional Responsibility

Within the classroom and in conferences with faculty, students should be encouraged to engage in open discussion, inquiry, and expression relevant to the course content. Students should be free to take reasoned exception to the views and interpretations offered in any course of study and to reserve judgment about matters of opinion.

Student Responsibility

Students bear a great deal of responsibility for preserving the ideals of academic freedom. Any action which stifles free expression or which disrupts efforts to present a wide variety of opinion is contrary to academic freedom and is, therefore, unacceptable within an academic community.

C. Academic Advising

Institutional Responsibility

The College shall provide accurate and complete information concerning curriculum requirements. Academic advising is an integral part of this responsibility. Those acting in an advisory capacity shall offer or help seek information being sought by the student. Faculty and staff are expected to be available to students for advising and other conferences during regular office hours or at arranged appointments.

Student Responsibility

Students shall seek the counsel of academic advisors and others who may be of assistance to them. They should become familiar with the College's academic requirements and standards. Freshmen, Sophomores, and new transfer students are required to receive academic advising and to obtain the signature of an academic advisor on their course request forms.

Students who have decided upon a major should consult with an appropriate faculty member who will assist them in planning their degree program. A listing of faculty members and their office hours may be found in the Office of Academic Support Services.

D. Academic Records

Institutional Responsibility

Transcripts are permanent records of the academic performance of each student and are maintained in the Office of the Registrar. Also filed in the Registrar's Office are all materials related to students' admission to the college, official correspondence to and from students, advising materials, and information regarding requirements, basic skills, transfer credits, etc. These records are confidential and are available only to students, faculty members, and appropriate administrative officials who have a legitimate need for the information. No information concerning students' academic records shall be given to other persons or agencies without the written consent of the student except as provided by the Family Educational Rights and Privacy Act of 1974, summarized in Appendix B.

Student Responsibility

Students have the responsibility to provide full and accurate information necessary for the maintenance of valid academic records. Students should check their academic records regularly in order to identify possible errors and to make certain that academic requirements are being met. Students should keep their copies of documents pertaining to academic and non-academic matters at SVSC, such as registration forms, add/drop slips, book receipts, housing documents, etc.

E. Affirmative Action

Institutional Responsibility

1) Non-Discrimination

Saginaw Valley State College is committed to a policy of equal employment opportunity, equal educational opportunity and nondiscrimination in the provision of educational and other services to the public. These opportunities are to be provided regardless of race, creed, color, sex, national origin, physical or mental handicap, or age. All faculty, administrative and staff personnel share the responsibility for adherence to the above policy. Alleged violations of the policy should be reported to the Affirmative Action officer or Civil Rights Commission.

2) Sexual Harassment

As a form of sex discrimination, sexual harassment is illegal under federal and state regulations. Sexual harassment may include:

- a. a sexually suggestive environment which prohibits the accomplishment of studies or work.
- b. verbal abuse, comments, gestures, propositions, or insults which are sexually degrading.
- c. unwelcomed sexual advances, including unwanted touching, fondling, or hugging.
- d. a direct, or implied threat that submission to sexual advances is a condition of employment or education.

Student Responsibility

Students who feel that they are subjected to discrimination and/or sexual harassment should report the incident(s) to the Affirmative Action officer and receive assistance in dealing with the problem.

PART II. RIGHTS OF DUE PROCESS IN ACADEMIC MATTERS

The establishment and maintenance of the proper relationship among members of the college community are fundamental to the College's function. This relationship requires that faculty, staff, and students respect the rights and responsibilities which derive from it. Whenever problems arise among members of the college community, attempts should be made to resolve them through informal and direct discussions. If such discussions fail to resolve satisfactorily a given problem, the following appeal procedures shall apply.

A. Student Complaints Concerning Grades

Students who have reason to believe that the grades which they have received are incorrect or unfair should review the Grievance Procedure

found in Appendix A. For procedural assistance with grievances students may consult with faculty members, academic deans, student government, or the Dean of Students.

