

SVSU®

BOARD OF CONTROL

MINUTES

JUNE 17, 1996



SAGINAW VALLEY STATE UNIVERSITY
BOARD OF CONTROL
June 17, 1996

RES-1212	RESOLUTION TO COMMEND THE 1996 GOLF TEAM FOR WINNING THE GREAT LAKES INTERCOLLEGIATE ATHLETIC CONFERENCE CHAMPIONSHIP APPROVED	1
RES-1213	RESOLUTION TO APPROVE REAPPOINTMENTS OF MS. BARBARA HELLER, DR. ROBERT S.P. YIEN AND MR. JOHN MARTIN, JR., AND APPOINTMENT OF MR. CARL M. FREDERICKS, MRS. RICHARD A. GILMORE (ALMA) AND MRS. WILLIAM L. CASSEO (CAROLE) TO THE MARSHALL M. FREDERICKS SCULPTURE GALLERY BOARD APPROVED	2
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RES-1220 RESOLUTION TO ADD GRADES K-3 TO
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APPROVED 10

BM-879 MOTION TO MOVE TO EXECUTIVE SESSION
TO DISCUSS A PERSONNEL EVALUATION AND
COLLECTIVE BARGAINING NEGOTIATIONS
APPROVED 12

BM-880 MOTION TO ADJOURN
APPROVED 17

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

Present: Braun
Gilbertson
Kelly
Law
Roberts
Rush
Vitito
Walpole

Absent: Escobedo

Others

Present: B. Barnett
L. Bernard
M. Frahm
C. Gay
C. Graham
G. Hamilton
C. Idema
C. Lange
R. Maurovich
J. Muladore
R. Payne
L. Pelton
P. Saft
P. Samolewski
D. Schneider
J. Stanley
D. Strobel
S. Strobel
R. Thompson
W. Vasher
Press (2)

I. CALL TO ORDER

Chairperson Braun called the meeting to order at 1:32 p.m.

II. PROCEDURAL ITEMS

A. Approval of Agenda and Additions and Deletions to Agenda

Hearing no objections, Chairperson Braun declared the agenda APPROVED as distributed.

B. Approval of Minutes of May 3, 1996 Regular Meeting

It was moved and supported that the minutes of the May 3, 1996 meeting be approved.

The minutes were APPROVED as distributed.

C. Recognition of the Official Representative of the Faculty Association

Dr. David Schneider, President of the Faculty Association, read the attached statement. (See

Appendix One: Schneider)

D. Communications and Requests to Appear before the Board

There were no communications or requests to appear before the Board.

III. ACTION ITEMS

- 1) Resolution to Commend the 1996 SVSU Golf Team for Winning the Great Lakes Intercollegiate Athletic Conference Championship

RES-1212 It was moved and supported that the following resolution be adopted:

WHEREAS, The SVSU Golf Team won the Great Lakes Intercollegiate Athletic Conference Championship on May 16-17, 1996 by scoring a conference record three-round total of 877; and

WHEREAS, The members of this year's team were Dave Allyn, Matt Baker, Tony Daggett (Captain), Brett Baranek and Brian Eggleston; and

WHEREAS, Joe Vogl was named Great Lakes Intercollegiate Athletic Conference Coach of the Year;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw

Valley State University formally congratulates the team members and Coach Joe Vogl for obtaining this high level of achievement. Their dedicated work and accomplishments have brought distinction to the University and its athletic program.

President Gilbertson told the Board this was the first time SVSU's Golf Team had won this Championship since Joe Vogl has been Coach.

Chairperson Braun congratulated Coach Vogl and the members of the team for their achievement.

The motion was APPROVED unanimously.

