

SVSU

BOARD OF CONTROL

MINUTES

MARCH 14, 1994



SAGINAW VALLEY STATE UNIVERSITY
BOARD OF CONTROL
MARCH 14, 1994
REGULAR MEETING

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MINUTES
BOARD OF CONTROL
Regular Meeting
1:30 p.m.
Board of Control Room - Wickes Hall
March 14, 1994

Present: Curtiss
Gilbertson
Kelly
Roberts
Rush
Walpole
Ward

Absent: Braun
Escobedo

Others
Present: A. Beutler
G. Corser
S. Emond
J. Fallon
G. Hamilton
D. Hinderer
C. Lange
J. Leonard
J. Lyddon
B. Miller
J. Muladore
K. Nowaczyk
A. Nutt
J. Ofori-Dankwa
J. Olvera
R. Payne
R. Ruffin
P. Saft
J. Stanley
R. Thompson
J. Woodcock
R. Yien
N. Zivich
Press (3)

I. CALL TO ORDER

Chairperson Rush called the meeting to order at 1:31 p.m. with a quorum in attendance.

II. PROCEDURAL ITEMS

A. Approval of Agenda and Additions and Deletions to Agenda

There were no additions or deletions to the agenda. Hearing no objection, Chairperson Rush ordered the agenda approved as distributed.

B. Approval of Minutes of February 14, 1994 Regular Meeting

It was moved and supported that the minutes of the February 14, 1994 regular monthly meeting be approved.

The minutes were unanimously APPROVED as written.

C. Recognition of the Official Representative of the Faculty Association

Chairperson Rush recognized Professor George Corser, Chairperson of the Faculty Association, who read the attached statement. (See Appendix One: Corser)

Chairperson Rush thanked Professor Corser for his comments.

D. Communications and Requests to Appear before the Board

Mr. Richard Payne, Executive Assistant to the President/Secretary to the Board of Control, stated that he had received a letter from Ms. Althea Nutt on February 4th, 1994 requesting permission to address the Board. The two items she wished to discuss were readmission requirements and administrative decisions being made that affect students without properly informing them.

Chairperson Rush recognized Ms. Nutt and reminded her that Board policy allowed

her five minutes to speak. He added that President Gilbertson had sent the Board a briefing of information on the subject she was addressing to the Board.

Ms. Nutt stated: "Good afternoon. I'd like to thank you for allowing me to address you on this afternoon. Mr. Payne has an information package for each Board member that is present today. (Mr. Payne disseminated the material.) Since I only have five minutes to address you, I'm just going to read the first two pages of this package, and you can review the rest of the information at your convenience.

"In 1979 I was accepted into Saginaw Valley State College. Because of circumstances beyond my control it became necessary for me to (leave) college. In 1981 I transferred to Delta College as its off-campus course sites were more convenient for me. While attending Delta I participated in the MACRO program....This is an agreement between Michigan's two- and four-year colleges, which states that if the basic education requirements for the Associate in Arts and Sciences Degree are completed at Delta, the same requirements will be satisfied at SVSU. As of 1989 I was a graduate of Delta College, and according to the MACRO agreement upon transferring to the University all general education requirements have been fulfilled. I do feel it necessary to inform you at this time that the paper you are looking at now was not shared with the administration when I first requested permission to be waived, so therefore I do feel that their decision was not fair, because they didn't have all of the information at that time.

"The next issue I would like to address is in regards to readmissions policy. Prior to graduating from high school I applied to Saginaw Valley with the help of my counselor in 1978. I was accepted the same summer. However, I did not start my classes until the fall

of 1979. You will find on page two a copy of that catalog's readmissions policy. The only stipulation present is that in the event a student remains absent for more than seven trimesters she would have to submit an application for readmission, which I did. On August 2nd of 1990 I received a letter from the Director of Admissions....welcoming me back to the University. There is nothing in that letter that would indicate that I am to follow the 1990-92 catalog. On February 2nd of 1993 I received a letter from President Gilbertson....In this letter he ignored the date in question, which is 78-79, not 79-80. He also stated that the degree candidates must complete their course of work within six years. There is nothing in our catalog that verifies this statement. I called several other universities in the State and none of them have a time limit in which to complete any degree. Most students, like myself, work full-time and attend school part-time. And let's not forget the fact that required courses needed for graduation are not always offered exactly when they are needed. Therefore, it's almost impossible to complete a degree in six years.

"In light of all the facts provided to you this afternoon I'm requesting that you grant me permission to be waived of all general education requirements and that I be allowed to follow the English program in the '78 catalog, which is the program I was originally accepted into. You have a copy of the requirements to fulfill that degree and also of the 90-92 requirements. There are very few changes. You will also find a copy of my graduate transcript from Delta. It is stamped with a MACRO."

Ms. Nutt thanked the Board for the opportunity to address them.

Chairperson Rush thanked Ms. Nutt and referred the matter to Dr. Robert S.P. Yien, Vice President of Academic Affairs, for his review and response.

III. ACTION ITEMS

1) Resolution to Modify General Fund Operating Budget for FY1993-94

RES-1088 It was moved and supported that the following resolution be adopted:

WHEREAS, The Board of Control adopted on November 15, 1993, a revised general fund operating budget for fiscal year 1993-94, and

WHEREAS, subsequent to that date the University administration has revised its revenue and expenditure estimates to reflect additional changes to various revenue categories and expenditure allocations required for compensation, services, supplies, and equipment;

NOW, THEREFORE, BE IT RESOLVED, That the attached schedule indicating a recommended revised base budget be adopted for fiscal year 1993-94. (See Appendix Two: Budget)

President Gilbertson told the Board: "This is the third time that we have brought the budget before you in the current fiscal year. The first time was for the original adoption of the budget. We then brought it to you for modification in November, as we knew what the fall semester enrollments were and what revenue that would yield....In November we were somewhat disappointed in the enrollments and....so we modified the budget downward. However, winter semester enrollments were cause for encouragement -- they were up slightly over what we had projected back in the fall. So we bring this budget to you now for the second modification of the current fiscal year budget....The principal difference here is that overall revenues show an increase of about .6% over the last revision. This is not a huge increase -- we're still very close on the \$33 million or so budgeted -- but we did want (the budget) to reflect this most recent information.

"The next time we touch this budget will be to reconcile it at the end of the current fiscal year. We would expect that there will be a small but not significant variance from the one that you're being asked to approve today."

Chairperson Rush asked for discussion. There was none.

The motion was APPROVED unanimously.

2) Resolution to Approve Room and Board Rates, Apartment Rates, and Miscellaneous Room and Board Rates for Academic Year 1994-95

RES-1089 It was moved and supported that the attached resolution be adopted.
(See Appendix Three: Rates)

Jerry Woodcock, Vice President for Administration and Business Affairs, stated:

"Saginaw Valley State University's current rates are the second lowest of the Michigan public universities. What we are proposing is basically a 4.65% increase for the base 21-meal plan. The other rates are basically proportionate to that. Also included is a recommendation for apartment rate increases from \$440 per family to \$460, which is a 4.55% increase. For a single student in an apartment, it has been \$185 per person -- there will be a \$10 increase to \$195, which is a 5.4% increase....

"We are converting several of the suites from four bedrooms with two persons per bedroom to some bedrooms with only one person per bedroom. There will be an extra charge of \$800 for the single room option."

Mr. Woodcock told the Board that the 14-meal plan costs more than the 15-meal plan because it covers lunch and dinner, seven days a week. The 15-meal plan covers three meals a day, Monday through Friday, including breakfasts, which are less costly.

Richard P. Thompson, Dean of Student Affairs, added: "It has been shown over the last two or three years that more and more of our students are interested in their own private bedroom. What we're doing here is an attempt to meet that need."

Trustee Roberts asked: "Does this preclude occupancy availability for other students

who couldn't afford the single bedroom rate? Would it create hardships for students who would share?"

Mr. Thompson replied: "We don't think so, based on the demand for the apartments over last year in terms of waiting lists."