B. Complaints, Suggestions or Recommendations Other than Grades

If students feel that the College has not met its responsibilities pertaining to academic matters other than grades, students should discuss the matter with the faculty or staff member most directly involved as soon as possible. Complaints about the conduct of a class should be raised as early in the semester as possible in order to allow adequate time for review and remedy, if warranted. Students may ask a faculty advisor, a member of the Office of the Dean of Students, a member of Student Government, or other members of the College community to assist in resolving the matter. If students have not gained satisfaction at this point, they may register detailed complaints, orally and in written form to the department chairperson and the appropriate academic dean, or to the staff member's immediate supervisor. It is the responsibility of the person so addressed to respond in writing within six (6) business days* of receipt of the complaint. If the students, faculty, or staff members consider the response to be unacceptable they must refer the matter within six (6) business days to the Vice President for Academic Affairs for adjudication. The Vice President for Academic Affairs shall render a decision within six (6) business days from receipt of the complaint. A decision in favor of the faculty or staff member is final. Decisions in favor of students are grievable by faculty members under provisions of the faculty contract.

PART III. STUDENT RIGHTS AND RESPONSIBILITIES OUTSIDE THE CLASSROOM

Institutional Responsibility

A. Student Participation in Institutional Governance

As constituents of the academic community, students are free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. Through membership on various standing and ad hoc committees with members of the faculty and administration, students may participate in the formulation and application of institutional policy affecting academic and student affairs. Students have representation on the following college committees and councils, such as:

Academic Policies	Accreditation Bodies
Review Committee	Planning Resource Council
Library Committee	Food Service Advisory
Public Safety Committee	Committee
Student Government	Residence Hall Association
Professional Journalistic	College Curriculum Committee
Practices Committee	Program Board

B. Student Publications

The college shall provide sufficient editorial freedom and financial autonomy for student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in the academic community. As safeguards for editorial freedom, all forms of student publications should be free of censorship and advance approval of material and their editors should be free to develop their own editorial policies and news coverage. Editors should be protected from arbitrary suspension and removal because of student, faculty, administrative or public disapproval of editorial policy or content. Student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college or student body.

The policy statement of the Professional Journalistic Practices Committee was established by the Board of Control to oversee all aspects of student publications at SVSC. A copy of this policy statement is available from the Dean of Students office, from the office of the Valley Vanguard and from the office of Campus Activities.

C. Student Records

Students are entitled, within certain limitations, to access to any and all records pertaining to them held by any office or department at the college. The college adheres to all provisions of the Family Educational Rights and Privacy Act of 1974 summarized in Appendix B.

D. Rights of Citizenship

College students are both citizens and members of the academic community. As citizens, students enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy and, as members of the academic community, they are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administrative officials shall insure that institutional powers do not inhibit students' exercise of rights of citizenship both on and off campus.

E. Freedom of Association

Students bring to the campus a variety of interests and develop many new interests as members of the academic community. They should be free to organize and join associations and promote their common interests. The policy for forming such organizations stipulates that recognition by Student Government is necessary for the organizations to use campus facilities, communication media, etc. Information on procedures for forming organizations may be found in Student Government or Campus Activities.

F. Availability of Information Regarding Policies and Procedures

The college shall make available to students information on policies and procedures which could affect the students' welfare. This obligation

is shared by all entities in the college including all academic schools and departments, and administrative offices such as Admissions, Scholarships and Financial Aids (including College Work-Study and Student Employment policies) Registrar's Office, Residential Life, Public Safety, Campus Activities, Food Service, Business Office, Athletics, Bookstore, etc. Students shall have access upon request to any written policy statement at the college about which they desire information. Further, they are entitled to a full explanation of any policies about which they have questions.

G. Fair and Equitable Treatment

In all contacts with college personnel students shall receive fair, equitable and respectful treatment preserving their dignity. Students shall be afforded the opportunity to challenge policies and their rationale and to appeal from decisions rendered against them.

Student Responsibility

Students shall acquaint themselves with policies and procedures pertaining to their circumstances and follow all procedures in a timely manner. Students shall afford to all college personnel due respect in the conduct of their business. Students shall provide honest and complete information as requested for any college matter and comply with all reasonable expectations concerning format and completion of that information.

When serving on committees, students should reflect, insofar as possible, the concerns and interests of their constituents. Student members of committees should fulfill all responsibilities of that membership including regular attendance and follow-through on all assignments and commitments.

Students should bring to the attention of college officials any matter which appears detrimental to their or other students' welfare or which may benefit from improvement.