2) Resolution to Approve Reappointments of Ms. Barbara Heller, Dr. Robert S.P. Yien and Mr. John Martin, Jr., and Appointment of Mr. Carl M. Fredericks, Mrs. Richard A. Gilmore (Alma) and Mrs. William L. Casseo (Carole) to the Marshall M. Fredericks Sculpture Gallery Board

RES-1213 It was moved and supported that the following resolution be adopted:

WHEREAS, The Marshall M. Fredericks Sculpture Gallery Board shall be comprised of qualified individuals who have the responsibility of advising the President and the Saginaw Valley State University Board of Control regarding major decisions of the Gallery; and

WHEREAS, Ms. Barbara Heller, Mr. John Martin, Jr. and Dr. Robert S.P. Yien were appointed to the Gallery Board for three-year terms in 1993 and have successfully completed their terms and are recommended for reappointment; and

WHEREAS, Members of the Gallery Board recommend that Mr. Carl M. Fredericks be appointed for a three-year term (1996-99) and Mrs. Richard A. Gilmore (Alma) and Mrs. William L. Casseo (Carole) for partial terms (1996-97);

NOW, THEREFORE, BE IT RESOLVED, That the reappointed members and the new members serve on the Marshall M. Fredericks Sculpture Gallery Board as stipulated in the organization's bylaws.

President Gilbertson told the Board the people being recommended for appointment or reappointment had been very supportive of the Gallery. Dr. Yien has been the University's chief administrative link with the Gallery. Barbara Heller is from the Detroit Institute of the Arts. John Martin, Jr. is the Vice President and General Counsel of the Ford Motor Company, and is Chairman of the Gallery Board. He has done a superb job working with that group and with Mr. Fredericks.

Carl Fredericks is the son of Marshall Fredericks. Alma Gilmore is well known to everyone on the Board and has been involved with the University in many ways over the past several years.

The motion was APPROVED unanimously.

3) Resolution to Approve Goals through 1999-2000 and Objectives for 1996-97

RES-1214 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Board of Control Policy 3.101, Article III, Item #1, states that the Board of Control reserves the authority to adopt or reaffirm the mission, goals, objectives and priorities of the institution; and

WHEREAS, The Board has reviewed and modified proposed goals and objectives;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control reaffirms the Mission Statement for the University as previously adopted, and further approves the following institutional goals through 1999-2000 and associated objectives for 1996-97. (See Appendix Two: Goals)

President Gilbertson stated: "At this time I would like to address my comments to both this resolution and the next one, which concerns the budget for the 1996-97 academic and fiscal year, since they are companion pieces.

"The goals and objectives in many ways set out the framework for what we are trying to accomplish. The goals tend to be somewhat immutable -- they don't change from year to year -- they are some combination of hardy perennials we want to keep on the agenda -- they are never fully accomplished. . . . These goals and objectives support the budget proposals we also propose to you here in outline form. We have had a number of discussions in committee on this, but I wanted to present a couple of highlights of the budget here before you.

"On the revenue side, obviously the big number is the appropriation increase from the State of Michigan. . . . I'd be remiss if I didn't once again express appreciation to the Governor and the Legislative leadership for this recognition of our past enrollment growth. It is obvious we had to

catch up on some needs that had accumulated over the past five years or so of enrollment growth. This gives us an opportunity to catch up on some of the things that you will see in the goals and objectives.

“An increase of 2.76% in tuition and fees is being recommended. . . . The reason the revenue calculation of the General Fund Budget Summary shows a 3.26% increase in tuition and fees income is because a .05% growth in enrollment is being projected. . . . The recommended rate increase is less than the State calculated Consumer Price Index . . . and we believe this is a very moderate increase. It will certainly keep us very near the bottom of all state universities in Michigan in terms of the actual charges to our students. I believe that the latest numbers showed that we were 12th out of 15. I want to remind the Board that you also took action a few years ago to do away with all course and lab fees, so that our tuition and General Service Fee are the only charges the students are paying. If that were reflected in the comparisons we would probably be last or second last in terms of the actual charges to students on a per credit hour basis.