Trustee Roberts asked: "If we learn that hardship develops, can we withhold to ourselves the right to convert the following semester of the following year to going back to two in a room?"

Mr. Thompson replied: "I think we can always come back to the table and re-evaluate what we've done this past year."

President Gilbertson noted: "We're making no physical modifications to those rooms that would preclude us reconverting them back."

Trustee Roberts replied: "I understand that. The concern that I'm expressing is that if we have enough students who have the ability to pay for single occupancy, we may in effect preclude others who simply can't afford that luxury -- who may be able to share -- but we won't have enough space. And so down the road I'm asking are we putting ourselves in a position that we can't retreat from if the numbers change dramatically?"

Mr. Woodcock responded: "Only 40 of the bedrooms would be made into singles....We have a capacity of 485, and we are reducing that by 40....120 bedrooms have two persons."

Trustee Roberts noted that it was very important that the University does not establish a precedent from which it can't retreat, which might create a situation where more dormitories would have to be built to accommodate an increased number of students who

can afford the luxury of having a single room -- or failing to do that, lose students who could only share.

Chairperson Rush asked whether this approach had been precipitated by a slight vacancy rate the previous year.

Mr. Thompson replied: "That's correct, along with continued requests to have single bedrooms."

Trustee Kelly asked: "We started out as the second lowest -- with this increase where would we be?"

Mr. Woodcock replied: "We don't know what other schools are going to do, but I suspect that we would still maintain our relative position."

The motion was APPROVED unanimously.

3) Resolution to Approve Revisions to the Mechanical Cooling System for Wickes Hall

RES-1090 It was moved and supported that the following resolution be adopted:

WHEREAS, The mechanical heating/cooling system in Wickes Hall is 25 years of age, and the University has had significant problems with the chiller system, and

WHEREAS, The University has approached the State of Michigan for assistance in funding revisions to various heating and cooling systems on campus totaling \$526,000,

NOW, THEREFORE, BE IT RESOLVED, That the University administration is authorized to proceed with Phase I of the Wickes Hall Chiller Project up to \$250,000 in order that cooling can be provided for Wickes Hall for the summer of 1994.

President Gilbertson told the Board that the heating and cooling system in Wickes Hall is approximately 25 years old and is in peril of collapse.

Mr. Woodcock stated: "The main problem is with the chiller, not the heat. We are proposing a two phase program, and we are attempting to get funding from the State of

Michigan. The first phase is our primary concern because it would take care of the problem being experienced in this building.

"IF2 (consisting of Brown Hall, Zahnow Library and the Science Building) is a system that has one large chiller, and water is piped between all three buildings. That system has excess capacity. We would tie Wickes Hall into that complex so that water could be circulated between all four of those facilities. There is also some work that needs to be done on the equipment itself. But it's basically a matter of tying us into that loop."

Trustee Curtiss asked about funding for the project.

Mr. Woodcock stated: "We hope that John Fallon (Vice President for Public Affairs) will be successful in getting funding from Lansing. If not, we would take it out of the Board Designated Reserve Account in the Plant Fund."

Trustee Ward asked what Phase Two is, and what timetable is being followed on the project.

Mr. Woodcock replied that the timetable on Phase Two is indefinite -- it will be initiated when funding has been secured. Phase Two involves replacing the chiller in Wickes Hall and removing the one from Pioneer Hall, which is almost 20 years old. The systems in Wickes Hall and in the Science Building could be used separately or simultaneously, depending upon weather conditions. This would be a more efficient use of the boilers that are involved. Technical experts from Consumers Power are being consulted on the project.

President Gilbertson added: "We're also obviously still pursuing some longer-term large scale solution to our utility problem on campus. Given the staggered way in which the buildings went up, we've never had a consolidated utilities system. So we have

approximately 76 heating and chilling units, which will begin to kick out at different times. We anticipate that this is going to plague us as, one after another, these need to be replaced. So we're still hopeful that we can work with the State on a longer-term large solution to the overall campus utility situation."

Chairperson Rush asked how long the University had been requesting funds for a central heating and cooling plant.

Dr. Fallon stated that the request goes back to 1977.

Chairperson Rush stated: "I assume that the present request is different than it was in 1977."

Dr. Fallon responded: "There is an evolving request. This is somewhat smaller in scope and makes more sense technically. We're working on this with the technical experts from Consumers, and hope to have some clearer information on that by the end of this month."

Trustee Ward noted: "We jumped the West Complex ahead of the central heating project on the wish list in Lansing."

President Gilbertson replied: "In some ways they were running parallel, and we were offered a choice."

Trustee Ward asked: "Where is our central heating and cooling plant standing on the capital improvements list in Lansing?"

President Gilbertson replied: "It's now our number one request to Lansing."

Trustee Ward asked: "If we do Phase I and put a quarter of a million dollars into this chiller, what's the life expectancy of that improvement....how many cool summers will

that give us?"

Mr. Woodcock replied: "I can't answer that question at this time, because it's tied to Phase II."

Chairperson Rush asked: "If the big plant came through in the foreseeable future - - one or two or three years from now -- does that make this unnecessary, or would this complement the new plant?"

Mr. Woodcock responded: "It would make Phase II unnecessary. As part of the big plant, they would do something that would replace Phase II, but Phase I is needed right now."

Chairperson Rush added: "So this is not money completely down the hole."

Mr. Woodcock responded: "Definitely not."

Chairperson Rush noted: "We need this, no matter what -- even if we feel quite certain we are going to get our wish granted."

Mr. Woodcock replied: "If we got the big plant, nothing would be started for three years, probably. If it gets hot and the unit stops upstairs, it will climb to 90-95 degrees in this building. There's no other way of doing it."

The motion was APPROVED unanimously.

4) Resolution to Appoint Nominating Committee for May Board Elections

RES-1091 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University Board of Control bylaws stipulate that a nominating committee shall be appointed by the Board to recommend candidates for each office; and

WHEREAS, The committee shall consider the ability, the availability and individual interest of members when selecting members to be nominated for an office;

NOW, THEREFORE, BE IT RESOLVED, That George Ward and Donna Roberts be appointed to serve as the Saginaw Valley State University Board of Control nominating committee.

Chairperson Rush stated that Trustees Ward and Roberts had agreed to serve as the Nominating Committee for May Board elections, if the Board so wished. He asked for discussion. There was none.

The motion was APPROVED unanimously.

5) Resolution to Approve Emeritus Status for Terry Ishihara

RES-1092 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University grants emeritus status to faculty and staff who have served the University with distinction; and

WHEREAS, Dr. Terry Ishihara joined the SVSU faculty in 1980 and currently serves as Professor of Mechanical Engineering and Technology; and

WHEREAS, Dr. Ishihara was the 1982-83 recipient of the Landee Award for Excellence in Teaching, and received the SVSU Award for Outstanding Co-Curricular Involvement in 1993; and

WHEREAS, Members of the faculty, the President and the Dean of the College of Science, Engineering and Technology recommend that the University officially recognize Dr. Terry Ishihara for his dedicated professional service to the University;

NOW, THEREFORE, BE IT RESOLVED, That as Dr. Ishihara prepares to retire from his teaching responsibilities at SVSU, the Board of Control of Saginaw Valley State University gratefully acknowledges his service and dedication to the University and bestows upon him the title of "Professor Emeritus" with all the rights and privileges appertaining to this distinction; and

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Dr. Ishihara as a permanent expression of its positive feeling.

President Gilbertson stated: "The Board has a policy relative to the conferral of emeritus status on faculty members and members of the staff. It seems almost as though this could have been written for Terry Ishihara. He is a gentleman, a fine teacher, a winner of the Landee Award for Outstanding Teaching, and was the first winner of the Award for Co-Curricular Involvement. I don't think I've ever been to a lecture, concert, discussion or

game of sport on this campus that I haven't seen Terry. He's simply an omnipresent citizen of the campus. He has served the University long and well, and I strongly recommend him to you for emeritus status."