PART IV. RIGHTS OF DUE PROCESS IN NON-ACADEMIC MATTERS

All students who feel that the college has not met its responsibilities pertaining to non-academic matters should discuss the matter with the college official most directly involved. Students may seek the advice of any other member of the college community if assistance is desired. If students have not gained satisfaction at this point, they may register detailed complaints orally and in written form to the supervisor of the college official involved. It is the responsibility of that person to respond within six (6) business days of receipt of the complaint. (Business days exclude weekends, days when the college is officially closed for holidays, inclement weather, etc.) If the response includes rendering an official decision the response shall be in writing.

1 If students consider the response to be unacceptable, they must refer
2 the matter within six (6) business days to the next higher administrative
3 office. Again, a response must be offered within six (6) business days.
4 If deemed necessary students may pursue the matter to the appropriate
5 executive officer of the college and after that step to the president of
6 the college. (See Appendix C for an organizational chart).
7

MEAN ACT SCORES FOR ENROLLED FRESHMEN,
FALL SEMESTERS: 1974, 1976 - 1984

NAT'L AVE.

Fall	Number		English		Math		Social St		Nat Sci		Composite							
	M	T	M	T	M	T	M	T	M	T	M	T						
1974	85	74	159	16.0	17.9	16.9	20.9	16.8	19.0	18.4	17.0	17.7	21.5	19.6	20.6	19.3	18.0	18.7
1975	not available		not available		not available		not available		not available		not available		not available		not available		not available	
1976	99	103	202	16.9	16.2	16.6	19.9	15.2	17.5	17.6	14.3	15.9	21.4	18.6	20.0	19.1	16.2	17.6
1977	96	94	190	15.8	17.3	16.6	17.2	16.7	16.9	17.2	16.3	16.7	20.8	20.0	20.4	17.8	17.7	17.8
1978	161	179	340	16.3	17.3	16.8	19.0	16.7	17.8	17.5	15.6	16.5	22.1	19.8	20.9	18.9	17.5	18.1
1979	207	164	371	15.8	17.5	16.5	18.0	17.0	17.6	16.3	15.6	16.0	20.7	20.3	20.5	17.8	17.7	17.8
1980	227	248	475	15.7	17.7	16.7	17.3	16.0	16.6	16.4	16.2	16.3	20.8	20.4	20.6	17.7	17.7	17.7
1981	219	282	501	15.9	17.4	16.7	17.5	16.5	17.0	16.7	15.9	16.3	21.7	20.1	20.8	18.1	17.6	17.8
1982	236	226	462	15.8	18.5	17.1	19.0	17.9	18.5	16.9	16.6	16.8	21.0	21.0	21.0	18.3	18.6	18.5
1983	190	246	436	16.1	17.4	16.8	19.4	17.3	18.2	17.0	16.8	16.9	22.0	19.7	20.7	18.7	17.9	18.3
1984	193	263	456	16.3	17.7	17.1	18.6	16.8	17.5	17.2	16.3	16.7	22.2	20.5	21.2	18.7	18.0	18.3

M = Men W = Women T = Total

M = Men W = Women T = Total

OIR&P:SAH
2/18/85

18.7
18.7
18.8
18.7

Residence Hall Rates (Academic Year)

Institution	Married Housing Apartments (Monthly)		Room and Board (20 meals)		Other Options (1984-85)	
	One-Bedroom 1984-85	Two-Bedroom 1984-85	1984-85	1983-84	1984-85	1983-84
Northern Michigan University	\$ 188-202	\$ 210-246	\$ 2,276*	\$ 2,316*	Room only (double occ.) Room & board (single occ., 20 meals) (single occ., 13 meals) (double occ., 20 meals) (double occ., 13 meals) Apt. for single students 2-person occ.	\$1,200 2,686 2,586 2,276 2,176 1,374
<p>Note: All rates include annual student programming fee of \$8. * Provides for a continental breakfast on Saturdays and Sundays. **Includes non-refundable \$25 energy fee and \$35 laundry fee. **Other Options: Room and board (single occ., 10 meals) \$2,526 Room and board (double occ., 20 meals) \$2,116</p>						
Oakland University	\$ --	\$ 285	\$ 2,579*	\$ 2,486*	Single room premium Room only 14 meals 9 meals *19 meals	\$ 480 1,659 2,448 2,388
Saginaw Valley State College	---	---	\$ 2,430*	\$ 2,360*	15 meals Single room premium *For 21 meals.	\$2,348 330
University of Michigan-AA	\$ 273	\$ 306	\$ 2,779.80*	\$ 2,648.46*	*13 meals per week.	
University of Michigan-D	\$ 274	\$ 321 (\$125 per person, single)	None	None		
University of Michigan-F			None	None		
Wayne State University	\$ 343-380	\$ 380-419*	None	None	*Apartments - Available to students, faculty, and staff. Rates are for unfurnished/furnished respectively. Efficiency \$285-316.	
Western Michigan University	\$ 207-220	\$ 230-239	\$ 2,350	\$ 2,239	Room only - Fall Winter One-Bedroom unfurnished apt. \$197 per mo. Two-Bedroom unfurnished apt. \$216 per mo.	\$ 461 469