“As far as expenditure allocations are concerned, this is a year when we will finally be able to catch up on some long overdue needs. There are eight new faculty positions in this budget, primarily in areas where there has been recent enrollment growth or where enrollment growth is being projected in the near future. In addition there will be two new endowed chairs, the first of which has already been filled. The base budget for academic technology and equipment has been increased significantly. Our computer labs were about five-six years behind -- in part because the University has been unable to support a base budget to continually upgrade our computer labs and other academic technology equipment. This budget proposes that we begin to do just that, so that

we won't have to come back to you five years from now and ask for funds to upgrade all of this equipment at one time. From now on we would like to continuously upgrade our academic equipment in an orderly way.

"There is also an initiative in this budget to help us do a better job preparing for, bringing in and assimilating transfer students into the University. More than half of the students who graduate from SVSU came to us as transfers from some other institution.

"The final item I would mention is that once again this budget will include an increment to build a base budget for the operation of the West Complex, which will come on-line this year. For the past five years we have been trying to build up that base budget. This additional allocation to that budget will allow us to make full use of the building when it formally opens in January."

President Gilbertson asked for questions related to either the resolution on goals and objectives or the resolution to adopt the General Fund Operating Budget.

Trustee Law stated: "If we are combining the two, then I would like to make a comment at this time. I have read and studied the goals and objectives, and I support them. I do have a concern about the budget, however, and at this point would be inclined not to vote in favor of the budget. I'd like to explain my thinking, just so you'll understand it. First, I think that when you look at the quality of education and facilities we provide for a relatively low tuition, that we provide one of the best values in education in the State of Michigan. My sense is that we could do even better. We might be in a position this year to hold our tuition level for a year. . . That is my only concern, but I think this is a significant change that I would prefer to see in this budget, based on my assessment of the opportunity."

President Gilbertson stated: "I respect Brian's view on this though, obviously, I make a different recommendation to you. My concern relates to the long-term interests of the institution. I believe that requires some attention to the capital side . . . and my recommendation is based on that. But I appreciate and certainly understand Brian's view. It's not an easy thing to ever recommend a tuition increase. This is a difference in judgment."

Chairperson Braun asked for further questions related to the goals and objectives. Hearing none, she called for a vote on Resolution 1214.

The motion was APPROVED unanimously.

4) Resolution to Adopt General Fund Operating Budget for 1996-97

RES-1215 **It was moved and supported that the following resolution be adopted:**

WHEREAS, The Administration and Board of Control of the University have analyzed the level of General Fund expenditure allocations required for personnel, services, supplies and equipment to maintain the quality of instructional and support services provided to students;

NOW, THEREFORE, BE IT RESOLVED, That the attached General Fund Budget Summary, including the Tuition and Fees Schedule to be effective beginning with the Fall Semester 1996, be adopted as the General Fund Operating Budget for Saginaw Valley State University's 1996-97 fiscal year. (See Appendix Three: Budget)

Chairperson Braun asked for questions relating to the Operating Budget.

Trustee Rush asked whether the Michigan Tuition Credit was still in effect.

President Gilbertson stated that it was, and that SVSU's proposed tuition increase fell within the State's guidelines (a maximum increase of 2.8%). Many of our students will in effect be paying less in tuition than they have in the past, if they fully qualify for the tax credit.

In response to a question from Trustee Walpole, Trustee Law stated he felt that if tuition rates were not increased, an offset could be made to the capital expenditure allocation. This would be for

one year only.

Chairperson Braun asked for further comments. Hearing none, she called for the vote.

The motion was APPROVED by a vote of six to one (with Trustee Law voting against the motion).

5) Resolutions to Authorize the Establishment of the Cesar Chavez Academy and the Grattan Academy

RES-1216 **It was moved and supported that the attached resolutions be adopted.**

(See Appendix Four: Chavez and Appendix Five: Grattan)

Dr. Wayne Vasher, SVSU's Director of School/University Partnerships, told the Board that Resolution 1216 would authorize new school charter applications for the Cesar Chavez Academy (a K-6 school located in Detroit), and the Grattan Academy (a K-6 school located in Belding, Michigan). Both have similar kinds of programs and both would be managed by the Michigan Partnership.