Chairperson Rush asked for comments or questions. There were none.

The motion was APPROVED unanimously.

6) Resolution to Grant Honorary Degree to William J. Edwards

RES-1093 It was moved and supported that the following resolution be adopted:

WHEREAS, William J. Edwards' leadership in chairing Saginaw Valley State University's first fund raising campaign provided the solid foundation upon which the University was established and continues to grow and develop; and

WHEREAS, William J. Edwards has maintained a continuing interest in and support of the University and was a member of the SVSU Board of Fellows; and

WHEREAS, Mr. Edwards served with distinction in a variety of civic affairs and leadership positions, including the Saginaw Symphony Association, United Way of Saginaw County, and the National Association of Broadcasters;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University approve the granting of the Honorary Doctor of Law Degree to William J. Edwards to be presented at the May 7, 1994 Commencement.

President Gilbertson stated: "Thirty years ago there was a significant fund raising effort in this community, which generated approximately \$4.3 million. This translates into approximately \$26 million in today's dollars. The community leader who chaired that effort was Bill Williams. This is the 30th anniversary of our founding and it seemed to us to be an appropriate time to recognize the efforts of the man who, in many ways, contributed to our being where we are today. Bill and Julia Edwards were on campus last week. They have funded a lectureship in Philosophy and Religion. There was a distinguished scholar from Columbia University here. It was a very exciting evening....Bill and Julia have maintained their interest and involvement in the University as well, and I strongly

recommend this resolution to you as a very appropriate recognition of his early and continuing involvement."

Chairperson Rush asked for comments. There were none.

The motion was APPROVED unanimously.

7) Resolution to Name the Atrium of the West Complex "Groening Commons"

RES-1094 It was moved and supported that the following resolution be adopted:

WHEREAS, The dedicated efforts of William H. Groening, Jr. were instrumental in the establishment of Saginaw Valley State University; and

WHEREAS, William Groening was appointed to the Board of Control as its first Chairman when SVSU was chartered as a private college in 1963 and served for eleven years; and

WHEREAS, William Groening's leadership provided a solid foundation on which the University continues to expand and develop; and

WHEREAS, William Groening was awarded the Honorary Doctor of Laws degree in 1974 from SVSU and has continued his commitment to SVSU by serving on the Foundation Board since 1977;

NOW, THEREFORE, BE IT RESOLVED, That the Atrium of the West Complex shall be known as "Groening Commons."

President Gilbertson stated: "Bill Groening was the first Chair of the Board....and was deeply involved in the very early years of the institution. Once again, during our 30th year, it is appropriate to recognize that. Bill has also remained involved in the institution, created a very fine scholarship fund in the name of his late wife, visits us often and stays in touch. He is a fine gentleman, who contributed greatly during our very earliest years and remains a close friend."

Trustee Curtiss added: "Both of these are richly deserved and overdue."

Chairperson Rush added: "I only had the privilege of knowing Bill Groening for the past five or six years. He was very involved in the community of Midland, plus his

involvement with SVSU and a number of other things. He's a very community oriented activist, and I think this would be a great remembrance of him."

The motion was APPROVED unanimously.

8) Resolution in Appreciation of Charles T. Brown

RES-1095 It was moved and supported that the following resolution be adopted:

WHEREAS, Dr. Charles T. Brown joined the faculty of Saginaw Valley State University in 1974 and was a Professor in the Department of Music, which he chaired for several years, until his untimely death on January 11, 1994; and

WHEREAS, Dr. Brown was a recipient of the Earl L. Warrick Award for Excellence in Research at SVSU; and

WHEREAS, Dr. Brown was a student of music from many cultures and was especially well known for his interest in jazz, rock and pop music; and

WHEREAS, Dr. Brown contributed immensely to the development of the Music program at SVSU and inspired many students to pursue careers in music;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control wishes to convey to family and friends of Dr. Charles T. Brown its gratitude and admiration for his commitment and service to the University.

President Gilbertson told the Board: "The next three resolutions are in appreciation of the life and work of three of our colleagues, each of whom passed away over the last several months. You heard us address the attributes and the contributions of these people at our previous Board meetings, and so from that we have crafted resolutions from the Board to express in a more formal way this appreciation for their lives and work.

"Charlie Brown was an original, long-time member of the faculty, and a recipient of the Warrick Award for Research. He was an interesting man and a friend to students and to his colleagues on the faculty. We sorely miss him."

The motion was APPROVED unanimously.

9) Resolution in Appreciation of Suk Koo (Thomas) Yun

RES-1096 It was moved and supported that the following resolution be adopted:

WHEREAS, Suk Koo (Thomas) Yun joined the faculty of Saginaw Valley State University in 1969 and was a Professor in the Department of Physics until his death on January 29, 1994; and

WHEREAS, Dr. Yun was a recipient of the SVSU Faculty Association Award for Scholarship, the Earl L. Warrick Award for Excellence in Research at SVSU and the Michigan Association of Governing Boards Award; and

WHEREAS, Dr. Yun was considered a premier researcher in theoretical high energy physics and received many research and travel grants from the National Science Foundation; and

WHEREAS, Dr. Yun authored several books and published numerous papers in physics journals; and

WHEREAS, Dr. Yun was recognized as a distinguished scientist and for his skills in making science understandable to students;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control wishes to convey to family and friends of Dr. Suk Koo (Thomas) Yun its gratitude and admiration for his commitment and service to the University.

President Gilbertson stated: "Tom Yun was one of our most distinguished faculty members, a recipient of the Faculty Association Award for Scholarship, the Warrick Award for Excellence in Research, and the Michigan Association of Governing Boards Award. He was the author of several books and was a fine, distinguished gentleman. His passing is a great loss to this institution."

The motion was APPROVED unanimously.

10) Resolution in Appreciation of Mary G. Cherwinski

RES-1097 It was moved and supported that the following resolution be adopted:

WHEREAS, Mary G. Cherwinski was hired at SVSU in 1975 through the Comprehensive Employee Training ACT (CETA) and became a full-time employee in 1977; and

WHEREAS, Ms. Cherwinski was a custodial employee at SVSU until her death on February 18, 1994; and

WHEREAS, Ms. Cherwinski graduated from the Michigan School of the Deaf in 1956 and had three children, two of whom are graduates of SVSU; and

WHEREAS, Ms. Cherwinski was admired by fellow employees and was a dedicated

worker;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University acknowledge her service and express gratitude and appreciation for her dedication; and

BE IT FURTHER RESOLVED, That this resolution shall be presented to her family as a token of recognition and thanks.

President Gilbertson stated: "Mary Cherwinski was another colleague and friend who was a custodial employee of the institution for nearly 20 years. She was a graduate of the Michigan School of the Deaf, and had three children, two of whom are graduates of SVSU. She was a genuinely delightful person and a very dedicated worker."

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

11) Enrollment Report

Paul Saft, Registrar, reviewed the attached enrollment report (see Appendix Four: Enrollment). He stated: "There was nothing really remarkable about this winter semester. The increase in students was 2.6%, putting us over 6,700 students for the first time in a winter semester. There was an increase in credit hours of 2.5%, to just short of 65,000....The increase for this semester is really due to a strong showing in the Macomb Graduate Education Program, which was also strong in the fall semester."

12) Personnel Report

The Board received the Personnel Report (see Appendix Five: Personnel).

13) Staff Member of the Month

Norma Zivich, Staff Member of the Month for March, was presented to the Board (see Appendix Six: Zivich).

14) Panel Presentation on Institutional Values

President Gilbertson stated: "We delved into this matter in some detail during our Retreat this January. We talked about the Mission Statement the Board adopted, which had come up through the institution after considerable discussion. We also talked about some of the current literature of higher education which raised questions about institutional values, what we stand for, and what we are trying to teach. We decided then it would be useful to hear from some of the people who were out there actually dealing from day to day with these issues. So we set up a series of prediscussions. The first is going to be with several of our faculty colleagues, whom we have asked to come in today and make a few remarks and then perhaps open up the meeting for discussion."