TO: R.A.T.
FROM: JAW
3/14

Table 6

Other Student Fees
Not Included in Tuition and Required Fees
1984-85

Institution	Application (Non-Refundable)	Auto Registration	Parking Lot (Per Entry)	Late Registration	Other - Explanation
Central Michigan University	None	\$12.50 single lot on-campus resident. \$25 multiple lot on-campus resident and commuter.	\$.50 commuter lot. \$.75 gated lots.	\$25	\$45 orientation charge to all newly-admitted undergraduate students for new student advisement and orientation.
Eastern Michigan University	None	—	\$.25 structure. Perimeter lots free.	\$10	Program change fee - 1st 5 class days \$10. Late withdrawal fee \$10.
Ferris State College	\$15 (Registration)	\$24	—	\$25	Reserved parking available at \$50 per year.
Grand Valley State College	\$15	—	—	\$20	
Lake Superior State College	\$15	\$15	—	None	
Michigan State University	\$20	\$21 Assigned lots on-campus residents.	\$5 yearly commuter fee. Commuters are assigned to Attendant lots and pay .20¢ hourly for 2 hours and .35¢ an hour thereafter.	\$1/credit (1st day). \$2/credit (after 1st day).	
Michigan Technological Univ.	\$20	—	\$.50	\$2 - \$25	\$15/term/Std. Union Bldg. Expansion Fee
Northern Michigan University	None	\$15	—	\$25	\$20 orientation fee (refundable upon request prior to 6/15 or 12/15).
					\$30 tuition deposit (refundable upon request prior to 8/1).
Oakland University	\$20	—	—	\$25 late registration fee plus \$10/course for late adds.	\$20 graduation service fee. \$50 orientation fee.

SUGGESTED 1985-86
REGULAR AND COMMITTEE MEETING SCHEDULE

BOARD OF CONTROL
(DRAFT)

Place of meetings unless otherwise noted: Pioneer Hall
Board Room &
Pioneer Library

DAY	DATE	TYPE OF MEETING	TIME
SUNDAY	AUGUST 11	REGULAR *	5:30 P.M.
MONDAY	AUGUST 12	REGULAR	9:30 A.M.
MONDAY	SEPTEMBER 9	COMMITTEES	9:30 A.M.
MONDAY	OCTOBER 7	REGULAR-LOCATION TO BE ANNOUNCED	9:30 A.M.
MONDAY	NOVEMBER 11	COMMITTEES **	NOON - 7 P.M.
MONDAY	DECEMBER 9	REGULAR	9:30 A.M.
MONDAY	JANUARY 13, 1986	COMMITTEES	9:30 A.M.
MONDAY	FEBRUARY 10, 1986	REGULAR	9:30 A.M.
MONDAY	MARCH 10, 1986	COMMITTEES	9:30 A.M.
FRIDAY	MAY 2, 1986	REGULAR	9:30 A.M.
MONDAY	JUNE 9, 1986	REGULAR	9:30 A.M.

* Annual planning session.

** Luncheon at noon. SVSC committees from 1:00 to 3:30.
3:30 - 4:30, joint meeting with Delta. 5:30 - 6:30, dinner in
Large Private Dining Room of Doan Center with the Delta Board of
Trustees.

Dr. Jack M. Ryder
Room 32 - Wickes Annex
Saginaw Valley State College
University Center, MI 48710

GENERAL PROFILE

Institution: Saginaw Valley State College

Year Established: 1963

Location: University Center

President: Dr. Jack M. Ryder

Chairman of Board: Mr. John W. Kendall

Headcount Enrollment (Fall, 1984): 4,857

Michigan Residents as a Percent of Total Headcount (Fall, 1984)

Undergraduate Students: 99.2 %

Graduate Students: 99.0 %

1983-84 Physical Plant Asset Value: \$ 22,319,052

1983-84 Library Holdings:

Number of Volumes: 105,815

Number of Periodical Subscriptions: 974

1984-85 Number of Degree Programs (Discipline Majors) Offered:

Associate:	<u>NA</u>
Bachelors:	<u>49</u>
Masters:	<u>20</u>
Specialist:	<u>NA</u>
Doctorate:	<u>NA</u>

Note: These figures include options as well as majors.