Chairperson Braun noted that the information included in the resolutions was quite complete.

President Gilbertson added that under Board policy each of these schools has been reviewed by an independent evaluator selected by Dr. Vasher. Their reports were also included with the resolutions.

Chairperson Braun asked for comments or questions. Hearing none, she called for the vote.

The motion that both resolutions be adopted was APPROVED unanimously.

6) Resolution to Adopt Revisions to the Policy Statement on Public School Academies

RES-1217 **It was moved and supported that the following resolution be adopted.**

WHEREAS, Under the provisions of Act 362 of Public Acts of 1993 (the "Act"), the

Board of Control of Saginaw Valley State University is authorized to consider applications for and to enter into contracts for the creation and operation of public school academies; and

WHEREAS, The Board of Control previously adopted a Policy Statement on Public School Academies (the "Policy Statement") to outline the application criteria and procedures for the administration of its responsibilities under the Act; and

WHEREAS, The Legislature has amended the provisions of Act 362; and

WHEREAS, The Michigan Universities Self-Insurance Corporation (M.U.S.I.C.) has provided recommendations for all member institutions including SVSU requiring insurance coverages for chartered schools; and

WHEREAS, The Board of Control desires to amend the Policy Statement to ensure conformity with the amended act; and M.U.S.I.C.'s recommendations; and

WHEREAS, The Board of Control may accept only one nomination to fill each Charter School Board vacancy;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University adopts the proposed revisions to the Policy Statement on Public Schools Academies. (See Appendix Six: Policy Statement)

Dr. Vasher told the Board this resolution includes two changes to the Board's previously adopted Policy Statement on Public School Academies. One change would incorporate the new insurance laws that are set by the Michigan Universities Self-Insurance Corporation (M.U.S.I.C.), of which SVSU is a member. The other change would update the process of selecting Board members. This is necessary because of the revised school code -- only one name is needed for every replacement position, instead of two.

Trustee Rush noted that the Finance Committee had reviewed the M.U.S.I.C. situation, and that it appeared to be very reasonable and conservative.

President Gilbertson added that the second portion of the resolution would make SVSU consistent with the State's statute, which had been changed subsequent to the adoption of the Board's original policy.

The motion was APPROVED unanimously.

7) Resolution to Appoint Additional Board Members to Traverse Bay Community School

RES-1218 It was moved and supported that the following resolution be adopted:

WHEREAS. The Saginaw Valley State University Board of Control, the school's authorizing agent, requires that the Traverse Bay Community School Board of Directors have a minimum of seven members prior to the school becoming operational; and

WHEREAS. The school desires to have parents of prospective students who have expertise and perspective that will strengthen its board;

NOW, THEREFORE, BE IT RESOLVED, That the individuals listed below will be nominated to the Saginaw Valley State University Board of Control as candidates for appointment to the Traverse Bay Community School Board of Directors.

Barbara D. Budros
718 Bloomfield Road
Traverse City, MI 49686
616-929-3438
Attorney

Cheryl K. McGuire
4718 Quarterline
Kewadin, MI 49648
616-264-9871
Author

John W. Tilley
602 Highland Park Dr.
Traverse City, MI 49684
616-929-9153
Attorney

Will McCord
310 N. Spruce Street
Traverse City, MI 49684
616-929-1546
Controller
Clark Manufacturing

Janet M. VanZale
2076 Fielstra Drive
Traverse City, MI 49686
616-946-2858
Special Ed. Teacher
Consultant

Dr. Vasher told the Board the Traverse Bay Community School had previously had five Board members, with one resignation leaving four. Because they wanted to have a number that would carry them through the year (SVSU's Board policy requires between seven and nine Board members) they wanted to come up to the nine figure so that if they have a resignation they will be covered. Two of those being recommended are parents of students of the Traverse Bay Community School. This is the only academy in SVSU's cluster that has elected to have nine Board members. This resolution is consistent with the Board's policy and with the state law. (See Appendix Seven:

Board Members)

The motion was APPROVED unanimously.