Dr. Crystal Lange, Dean of the College of Nursing and Allied Health Sciences/Associate Vice President for Academic Affairs, told the Board: "We would like to reinforce the central role of the academic program in transmitting values. These people have been selected because they are personally and collectively involved in efforts that make an impact."

Dr. Lange introduced the members of the panel: Dr. Brad Miller, Professor of Political Science; Dr. Joseph Ofori-Dankwa, Professor of Management; Dr. Drew Hinderer, Professor of Philosophy; Dr. Susie Emond, Professor of Teacher Education; Dr. Jon Leonard, Professor of Electrical Engineering.

Dr. Hinderer told the Board: "Speaking for myself and for my colleagues, we are honored to have been invited to come here and speak with you today about the values which we espouse in the SVSU Mission Statement.

"The Philosophy Department currently offers three courses with specialized ethical content; they are Biomedical Ethics, Business Ethics, and Law, Liberty and Morality. As faculty resources become available, we hope to work with our colleagues in the sciences to develop other courses in technical ethics, addressing issues in engineering, research, and computer science. To be credible in these courses requires us to be well acquainted with and sensitive to moral issues that arise within professional practice. But the uniquely valuable contribution Philosophy can make to professional ethics is to raise the level of discourse and encourage critical reflection on the standards of behavior common within the professions in real life. As SVSU graduates who have this philosophical perspective move into leadership positions, they are increasingly exerting morally responsible influence in their various professional environments.

"From a larger perspective, the whole activity of Philosophy, in a sense, consists in developing the virtues of respect, integrity, civility, decency, and fairness. Apart from any specifically philosophical content, we teach students to critique ideas rather than the personalities of those who hold them, to disagree without rancor or unkindness when rational resolution fails, and to profess and practice the most rigorous standards of personal and collective integrity.

"Finally, we accept a responsibility to encourage a sympathetic, appreciative tolerance of traditions and ideas other than those that are familiar and comfortable. Tolerance is neither indifference nor condescension; neither does it amount to uncritical relativism. We strive to promote the recognition that, from a rational, humane perspective, all traditions, including those of which we are members, embody more and less morally admirable features.

We encourage students to accept and embody the former, and to reject the latter."

Dr. Jonathan Leonard read the following statement:

"The College of Science, Engineering and Technology has two distinct roles. First, we prepare our majors for professional careers in science, mathematics, and engineering. Second, we must also help non-scientists achieve science and math literacy as part of the University's General Education requirement.

"The dual aspects of our mission promote two of the shared values which sustain a democratic society. First, democracies require the informed and active participation of the general public in the political process. The scientific components of the social and political issues which confront us increase continually. Health care issues, resource utilization, technology and economic competitiveness, and energy policy are a few examples. Intelligent policy decisions by the public and their elected representatives require a basic scientific literacy. The General Education component of our college's mission seeks to promote this literacy.

"The second democratic value we seek to instill is the need to balance narrowly defined personal and parochial interests with the broader public interest. Students pursuing careers in science and engineering will become experts in fields where their decisions can have a profound effect on the public welfare. Whatever the scientific literacy of the general public, there will always be some issues which are left to experts. Physicians, nuclear physicists, and structural engineers must all routinely make decisions which can have significant impact on our collective well-being.

"Scientists must also be alert to threats to the public welfare that only they can foresee by virtue of their expertise. Ozone depletion or the increase in drug-resistant tuberculosis strains are not discernible to average citizens, but may still impact on their lives. Experts must act as trustees for the public by virtue of their special knowledge and training. As we prepare students for careers in science and engineering, we must impart not only the knowledge they will require, but also the values and professional ethics they will need to guide their decisions.

"Can we inculcate these values simply by teaching scientific facts and methods? Most would agree that the transmission of knowledge by itself is insufficient without providing a framework of values within which to operate.

"Last year the College of Science, Engineering and Technology revised its general education objective. The revision states that the objective for students

is as follows: To learn basic scientific concepts; to appreciate how these concepts are verified through experimentation and observation; and to become knowledgeable and responsible citizens in dealing with the challenges of a sophisticated technological society.

"To illustrate how we attempt to accomplish the objective, I will briefly describe a general education course entitled Environmental Dynamics. This course first teaches the basic concepts of ecosystems, biomes, food webs, biogeochemical cycles, ecological stability and succession -- the traditional subject matter of an ecology course.

"The focus of the course then shifts to issues -- water pollution, risk assessment, resource utilization, solid waste disposal, and energy policy. The scientific aspects are examined, but the discussion is also framed in terms of the contending pressures for economic development and productivity, environmental preservation, government regulation, and concerns for public health and welfare.

"To illustrate the interplay of these issues, outside speakers are brought to class. In a recent semester, a representative of a local company discussed its environmental policies and record. An employee from a county extension service discussed government's regulatory and advisory roles. A member of a volunteer recycling group discussed organizing citizen action groups and lobbying local government. Students quickly learn how difficult it is to resolve these contentious issues. Even when the scientific aspects of the issue can be reasonably well understood, conflicting social, economic, and political interests may preclude a satisfactory solution. The best public policy may finally be a compromise that is unsatisfactory in a purely scientific sense.

"As a university pursuing scholarly ideals we value general education for its own sake. We should also value general education because it supports democratic ideals.

"I hope this very brief presentation illustrates how the College of Science, Engineering, and Technology approaches values education. I would like to thank the members of the Board of Control for this opportunity to speak."

Dr. Bradley Miller told the Board:

"I'm here representing the Department of Political Science and the College of Arts and Behavioral Sciences. In the Department in particular we are very much aware of and behind the role of citizenship. In preparing our students for this role of citizenship, we obviously start with a process orientation --

understanding the political process, the process by which political decisions are made -- and hoping that ultimately the students will understand what their role in that process is. In many ways we step back a little bit, as Dr. Hinderer alluded to. We're not a professional school, and we're not training people to be politicians -- although several of our graduates have taken that up....We are looking at the full range of citizenship in terms of how they critique what goes on in the policy arena, how they critique what goes on in the policy process, and what their role can be in all of that.

"In the classroom one of the things that we really have to work on, and one of the things to which we are committed, is a place where we can have this exchange of ideas and where we can recognize diversity of opinion. We need to ensure some sort of place where people can have freedom of inquiry, freedom of expression. This is not always an easy thing to do. People are intimidated sometimes by the fact that they are in a class with a professor up in the front of the room. They think there may be a right answer or a wrong answer. But a large part of our goal and a large part of what we're working on now in curriculum revision is to try and look at how we can make these sorts of opportunities more available to our students -- how we can let them know that freedom of inquiry and freedom of expression are extremely important parts of the democratic process, this political process, in which we are involved.

"We have done several different things in the past couple of years -- some experiments to try to get at this possibility. One of the most exciting in which I was involved was a team-taught class on the elections of 1992. Three faculty members were in the classroom at the same time. It was exciting from our perspective just to see how many students were interested. We had to overload some students into it because there were so many who wanted to see just what was going on. It was exciting too, I think, from the students' perspective because they got a good idea that these people up in front of the classroom didn't always agree, and needed to have that place where they could exchange their ideas. The three of us didn't actually work to make sure we disagreed with certain things that were going on, but it surely happened an awful lot. At first blush it seemed like maybe this would shut off some of the give and take with the students, but it really had exactly the opposite effect. They took some comfort in the fact that we had to try and defend ourselves and we had to use everything that was in our persuasive ability to convince other people of the rightness of our point of view. They were much more willing to speak up and know that in this civil, friendly atmosphere it is important to understand how this whole process works. I've had several students come to me and ask when we're going to do this again....