Higher Ed.
Data File
1985-86

INSTITUTION: Saginaw Valley State College

ENROLLMENT/DEGREE PROFILE

Enrollment History

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>Est.</u> <u>1984</u>	<u>Proj.</u> <u>1985</u>
Fall							
Headcount	<u>3,885</u>	<u>4,331</u>	<u>4,355</u>	<u>4,426</u>	<u>4,650</u>	<u>4,857</u>	<u>4,963</u>
	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>
FYES	<u>2,675</u>	<u>3,073</u>	<u>3,203*</u>	<u>3,042</u>	<u>3,207</u>	<u>3,263</u>	<u>3,337</u>

1983-84 Number of Degrees Conferred

<u>Program Category</u>	<u>Associate</u>	<u>Bachelors</u>	<u>Masters</u>	<u>Specialist & Doctorate</u>
Agricul./Nat. Resources				
Archit./Envir. Design				
Area Studies				
Biological Sciences		12		
Bus./Comm. Technology				
Business & Management		116	25	
Communications		2		
Computer & Info. Serv.		30		
Data Process. Tech.				
Dentistry				
Education		35	94	
Engineering		8		
Fine & Applied Arts		5		
Foreign Language				
Health & Paramed. Tech.				
Home Economics				
Interdisciplinary Stud.		1		
Law				
Letters		10		
Library Sciences				
Mathematics		1		
Mech. & Eng. Technology		32		
Medicine (allopathic)				
Medicine (osteopathic)				
Military Science				
Nat. Sci. Technology				
Nursing		38		
Optometry				
Public Serv. Tech.				
Other Health Profess.		10		
Pharmacy				
Physical Sciences		10		
Psychology		10		
Public Affairs & Serv.		56		
Public Health				
Social Sciences		27		
Veterinary Medicine				

Higher Ed.
Data File
1985-86

*Due to reorganization of the academic calendar, this fiscal year included an extra summer term.

SFA/HFA/he5_profile

INSTITUTION: Saginaw Valley State College

REVENUE/EXPENDITURE DETAIL

Note: Equate all data to
institution's fiscal
year

1982-83
ACTUAL

1983-84
ACTUAL

1984-85
BUDGETED

General Fund Revenues

State Appropriations
Tuition & Fees
Other Income

\$ 7,192,416
4,349,682
156,482

\$ 8,010,489
4,968,440
338,672

\$ 8,719,280
5,232,000
370,725

Total Revenue

\$ 11,698,580

\$ 13,317,601

\$14,322,100

General Fund Expend. (\$millions)

Instruction
Research
Public Service
Academic Support
Student Services
Institutional Support
Plant Operations
Financial Aid
Auxil. Enterprises
Mandatory Transfers

\$ 5,235,072
38,715
90,626
1,283,693
1,471,577
1,975,558
1,201,194
539,609
6,991
48,565

\$ 5,909,580
52,887
99,626
1,505,601
896,721
2,028,912
1,431,698
613,005
621,633
6,783

\$ 6,087,502
73,689
114,450
1,692,669
986,011
2,384,441
1,652,059
724,280
560,675
101,170

Total

\$ 11,891,600

\$ 13,166,466

\$14,376,946

Annual Tuition Rate

Undergrad.--In-State
Undergrad. I --In-State
Undergrad. II --In-State
Undergrad.--Out-State
Undergrad. I--Out-State
Undergrad. II--Out-State
Graduate--In-State
Graduate--Out-State

\$ 1,488.00
NA
NA
\$ 2,883.00
NA
NA
\$ 1,512.00
\$ 2,952.00

\$ 1,627.50
NA
NA
\$ 3,162.00
NA
NA
\$ 1,656.00
\$ 3,240.00

\$ 1,627.50
NA
NA
\$ 3,317.00
NA
NA
\$ 1,728.00
\$ 3,384.00

Average Compensation

Faculty Compensation
Admin. Compensation
Support Personel Comp.