8) Resolutions to Appoint Parents as Board Members to Public School Academies

RES-1219 **It was moved and supported that the attached resolutions be adopted.**

(See Appendix Eight: Parents)

Dr. Vasher reviewed the parents being recommended as Board members of the Northwest Academy, the Lake Bluff Academy and the Creative Learning Academy of Science, Mathematics, and Humanities. He told the Board this is a last minute effort to bring all of the Public School Academies being sponsored by SVSU up to seven Board members before school starts (except for one received in the mail this morning, which will probably be presented to the Board at its August meeting). That will bring all of the academies up to seven.

The motion was APPROVED unanimously.

9) Resolution to Add Grades K-3 to Traverse Bay Community School

RES-1220 **It was moved and supported that the following resolution be adopted.**

WHEREAS, The Saginaw Valley State University Board of Control has approved the charter school application for grades 4-7 for the Traverse Bay Community School; and

WHEREAS, The Traverse Bay Community School will be better able to serve the Traverse area families with a complete primary program in addition to the elementary program; and

WHEREAS, The families with multiple age elementary students will not have to divide their energy, loyalty, and attention to two or more elementary schools; and

WHEREAS, The Traverse Bay Community School application has been amended with the addition of education goals and appropriate schedules and offerings for primary age pupils;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control approve the application amendment calling for a K-3 additional program subject to the same conditions that were outlined in the Board's initial application approval.
(See Appendix Nine: Traverse Bay)

Dr. Vasher told the Board the Traverse Bay Community School has enough space to accommodate a K-3 program, and has sufficient demand for that service. Their original application asks that they be allowed to add an 8th grade next year. They have obtained the approval of the Fire Marshall.

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

10) **Staff Member of the Month**

Kristine Gay, Staff Member of the Month for June, was presented to the Board. (See Appendix Ten: Gay)

11) **Report on International Programs**

Lee (Woody) Pelton, Special Assistant to the President for International Programs, reviewed the activities for which the Office of International Programs is responsible. These include recruiting and providing support for international students; administering the English as a Second Language Program; providing study abroad opportunities for SVSU's students; supporting faculty exchanges; organizing areas of international cooperation with sister schools in various countries overseas; sponsoring periodical special international events; assisting students interested in International Studies. He reviewed statistics related to the programs and countries with which SVSU faculty and students have had exchanges.

V. REMARKS BY THE PRESIDENT

President Gilbertson asked Dr. Vasher to review the University's Oversight Plan for overseeing the operation of the public school academies it is sponsoring. (See Appendix Eleven:

The Board moved to Executive Session at 2:28 p.m. and reconvened in Regular Session at 3:59 p.m.

13) **Discussions with Auditor General's Office**

President Gilbertson reported on a meeting held earlier in the day with the Auditor General and his staff, at which time he indicated it was not the University's intent to withhold information or to question the authority of the Auditor General to perform an audit of the institution. SVSU had raised some questions about constitutional autonomy and the process being utilized by the Auditor General's Office.

Ferris State University and Eastern Michigan University are also being audited this year. The 12 other state universities will be audited, at the rate of three per year.

SVSU has asked the Auditor General's Office to provide a written request for information beyond that which was originally provided. It is expected the audit process will begin in the fall.

14) **Marshall Fredericks Gallery -- Second Amendment to Agreement**

President Gilbertson reminded the Board that last fall it had authorized him to enter into the Second Amendment to the Agreement with Marshall Fredericks. (See Appendix Twelve: Agreement) The original Agreement provided for the donation of objects of art and the building of the Gallery. The First Amendment was a clarifying amendment. The Second Amendment was intended to provide for the commitment of the remainder of the very significant collection to the University. Some of this collection is highly desirous, some is archival material which would be very useful in putting the rest of the collection in an academic historical perspective. Some are molds that may never be shown.