"We are moving toward coming to some understanding of what the different parts of our curriculum add to this notion of citizenship. The idea is that we're going to spend some time on process issues in certain classes, and other classes will be taken up with theory. And then we can try to build in some capstone experience that brings this all together in the senior year of our majors. In the end, what we're hoping to have is a place where people can come and understand that there are differences of opinion -- there are no rights and wrongs in the political process, except as the process allows them to occur. We're trying very hard to keep our own individual values out of this. But the value of democracy and the value of participation is the hallmark of what we're trying to do with some of these courses. In the end, if we are successful with this, hopefully we will see a better citizen coming out of these classes, and maybe we'll see even more members of the House of Representatives than we already have who are graduates of Saginaw Valley State University."

Dr. Joseph Ofori-Dankwa told the Board:

"In the College of Business and Management, there are several things that we are doing to try to inculcate the broad values that the University is trying to attain. I want to mention a few of these areas. I say this because I think this is reflective of what all my colleagues are trying in their diverse ways to accomplish.

"The first one that I'd like to touch on is that of ethics. I think we have the clear understanding that the students with whom we are dealing are adults, and consequently they are past the developmental stages. Nevertheless, we do make a very big effort to instill the issues of ethics. Specifically, we try to approach this from a cost and then from a benefit analysis. There are some costs associated with not being ethical and there are some tremendous benefits that are associated with being ethical.

"The next major issue that we talk about is the global economy. Throughout our discourses there is a very big attempt to get students to recognize the reality of the global village -- that once upon a time it used to be something that one talked about in theory, but now it is reality. Therefore there has to be the recognition of this, and there has to be the attempt to deal with it.

"The third major area that we talk about is that of diversity. We make a very big attempt to get people to appreciate and to understand the differences that individuals have and to value these differences.

"I would like to point out that in the College of Business and Management

there are lots of innovative things that are being done. One of them is that we are pioneering a paradigm shift -- we are trying to move from just looking at diversity and valuing and appreciating diversity to what we call diversimilarity. Yes, we must value and appreciate the differences that individuals have, but simultaneously, we should also be valuing the similarities that cut across race and gender and all the different categories. So whereas diversity serves as a generator of creativity and innovativeness, similarity serves as the generator of the team spirit, the community spirit. Therefore it is by the dual focus on these two parameters as opposed to a unifocus that we should get a more effective organization or a more effective workforce."

Dr. Susie Emond told the Board:

"I am a member of the Department of Teacher Education, which is part of the College of Education. Education in and of itself as a word values learning. We are helping our future teachers not only strive to value learning in and of itself, but to become life long learners. We work very, very closely with the K-12 public schools, because in our unit we are working with our undergraduates who are the future elementary teachers, the future secondary teachers and the future administrators of this area and throughout other states.

"As I look at the language that you use to speak to values and the values of higher education, I really think that within the unit of the College of Education we have a unique opportunity to bring all of these words to life, because we do work not only with our students but we also are out in the field working with students at all levels in public education....

"We are very much involved with various minority outreach programs and with the YES program, which is the Young Educators Society, where we work with students who are still in high school who feel that they want to choose education as a career. Within our unit we also have a bilingual program where we have many students who are going on to become bilingual teachers and to serve the community in that way.

"In our undergraduate program we target each of our methods classes in terms of where our students will have their field experiences, so that when our undergraduates leave us, they have had an opportunity to teach lessons in a variety of diverse settings with diverse children. We target our classes as to whether they will be in urban settings, suburban settings, or rural settings, so that our students gain an appreciation and understanding of how children learn in a variety of ways. We also have an alternative admission option, whereby students who have special needs in a variety of ways will have an

opportunity not to have these doors closed to them and perhaps will be able to be admitted and become teachers. But more importantly, I think, because of our strong field based programs, we have our students in classrooms teaching lessons on a regular basis, working with students who represent diversity in language and in the situations in which they live. This enables our students to become knowledgeable and effective in meeting a wide range of student needs. We see our responsibility to try to live to our fullest the language that you have provided in this Mission Statement so that our students will become living examples of understanding and fairness and appreciation of the fullest potential of all of us and the children in their classrooms, upon whom they have such a direct and strong impact."

Dr. Lange asked for questions from the Board.

Trustee Kelly stated: "We have heard excellent examples of how you are basically teaching and living the values. Do the students understand that these are the values of the University? Do you know if we are taking an opportunity to say that this is what the University represents, and therefore the things that you are seeing from us as instructors and within our curriculum are really designed to make sure we are living those values?"

Dr. Ofori-Dankwa replied: "Specifically, I don't indicate to my students that these are the values, for the simple reason that if we do, they would just reject them out of hand. But rather through interaction, through respect for their ideas, through treating them as adults, through the types of works that they do, we can inculcate some of these values. And so as to whether I specifically tell them these are the values -- no. But as to whether I make a conscious, rational, determined effort to promote these -- yes."

Dr. Miller added: "....Participation in and of itself is introducing to them the important role in the political process. Just recently I had a student come to me after a lecture about the role of constituent case work in the House of Representatives and the Senate. He came to me with a problem. I reminded him that we had talked about this sort

of thing in class and told him to go talk to his Representative. He did, and he got an answer to his question and got his problem solved. Now, I can't take any credit for that, except that I think there is a point where we are actually saying directly this is something useful, this is what we stand for, this is what we are trying to do."

Trustee Ward stated: "Maybe I'm jaded because I'm a prosecutor from Detroit, but I don't see where the values of our university community are having any influence in our communities. For example, in Detroit, we had 63 homicides per 100,000 residents last year. We had a 72% illegitimate birth rate. We have about a 25% graduation rate. And every year it gets worse. I was on a talk show at Channel 4 one day about a month ago, and the anchor spent some time with us. He said that some of the stories he reads now as straight news strike him as very similar to what you see in the shocking news tabloids. Somebody asked him why he didn't just change his program. He replied that when they do, they can't make any money.

Trustee Ward continued: "I don't think the values that I see outside the University really are very encouraging. I hear what a wonderful job we're doing on the campus, but it seems irrelevant. Where does it show up? We had 626 murders in Detroit last year. Those 15 to 25 year old perpetrators were born at a time when we had an illegitimate birthrate of about 40%. Now it's 72%. What are we doing to ensure that people are good citizens in the sense that they raise their children well?

"I travel two worlds. I come here -- I'm delighted to come here. Then I go back to the City of Detroit, to the County of Wayne, and look at the cases that come across my desk. I think there's a disconnect. I don't see much tie in between what we say we're doing

and the result we're getting. I say that not to be critical, but to just simply give you the view from where I sit in Detroit....Do people come out of school any more with some kind of moral code? We used to have the ten commandments. We don't teach that. Do we have any substitute for that?....What can schools do to give that kind of guide to people? I'm discouraged, and I'm just sharing this with you. I hear one thing, and I see another. I'd love to assume that everything you said is going to have a ripple effect and we're going to see values and the calibre and the quality of life go up, but I don't see much reason to believe they will."

Dr. Emond responded: "I think that if you talked to many, many teachers today, you would find that they are just as discouraged as you are, because we have children who live in two different worlds. They live in one world and then they come to school and there they have another world. At school we try to have a world where we teach respect and understanding of personal property, and caring, and getting along. But we just have to keep working.

"Many schools are moving into other types of outreach programs where we're trying to bring influences upon children to become a part of school and to have a dialogue such as parenting programs, such as moving into all kinds of arenas, which is very controversial in many respects. I hear what you're saying, and I share your concern. But from our perspective, we can't give up. We have to continue to do as much as we can to understand students, to understand what happens to them once they leave -- in many instances -- the safe environment of school and go somewhere else. We have to do all we can in terms of being a positive influence on those students, and through our modeling and what we're doing

begin to make a difference. I agree that when you look at the statistics it appears that nothing is being gained, but we can't give up. Our youth are our future, and so we must continue -- whether it's one child at a time or a classroom at a time -- to do all that we can through not only what we're teaching, but how we're teaching...."