\$ 24,078
\$ 30,858
\$ 11,905

\$ 26,626
\$ 32,647
\$ 13,884

\$ 28,572
\$ 35,076
\$ 14,979

Instruction Activity

of Equated Faculty
SCH per Faculty
% SCH in Undergrad.
% SCH in Graduate I
% SCH in Graduate II

186.56
496
93.4
6.6

188.81
518
93.7
6.3

190.00
524
93.6
6.4

Research Activity

Current Fund Expend.
Expend. per FTE Faculty

\$ 91,639
\$ 491

\$ 132,193
\$ 700

\$ 100,300
\$ 531

Public Service Activity

G.F. Expenditure
Expend. per Equated Faculty

\$ 90,626
\$ 486

\$ 99,626
\$ 528

\$ 114,450
\$ 602

Financial Aid Activity

G.F. Expenditures
G.F. Expend. per FYES

\$ 539,609
\$ 177

\$ 613,005
\$ 191

\$ 724,280
\$ 222

Higher Ed. Data File
1985-86

INSTITUTION: Saginaw Valley State College

ANNUAL APPROPRIATIONS SUMMARY

Note: Equate all data to
institution's fiscal
year.

<u>HISTORICAL DATA</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>Budgeted 1984-85</u>
Total Operations (millions)	\$ 12.689	\$ 14.795	\$ 15.614	\$ 17.656	\$ 18.977
General Fund Budget ¹	\$ <u>9.897</u>	\$ <u>11.789</u>	\$ <u>11.892</u>	\$ <u>13.166</u>	\$ <u>14.377</u>
State Appropriations	\$ 6.346	\$ 6.884	\$ 7.192	\$ 8.010	\$ 8.719
% Change From Prior Year	(2.8%)	8.5 %	4.5 %	11.4 %	8.8 %
Amount/FYES	\$ <u>2.065</u>	\$ <u>2,149</u>	\$ <u>2,364</u>	\$ <u>2,498</u>	\$ <u>2,672</u>
 % of General Fund ² Provided by:					
State Appropriations	<u>64.4 %</u>	<u>60.0 %</u>	<u>61.5 %</u>	<u>60.1 %</u>	<u>60.9 %</u>
Tuitions and Fees	<u>31.8 %</u>	<u>36.7 %</u>	<u>37.2 %</u>	<u>37.3 %</u>	<u>36.5 %</u>
Other Income	<u>3.9 %</u>	<u>3.3 %</u>	<u>1.3 %</u>	<u>2.5 %</u>	<u>2.6 %</u>

Note: Some percentage sums vary from 100.0 due to rounding.

¹Expenditures

²Revenues

Higher Ed.
Data File
1985-86

MISSION STATEMENT ADOPTED SEPTEMBER 10, 1979
BY THE SAGINAW VALLEY STATE COLLEGE BOARD OF CONTROL.

Saginaw Valley State College was founded as a private liberal arts college to serve the Saginaw Valley. Now a four-year state institution, SVSC continues primarily to meet a regional need for education; however, it actively recruits students throughout Michigan.

In response to demonstrated needs, the College has expanded its professional programs. Now receiving priority, these professional programs are based in the liberal arts.

The College will seek innovative, effective, and efficient ways to meet its four goals:

To provide an environment where students may experience personal and intellectual growth

To encourage and support scholarly and creative activity

To offer education which contributes to the advancement of men and women

To encourage critical evaluation of society

Goals of the College

1. To provide an environment where students may experience personal and intellectual growth, the College teaches the student:

a. To cultivate accurate use of language

b. To follow the scholarly life and persist in the right and obligation to pursue truth, and the responsibility to respect diversity of thought

c. "...to see things as they are," as Cardinal Newman maintained about university training, "to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant"¹

d. To develop a general view of our cultural heritage

¹Newman, John Henry, The Idea of a University (Garden City, NY: Doubleday & Company, Image Books, 1959), p. 192.