The Second Amendment also reaffirms the University's obligation to provide adequate storage for molds, models and larger works previously donated by Mr. Fredericks. The back stage area of the current Theatre will be utilized for this purpose after the Theatre Program has been moved to the West Complex.

The Second Amendment also addresses the University's plans to proceed with a capital fundraising campaign, with an understanding with the Gallery Advisory Board that the money is to be raised from people who would not otherwise be contributing to the University. It would be centered on those whose interest is not in Saginaw Valley State University, but in the Fredericks.

An Agreement had been negotiated earlier, but Mr. Fredericks refused to sign it. John Martin (Chairman of the Gallery Board) reworked the proposal and Mr. Fredericks signed it, but it now includes a provision increasing the percentage of the Gallery Board that must be members of Mr. Fredericks' family.

Another provision Mr. Fredericks had inserted required the University without limit to pay all expenses necessary in the storage, preparation and shipping of all the objects, including utility bills for his studio. President Gilbertson wrote Mr. Martin that Saginaw Valley State University could not agree to an unlimited obligation to pay for the pieces, because if the money isn't raised for the Gallery addition, they will never come to the University. SVSU's legal counsel drafted alternative language which would protect the University from assuming the cost of utility bills, preparation for shipping, and shipping costs for works it preferred not to accept. Mr. Martin responded with essentially the language that is in the provision on Page Three of the Second Amendment. This clause would permit the University to refuse pieces it does not wish to accept.

President Gilbertson noted that the money for these works will come from privately donated funds which are being held in a restricted account in the Gallery. There has always been an understanding with the Gallery Advisory Board that this is a self-financed activity through charitable contributions. The General Fund's contribution to the Gallery is light, heat, space, Dr. Panhorst's salary and a small amount of operating support.

President Gilbertson told the Board it is important to resolve this matter soon. If the University is going to raise \$3.5 million from the Detroit area, it's critical that we move quickly while Mr. Fredericks and Mr. Martin are available to assist with those efforts. He recommended moving forward, even though not all of the provisions in the Agreement were exactly what the University would have preferred.

Last fall, the Board of Control had authorized President Gilbertson to negotiate an Agreement with the Fredericks; therefore, no further action on this is needed by the Board. President Gilbertson simply wanted them to be aware of this as a cautionary advisory. He stated: "I asked our legal counsel to prepare this so that you had a sense of what we were getting into, and what his judgment was. I would make this part of the record of today's meeting as evidence of your diligence in looking after your obligations."

Trustee Law asked for clarification of the costs which would be incurred as the works were being packaged for shipment.

Dr. Panhorst replied: "That's unclear. I think that the way the language is written, Mr. Fredericks could interpret it as heat, light and electricity and so forth for the preparation of the works. It should be specified for works that are in preparation to come here, but it's terribly difficult

-- if not impossible -- to figure in an accounting sense in a space that's used for the creation of new work as well as the restoration of old work. That's one of the reasons we were unhappy with that particular provision."

Trustee Law asked whether the University would have the option of rejecting pieces after it had been notified they were being shipped.

Dr. Panhorst replied: "Yes. But I think that at that point we would have the opportunity to say, 'If you are going to ship that and you want it paid for, then here are the conditions under which we accept it.' That could have a financial cap on it, or it could only pay for certain types of things. Basically I think that there is still a lot of negotiation to go with this. I'm not totally happy that things wrapped up . . . but I think that we are in a relatively good position in terms of protecting our interests in this matter."

Trustee Vitito noted that the Agreement simply states that the Fredericks will notify the University before delivering any works, and that accompanying the notice will be an estimate of the costs associated with delivering the work. He added that this was very open ended.

President Gilbertson replied: "I can tell you that about the only kind of protection we've been able to get is the ability to refuse. . . . This Amendment was originally in form last September. It took nine months to get Mr. Fredericks to sign it. . . . Before we can give our notice about whether we're going to refuse a piece, we have to know what the expenses are."

Dr. Panhorst added: "Or we can refuse it until we have that pro rata statement."