Dr. Hinderer added: "There are a couple of ways in which we can affect the situation for the better. I share very strongly one of the points that Susie was making. We make our progress student by student. I have 120 this semester, and I'm able to work effectively with a large majority of them. And a large majority of the students come out of my classes being able to articulate the values that are important to them, and being able to argue persuasively for those values among their peers, and among their professional colleagues. I get wonderfully encouraging stories from former students about the ways in which their experiences -- not simply in my classes, but in the classes at this University more generally - have profoundly helped them to be more effective, more sensitive, more intelligent, more capable, more influential spokespersons for the values that are embodied in our Mission Statement. I think one thing that we can do, and one of the things that we have to do, is take heart in that fact that although the problems you articulate are truly daunting, nevertheless, we make the progress that we can make with the students that we have.

"The second thing that I'd like to add is that our students not only are able to function as individuals in society, but....they gradually move into positions where they are able to influence policy. We have graduates from the School of Nursing and from other professional programs who are now articulating for the institutions for which they work codes of ethics, and policies with regard to very difficult and sensitive moral problems.

We're starting to get our students into positions where they can be genuinely helpful in a larger, more policy-making sort of role. But is the problem daunting? Absolutely. Are we going to, at this institution, solve the problems which lead to violence in Detroit? I think probably not. Would I personally like to? Very much. But we must do the best we can for the students with whom we come in contact and encourage them to go out and continue."

Trustee Ward responded: "I would caution you not to just think about the violence in Detroit. The violence in Saginaw is just about the same by scale. I just cited Detroit because that's where I come from."

Trustee Kelly noted: "I'd like to try to bring a little balance to that. Fortunately, I get a chance to see some of the products of our universities coming into industry, and there is another side. I don't mean to minimize the concerns that you have, but there is a balance piece in terms of a lot of the people that we are seeing in the workforce and those who are going to be our leaders. We must continue to figure out ways to address the issues that you are raising, and I'll go back to the question that I raised earlier, because I think it is vital that we as a Board and as faculty live the values that we articulate. I think we are missing an opportunity if we don't tell students that we have values, that we as an institution have a set of values, and that these represent the things that we believe. I think we can then encourage students to seek companies or organizations in their lives that reflect their values. I think there is some benefit to raising the issue of values all by itself, and it doesn't become an either or, it becomes a yes, and in terms of not only what we say but what we do. So I do think there's an opportunity for an institution to do that, I think there's an opportunity for any corporation to do that, and for most of our organizations."

Professor Corser stated: "I think the job is too big for schools to do all by themselves. I think there are other huge parts of the society that also need mission statements and that also have to treat people like they say in their mission statements. I'm thinking of, for example, government and the criminal justice system. I look at advertising on television that's paid for by many, many, many dollars on the part of industry -- and what message does that send to the people who live in the street? What happens to them when they try to get some help from their government? How are they treated? This is a big problem and the schools, I think, are doing a monumental task, and a good one, regardless of the bashing we've been getting recently. If the rest of society would put, in effect, their money where their mouth is, we might make some progress."

Trustee Roberts stated: "As an extension of what Trustee Kelly said in indicating that the University has values and reflecting those, I think that also sends a message to the students that perhaps they have an obligation to try to communicate values in the future and to try to influence what those values are. So it all comes back to a starting point. I'm afraid the school can't do it alone -- and possibly at our level, you're reinforcing rather than teaching a value. But it's important to have that reinforcement role, and it sounds to me as if you're doing that, and I compliment you on that....I think that as a society we need as much reinforcement as we can get, because we so often see the downside of a lack of ethics -- that's always well publicized. We don't always have the opportunity to see what goodness brings -- it's not talked about as freely and as openly. So it's a shared opportunity and obligation that we have, and I'm very impressed with what I've heard today. I'm really glad you're all where you are and that you're doing what you're doing."

Trustee Walpole stated that he hoped the University would do all it could to ensure its students the opportunity to understand and appreciate the perspectives and values of different cultures throughout the world. This is especially important in the business world.

Dr. Ofori-Dankwa replied: "Your point is very well taken. We in the College of Business try to use to the best possible advantage the abilities of the international students and the international scholars who come here. We also have a very important program in Taiwan, which we're trying to utilize to help us better understand and appreciate the people of the region."

Dr. Hinderer added: "There is also a study group which is meeting on a bi-weekly basis to reconsider the core content of our international perspectives requirement in general education. We are taking very seriously your observations about the importance of getting the global village across and recognizing the complexities of the environment in which our students need to function."

Chairperson Rush stated: "As you probably know, the Retreat we had a couple of months ago focused on values as a major issue as we visited the Mission Statement once again. One of our main purposes was to emphasize the fact that the Board of Trustees felt very strongly that the system is much more important than just teaching knowledge, but that values are important....

"The first sentence of the Mission Statement talks about providing opportunities to individuals. Everybody talks about the fact that an education is not a cost, it's an investment. But that's for the individual. Everybody talks about the fact that they want to help the individual. But the second statement goes on to talk about the concurrent mission, and I

think that's what we're trying to emphasize as a Board -- to develop the individual's potential to provide leadership in the professional skills for the civic, economic and cultural well-being of the region, State and society. Every single thing that comes out of this Mission Statement has some meaning -- not just what the University is supposed to do for and to those people by molding them, but also to convince them that they have an obligation to society to take those principles and values and go out and have a multiplying effect. That impinges on what George is talking about, and what some other people have said. We can't solve Detroit's inner city problems,....but we can have some impact in our region, and that's what we're here for as a regional university, and that's why I feel very encouraged to hear what you're saying. I'd like to emphasize the fact that half of the cost of a student's education in rough terms is paid for by the State. Every individual in the State of Michigan has made an investment in these students. No matter what their background is, where they came from, or where they started, they all have been given an opportunity to make something of themselves -- but they owe society something in return. I'd like to be sure that in this ethics and values system we're teaching them we're stressing the importance of the fact that they owe something back in return as a payoff on that investment. They must help their communities -- not just their immediate families, but their whole community as well -- to repay their debt....It's going to take a while but....We've got to get the message out there....the students must understand they have an obligation to take this great opportunity they have been given and do something with it for everybody else who didn't have such an opportunity.

"I want to compliment you all on your comments, and I hope that if your thoughts are put into practice on a daily basis they will have a significant impact."

V. REMARKS BY THE PRESIDENT

President Gilbertson stated that he was extremely proud of all those involved in the conversation on values.

VI. OTHER ITEMS FOR CONSIDERATION

There were no other items for consideration.

VII. ADJOURNMENT

15) Motion to Adjourn

BM-850 It was moved and supported that the meeting be adjourned.

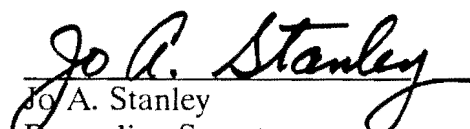
The motion was APPROVED unanimously.

Chairperson Rush adjourned the meeting at 3:02 p.m.

Respectfully submitted:

Thomas E. Rush
Chairperson

Robert H. Walpole
Secretary


Jo A. Stanley
Recording Secretary

SPIRIT BY DESIGN

3/15/94

While searching through my files recently, I re-discovered a poem called "The Moment of Creation." It is arranged for an engineering audience, but its message and spirit seem to apply to many kinds of designers, builder, and their structures.

The Moment of Creation

*A significant work,
Fascinating in its plan,
Draws us to its concept.*

*When an engineer builds and builds well,
That engineer builds to a design
And designs to a concept.*

For every concept there is the moment of realization.

*The uncommon creator knows the moment.
It is a moment of foresight and courage.
It is a moment of decision.*

*For the engineer the moment is intuitive.
It brings together all the designer knows
And all the designer can envision.*

*The engineer thrives on that moment.
It has been a part of everything lasting,
Everything useful, humankind has ever built.*

*It shapes our lives.
It is worth the effort.
Celebrate the moment.*

Individuals and institutions may experience the "moment of realization." Whether the resulting structure is physical, organizational, or intellectual, it shapes our lives and affects our spirit. Hopefully, the effects are positive for the conduct of our lives and the growth of the human spirit.