- e. To understand the decimal numeration system and perform mathematical computation accurately
- f. To demonstrate respect for human diversity, and to realize that "vestiges of religious prejudice, handicaps to women, and most important, discrimination on the basis of race must be recognized as morally wrong, economically wasteful, and in many respects dangerous"¹
- g. To prepare in his chosen profession which is founded in liberal arts disciplines
- h. To acquire the academic proficiency needed for graduate programs and professional schools
- i. To develop self-discipline, a sense of personal worth and purpose, and enthusiasm for learning and life, and skills and attitudes needed to nurture effective interpersonal relationships
- j. To appreciate athletics, arts, and cultural events

2. To encourage and support scholarly and creative activity, the College is committed:

- a. To attract a faculty committed to academic inquiry and to research which will expand human knowledge
- b. To develop a balanced and adequate library
- c. To acquire research facilities, adequately instrumented laboratories, study areas, and data retrieval systems
- d. To acquire adequate fine arts facilities such as studios and instruments
- e. To afford faculty the means to attend professional conventions and to communicate in other ways with academic colleagues

3. To offer educational opportunities which contribute to the advancement of men and women, the College seeks:

- a. To conduct applied research
- b. To interact with industrial, business, agricultural, educational, social, and health institutions within the community

¹The Carnegie Commission on Higher Education, The Purposes of Higher Education in the United States Approaching the Year 2000 (New York: McGraw-Hill Book Company, 1973), p. 43.

c. To guide individuals in selecting careers which provide personal fulfillment and meet social needs

d. To enhance the knowledge and cultural appreciation of the public

4. To encourage critical evaluation of society, the College strives to provide opportunities:

a. To recognize that "any society can atrophy and decline. The capacity of a society to assure its own self-renewal is a critical test of it. Higher education has a part of play in the passing of this test by the United States"¹

b. To recognize and comprehend different philosophies, convictions, and values

c. To participate in activities designed to improve community life

¹The Carnegie Commission on Higher Education, The Purposes of Higher Education in the United States Approaching the Year 2000 (New York: McGraw-Hill Book Company, 1973), p. 43.

Recommendation: 1985 - 1986 SVSC Foundation Grants
for Faculty Research

Dr. S. K. Yun	Professor of Physics	\$980
Summer research at M.I.T. on the unifying theory of generation structure and the family structure of quarks and leptons. (Travel and Lodging)		
Dr. David Dalgarn	Associate Professor of Biology	\$1,650
Continued research on the metabolism of lipids and the structure of membranes in Plant tissue. (Chemicals and supplies)		
Dr. Thomas Renna	Professor of History	\$1,870
Visiting research libraries to complete projects on anti-monasticism in early medieval thought, 400-1300 and the image of the Celestial City in Apocalypse manuscripts, 800-1450. (Travel and lodging)		
Dr. Eric Petersen	Professor of History	\$600
Research on Vietnamization at the Library of the Congress. (Travel and lodging)		
Dr. Mason Wang	Professor of English	\$1,710
Shakespeare in China: An Annotated Bibliography for 1985. (Travel, lodging and research assistance)		
Dr. Richard Trdan	Associate Professor of Biology	\$1,570
Continued research on environmental cues controlling Glochidial release in freshwater mussels. (Travel and data collection assistance)		
Dr. Peter Moehs	Professor of Chemistry	\$577.90
Evaluation of Group IV A 1, 3 dimetalhthianes. (Supplies and materials)		
Dr. Gary Thompson	Associate Professor of English	\$600
Preparation of Polish issue of the <u>Green River Review</u> . (Translation of articles from Polish to English)		
Dr. Basil Clark	Professor of English	\$550
Editing a collection of English prose writings to illustrate the development of English prose from the Old English Period (CA. 800 A.D.) (Travel, typing and copying materials)		
Dr. Jean Brown	Associate Professor of Education	\$400
Developing a framework for student involvement with literature through questioning. (Travel and research materials)		
Dr. Enayat Mahajerin	Assistant Professor of Mechanical Engineering	\$940
Computer model of composite structures. (Travel to the University of Northwestern, lodging, and research assistance)		

Mr. Louis Cohen	Assistant Professor Of Psychology	\$750
Fetal alcohol syndrome in rats.		
(Student research assistants)		
Dr. David Weaver	Professor of Political Sciences	\$600
Leadership and social change.		
(Research at MSU, U of M Libraries)		
Dr. Charles Brown	Professor of Music	\$1,200
Study of 10 selected country musicians from 1930 - 1952.		
(Travel, lodging, and cost of taping materials)		
Dr. Albert Plaush	Professor of Chemistry	\$545
Evaluation of the effective acidities for amino acids in aprotic solvents. (Chemicals)		
Dr. Peter Shiue	Associate Professor of Mathematics	\$1,000
Research on Benford's Law and Random Numbers.		
(Library research and consultation trips)		