Chairperson Braun noted: "The ten days don't start until we get the cost estimate."

Trustee Vitito asked whether the Agreement would be workable.

President Gilbertson replied: "I think it's the best we're going to get, and the alternative is no agreement at all in this case."

Trustee Vitito asked how these approvals would come to the Board and whether they needed administrative approval.

President Gilbertson replied that this would be well within his contracting authority.

Trustee Vitito requested that this project be handled as a single budgetary item, and that the Board be given a regular accounting of the funds that had been spent over a period of time.

President Gilbertson replied that the Board would be given an accounting at regular intervals. He noted that the Agreement would be null and void if the \$3.5 million for the Gallery expansion is not raised. He added: "I don't recommend the specific wording of this Agreement with much enthusiasm, but I believe it's the best deal we will get, and I think our interests are adequately protected. That's my judgment, and I think that's the judgment of our counsel, who has sent us a letter advising us on this. I will be acting under my previously granted authority relevant to this Agreement."

15) Motion to Adjourn

BM-880 **It was moved and supported that the meeting be adjourned.**

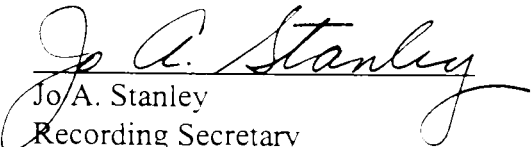
The motion was APPROVED unanimously.

The meeting was adjourned at 4:25 p.m.

Respectfully submitted:

Ruth A. Braun
Chairperson

Donna J. Roberts
Secretary



Jo A. Stanley
Recording Secretary



FACULTY ASSOCIATION

Michigan Valley State University 7400 Bay Road University Center, MI 48710

June 17, 1996

Dear SVSU Board of Control:

RE: Faculty Representative Report

We are in the prime time of the orientation program here on campus. Members of this fall's entering freshman class, along with our traditional influx of transfer students, are coming to campus to register for classes and to get better acquainted with the university. Orientation is a campus wide effort. Students will meet staff from academic support services, admissions, the registrar's office, financial aid and more. The faculty always volunteers to work with students during registration. New students will even hear from some Deans, Vice Presidents and the President. In the end, after we have invested the time and energy of numerous experts in the campus community, the most credible person, in the minds of our entering students, will be someone called an orientation leader. Orientation leaders are veteran students whom they have trained over the past few months to help with the orientation program. As odd as it might seem, this outcome is probably the way it should be. We should commend our orientation leaders for this performance. They are prime examples of why students are not customers, but students. You see, from my view, students are needed to run the university. Orientation is one time where that fact becomes self-evident. No one could be more qualified to lead us through this process than those who dwell here as students.

Next week, we will see the spring session of classes come to a close. The faculty and students are currently preparing for final exams. This is a 7-week session where classes meet in a condensed format. The good thing about the short session is that things move twice as fast. The bad thing about the short session is that things move twice as fast. Spring sessions bring a new working climate into the classroom. In my ten years here, I have seen more guest students appear. Currently, I have six different guest students in two different classes. For the record, most of my guest students claim Michigan State University as their home. The diversity is a welcome addition to our classroom. It offers our students some head to head comparison. Classroom discussions also enjoy an attitude of comparison and understanding. Our M.S.U. students, for example, think our parking facilities are great.

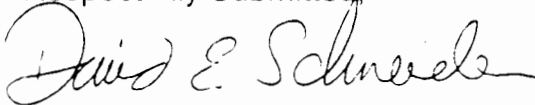
In reviewing the goals and objectives stated for action during today's board meeting, I could not help but to make some commentary. I promise to be brief, so that you can spend more time focussing on the healthy agenda for today's meeting. One such item, close to my heart today, involves the fourth objective for goal two: Complete negotiations with Staff Association and Faculty Association for new collective bargaining agreements. While I am

not here to speak for the Staff Association, I am here to represent the faculty. As you probably know, the FA began formal bargaining with the university last month. This consumes much of my time outside the classroom. It is my hope that we can maintain a positive and progressive attitude during this process. A collaborative spirit will be most beneficial to the university as a whole. We all need to remember that we are here to make the university a better place to live, work and grow. I have elected to interpret your formal goal as a positive intention. I hope my commentary has reflected a similar intention from the Faculty Association.