"Why build these cities glorious if man unbuilted goes?
In vain we build the work, unless the builder also grows."

We continue to build SVSU physically, organizationally and intellectually, building by building, meeting by meeting, class session by class session. Our motto, catch the spirit, is wonder-full advice. May that spirit we design and build always be worth catching.

**SAGINAW VALLEY STATE UNIVERSITY
GENERAL FUND BUDGET SUMMARY
FISCAL YEAR 1993-94**

	BOARD APPROVED BASE BUDGET (6/14/93)	REVISED BASE (11/93)	REVISED BASE (3/94)
REVENUES:			
State Appropriation	\$17,004,533	\$17,004,533	\$17,004,533
Tuition and Fees	14,540,000	14,480,000	14,675,000
Miscellaneous	1,412,000	1,513,229	1,525,914
Total Revenues	32,956,533	32,997,762	33,205,447
EXPENDITURE ALLOCATIONS:			
Compensation	24,179,000	24,227,365	24,337,539
Supplies, Materials & Services	8,153,653	8,103,517	8,201,028
Capital Expenditures	623,880	666,880	666,880
Total Expenditures	32,956,533	32,997,762	33,205,447
Revenues Over/(Under) Expenditures	\$0	\$0	\$0
FUND BALANCE			
Balance at Beginning of Year, 7/1/93		\$340,196	\$340,196
Resources Over/Under expenditures, FY 1993-94		0	0
Anticipated Fund Balance at 6/30/94		\$340,196	\$340,196

RESOLUTION TO APPROVE ROOM AND BOARD RATES,
APARTMENT RATES, AND MISCELLANEOUS
ROOM AND BOARD RATES

ACADEMIC YEAR 1994 – 95

WHEREAS, occupancy levels, miscellaneous revenues, and operating expenses have been projected for the Auxiliary Services – bonded facilities system;

NOW, THEREFORE, BE IT RESOLVED, that effective for the 1994 – 95 Fall semester, the academic year room and board contract rates will be as follows:

	Meals Per Week		
	21	15*	14**
Room and Board	\$3,810	\$3,710	\$3,760
Resident Hall Association	10	10	10
Total Academic Year Contract	<u>\$3,820</u>	<u>\$3,720</u>	<u>\$3,770</u>
Extra charge for single room	<u>\$800</u>	<u>\$800</u>	<u>\$800</u>

BE IT FURTHER RESOLVED, that Pine Grove Apartment rental rates and miscellaneous room and board rates per the attached documents be approved effective August 22, 1994.

* Three meals per day, Monday through Friday.

** Lunch and dinner only, seven days per week.

SAGINAW VALLEY STATE UNIVERSITY
APARTMENT RENTAL RATES

ACADEMIC YEAR RATES (Effective August 22, 1994)

<u>Classification</u>	<u>Monthly Rate*</u>	
	<u>1993 - 94</u>	<u>1994 - 95</u>
Family	\$440	\$460
Individual (SVSU retains the right to rent to four individuals per apartment)	\$185/person	\$195/person

The following arrangements may be offered at the option of Saginaw Valley State University:

One (1) individual per bedroom	\$305	\$320
Faculty/Staff	\$440	\$460

SUMMER/GUEST RATES (effective August 22, 1994)

<u>Classification</u>	<u>Weekly Rate**</u>
SVSU Student - Contract	\$70.00/person, 2 persons/bedroom \$105.00/person, 1 person/bedroom
SVSU Student - Family Contract	\$146.00
<u>Guest</u>	
Individual	\$ 86.00/person, 2 persons/bedroom \$123.50/person, 1 person/bedroom
Family	\$150.00

Special group rates may be negotiated with the approval of the Director of Business and Auxiliary Services.

* Includes water and sewer. Heat, lights and telephone to be paid by occupants.

** Includes utilities, except telephone.

SAGINAW VALLEY STATE UNIVERSITY
MISCELLANEOUS ROOM AND BOARD RATES
(Effective August 22, 1994)

	<u>1993-94</u>	<u>1994-95</u>
<u>Academic Sessions (Housing Only)</u>		
Spring and Summer Sessions		
Double Bedroom Occupancy (2 persons/bedroom)	\$47.75/week	\$50.00/week
Single Bedroom Occupancy (1 person/bedroom)	64.50/week	67.00/week
Guest Rooms (Housing Only, except freshman orientation)		
Double Bedroom Occupancy (2 persons/bedroom)	10.25/night	10.75/night
Single Bedroom Occupancy (1 person/bedroom)	14.50/night	15.10/night
Freshman Orientation ^a – Room (one night only)		
Board (two partial days, refreshments, snacks)	7.25/night	7.55/night
	27.25/night	28.25/night
Internal Sponsored Activities (Paid from University funds)		
Minimum of two nights		
Room	5.40/night	5.60/night
Board	Negotiable	

Conferences

Conference Count	<u>1993-94</u>			<u>1994-95</u>		
	Room Rates	Board Rates	Total ^b	Room Rates	Board Rates	Total
1-49	\$10.00	n/a	\$10.00	\$10.50	N/A	\$10.50
50-99	9.50	\$15.00	24.50	9.90	15.50	25.40
100 and above	9.25	14.50	23.75	9.60	15.00	24.60

Single Rooms (space permitting)	\$14.50	\$15.10
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Board Only Contracts

<u>Meal Plan</u>	<u>Cost Per Semester</u>	
	<u>1993-94</u>	<u>1994-95</u>
21	\$1075.00	\$1120.00
15	1025.00	1065.00
14	1050.00	1090.00

^a If the orientation format changes, the administration is authorized to adjust the charges accordingly.

^b Rate may vary according to services and selections desired, number of persons involved, and the length of the activity.

Saginaw Valley State University
Office of the Registrar

Board of Control
March 14, 1994

Winter Semester Enrollment Comparisons

	WINTER 1993	WINTER 1994	CHANGE	
	Number (% total)	Number (% total)	Number	%
Students	6,535	6,703	+ 168	+ 2.6%
Credit Hours	63,246	64,858	+ 1,612	+ 2.5%
Average Load	9.68 credits	9.68 credits	0.00	0.0%
Men	2,659 (40.7%)	2,748 (41.0%)	+ 89	+ 3.3%
Women	3,876 (59.3%)	3,955 (59.0%)	+ 79	+ 2.0%
Full-Time Equiv.	4,129	4,236	+ 107	+ 2.6%
On-Campus only	6,189 (94.7%)	6,306 (94.1%)	+ 117	+ 1.9%
Off-Campus only	212 (3.2%)	329 (4.9%)	+ 117	+ 55.2%
Both on and off	124 (1.9%)	68 (1.0%)	- 56	- 45.2%
Apartments	122 (1.9%)	137 (2.0%)	+ 15	+ 12.3%
Residence Halls	436 (6.7%)	432 (6.4%)	- 4	- 0.9%
Commuters	5,977 (91.5%)	6,134 (91.5%)	+ 157	+ 2.6%
Age 25 +	3,394 (51.9%)	3,476 (51.9%)	+ 82	+ 2.4%
Under age 25	3,141 (48.1%)	3,227 (48.1%)	+ 86	+ 2.7%
Average age	29 years	28 years		
Native Amer.	40 (0.6%)	37 (0.6%)	- 3	- 7.5%
Asian Amer.	73 (1.1%)	68 (1.0%)	- 5	- 6.8%
African Amer.	394 (6.2%)	386 (5.9%)	- 8	- 2.0%
Hispanic	199 (3.1%)	226 (3.4%)	+ 27	+ 13.6%
White	5,649 (88.9%)	5,850 (89.1%)	+ 201	+ 3.6%
International	41	56	+ 15	+ 36.6%
Unknown	139	80		
Saginaw	2,487 (38.1%)	2,509 (37.4%)	+ 22	+ 0.9%
Bay	1,176 (18.0%)	1,151 (17.2%)	- 25	- 2.1%
Midland	485 (7.4%)	501 (7.5%)	+ 16	+ 3.3%
Tuscola	575 (8.8%)	569 (8.5%)	- 6	- 1.0%
Macomb	234 (3.6%)	262 (3.9%)	+ 28	+ 12.0%
Oakland	102 (1.6%)	106 (1.6%)	+ 4	+ 3.9%
Wayne	75 (1.1%)	77 (1.1%)	+ 2	+ 2.7%
Other Michigan	1,346 (20.6%)	1,459 (21.8%)	+ 113	+ 8.4%
Other U.S.	14 (0.2%)	13 (0.2%)	- 1	- 7.1%
International	41 (0.6%)	56 (0.8%)	+ 15	+ 36.6%

Appendix Four: Enrollment

Saginaw Valley State University
Office of the Registrar

Board of Control
March 14, 1994

Winter 1994 Semester Student Enrollments

	Undergrad degree		Grad degree		Non-degree & Tchr Cert		All Students	
	#	%	#	%	#	%	#	%
STUDENTS	5,500		680		523		6,703	
CREDITS	59,580		2,743		2,535		64,858	
AVERAGE LOAD	10.83 cr.		4.03 cr.		4.85 cr.		9.68 cr.	
Men	2,384	(43.3%)	195	(28.7%)	169	(32.3%)	2,748	(41.0%)
Women	3,116	(56.7%)	485	(71.3%)	354	(67.7%)	3,955	(59.0%)
Age 25 +	2,364	(43.0%)	661	(97.2%)	451	(86.2%)	3,476	(51.9%)
Under age 25	3,136	(57.0%)	19	(2.8%)	72	(13.8%)	3,227	(48.1%)
Average age	27 years		36 years		36 years		28 years	

ETHNIC

Native-Am.	33	(0.6%)	3	(0.5%)	1	(0.2%)	37	(0.6%)
Asian-Am.	56	(1.0%)	8	(1.2%)	4	(0.8%)	68	(1.0%)
African-Am.	346	(6.4%)	23	(3.5%)	17	(3.4%)	386	(5.9%)
Hispanic	205	(3.8%)	11	(1.7%)	10	(2.0%)	226	(3.4%)
White	4,775	(88.2%)	607	(93.1%)	468	(93.6%)	5,850	(89.1%)
Internatn'l	31		16		9		56	
Unknown	54		12		14		80	

RESIDENCE - County, State, Country

Saginaw	2,121	(38.6%)	194	(28.5%)	194	(37.1%)	2,509	(37.4%)
Bay	980	(17.8%)	101	(14.9%)	70	(13.4%)	1,151	(17.2%)
Midland	399	(7.3%)	50	(7.4%)	52	(9.9%)	501	(7.5%)
Tuscola	500	(9.1%)	29	(4.3%)	40	(7.6%)	569	(8.5%)
Macomb	51	(0.9%)	167	(24.6%)	44	(8.4%)	262	(3.9%)
Oakland	71	(1.3%)	26	(3.8%)	9	(1.7%)	106	(1.6%)
Wayne	66	(1.2%)	9	(1.3%)	2	(0.4%)	77	(1.1%)
Other MI	1,271	(23.1%)	87	(12.8%)	101	(19.3%)	1,459	(21.8%)
Other U.S.	10	(0.2%)	1	(0.1%)	2	(0.4%)	13	(0.2%)
Internatn'l	31	(0.6%)	16	(2.4%)	9	(1.7%)	56	(0.8%)

STUDENT MAJORS BY COLLEGE

Arts-Behv Sci	1,439	(28.4%)	29	(4.3%)	356	Teacher Certification
Business	904	(17.9%)	132	(19.4%)	81	Post-Baccalaureate
Education	1,028	(20.3%)	490	(72.1%)	70	Guests
Sci-Engr-Tech	941	(18.6%)			15	High School Students
Nursing-A.H.	750	(14.8%)	29	(4.3%)	1	Auditors
Undeclared	438					

NON-DEGREE TYPE

OFF CAMPUS	STUDENTS	CREDITS	AVERAGE LOAD
Cass City	110 (27.2%)	478 (24.6%)	4.35 cr.
Macomb ISD	278 (68.6%)	1,011 (65.6%)	3.64 cr.
Other	17 (4.2%)	51 (2.6%)	3.00 cr.

Current Positions Filled

March, 1994

ADMINISTRATIVE/PROFESSIONAL

Christine M. Greve - Hired as Coordinator of Small Business Services, BIDI (replacement). Ms. Greve received an A.A. in 1991 from Delta College and a B.A. in 1992 from SVSU. Prior to accepting this position Ms. Greve was employed as an Administrative Assistant at the Ashman Court Hotel in Midland.

Eldon (Bruce) Milligan - Hired as Custodial Operations Manager, Physical Plant (new). Mr. Milligan completed 27 years in the U.S. Navy and was working in Real Estate Sales prior to joining SVSU.

Gerald R. Stuart - Hired as Project Engineer, Engineering Services (new). Mr. Stuart received both an A.A.S. in 1973 and a B.S. in 1975 from Ferris State College. Before accepting this position Mr. Stuart worked for Wakely Associates, Architects and Engineers, in the areas of architectural drafting/design.



STAFF MEMBER

OF THE MONTH

Norma Gase Zivich

Director,
Alumni Relations
& Annual Giving,
SVSU Foundation

March 1994

Norma Zivich has a history of accepting responsibilities on an interim basis and performing them so well that they become part of her permanent job description.

Not that she's actually pirated anyone's position; rather, she has filled in on a "temporary" basis when positions are left vacant, only to have the duties assigned long-term.

Zivich took on responsibility for directing SVSU's Annual Fund activities in 1984 following the departure of a former Foundation employee. She retained that title in 1988 while accepting the additional responsibilities (on an interim basis) left by a departing Alumni Relations director. "And that stuck, too," she smiles.

Initially Zivich joined the SVSU Foundation staff in 1979. She recalls cramped quarters in the old Wickes Annex complex, and the fire that destroyed the offices in 1985. Her first administrative position came in 1982 as a prospect researcher for the Special Funds Project, which sought contributions for the Arbury Fine Arts Center, support for the fledgling engineering programs and endowments for scholarships.

Along the way, Zivich completed two college degrees to add to her professional credentials. She received a B.A. in English from SVSU in 1984 and an M.A. in education

administration from CMU. She also has attended numerous conferences and holds professional memberships related to fund raising. "Because I enjoyed my work so much, I chose that direction for my educational career," she says.

Her dual role makes for a busy year. "The cycle for Annual Fund starts with the Alumni Phonathon in the spring," she explains. "We follow up with a fall mailing to the community, campus employees and alumni who were not called during the phonathon."

In between Zivich oversees production of the *Report of Annual Giving*. Her financial tables for the 1993 *Report* will show a grand total of \$256,912 in contributions and pledges, up 14 percent from the previous year.

Zivich already has plans underway for a second "Taste of America," an event that is both appreciation for the volunteer Annual Fund committee and current donors and cultivation for new contributors. The reception is set for March 23.

Periodically Zivich switches to her Alumni Relations hat, working with a 15-member volunteer board. The board provides advice and assistance to plan such activities as the Homecoming Afterglow. Securing active alumni support is a challenge, she says, because many SVSU students are commuters who may be beyond the traditional college-going age and may require several years of part time study to graduate.

"There is no year-of-graduation cohesiveness," she notes. Therefore, activities probably will center on constituencies such as major or organizational affiliation. "This year I am working with Alumni Board focus groups on long range planning." Zivich edits the *Alumni Announcer*, which communicates this and other information to the more than 13,000 SVSU graduates.

When Zivich married Art Professor Matt Zivich in 1990, the couple exchanged their vows in the lobby of Arbury Center, with Dr. Al Beutler officiating. "Ours was the first wedding held on campus," she says. "It was nice to be in the building I helped to build."