Finally, for today, I would like to salute an administrative promotion. As a professor, the most meaningful feedback about my classroom performance comes from my subordinates: namely, students. Knowing what my subordinates think of me is essential for self-improvement. While students have no decision making power in my evaluation, their input is an irreplaceable component of our evaluation process. Classroom quality is experienced most by those in the classroom. After all, subordinates are the ones who see us perform in the trenches. So, for what it is worth, this subordinate would like to commend Dr. Crystal Lange today for her full-time promotion to Associate Vice President of Academic Affairs. The recognition and responsibility are well deserved. And, I look forward to working with her in her new capacity at the university.

In closing, I find myself short of time and space again today. I hope that some of the insights have been of value to you. From spring /summer teaching to orientation to negotiation, I assure you that the faculty at SVSU continues to give our best to the university. Thank you for your time and attention.

Respectfully Submitted,

A handwritten signature in cursive script, reading "David E. Schneider". The signature is written in dark ink and is positioned below the typed name.

David E. Schneider, President
SVSU Faculty Association

RECOMMENDED GOALS THROUGH 1999-2000 AND OBJECTIVES FOR 1996-7

Resolved, that the Board of Control approves the following long-term goals and associated objectives:

Goal 1: ENHANCE THE QUALITY OF THE UNIVERSITY'S ACADEMIC PROGRAMS.

Objective 1 for 1996-7: Accelerate the development of key academic programs or services to achieve qualitative distinctiveness.

Objective 2 for 1996-7: Promote and support efforts and activities to assess and improve student performance and academic standards, with special attention on the development and improvement of writing programs.

Objective 3 for 1996-7: Support faculty and staff research and professional development activities, including expanding access to collections and data bases through the Library and campus computing network.

Objective 4 for 1996-7: Review goals and courses offered in the General Education Program, and begin revisions or improvements as may be indicated.

Goal 2: ACHIEVE ENROLLMENT GROWTH WITHIN THE LIMITS OF AVAILABLE RESOURCES

Objective 1 for 1996-7: Develop and implement new or expanded degree programs in response to student or regional need.

Objective 2 for 1996-7: Develop new programs and services that will fully utilize opportunities made available by West Complex facilities, including increased public service and continuing education courses and greater use of instructional and research technology.

Objective 3 for 1996-7: Increase full-time faculty staffing in those disciplines where growth has occurred and future growth is most promising. (revised)

Objective 4 for 1996-7: Complete negotiations with Staff Association and Faculty Association for new collective bargaining agreements. (revised)

Objective 5 for 1996-7: Complete construction and occupy expansion of campus housing system, and plan for further expansion of student housing. (revised)

Objective 6 for 1996-7: Continue efforts to achieve greater efficiency in use of resources, including promoting enrollment growth in underenrolled courses and programs, the expansion of

off-campus programming, and the reallocation of staffing as may be appropriate. (revised)

Goal 3: IMPROVE OVERALL RATES OF STUDENT ACHIEVEMENT, RETENTION AND PROGRESS TOWARDS DEGREE PROGRAM COMPLETION

Objective 1 for 1996-7: Complete study of student retention data and devise strategies for improvement of all efforts to promote student success.

Objective 2 for 1996-7: Develop and implement special "freshman year" programs to reduce second year attrition.

Objective 3 for 1996-7: Evaluate experiments with new instructional strategies in key freshman year courses which have unusually high failure rates.

Objective 4 for 1996-7: Develop and implement new programs for student career planning and assistance for graduates seeking employment.

Objective 5 for 1996-7: Implement "transactions card" system. (new)

Goal 4: IMPROVE AND EXPAND THE UNIVERSITY'S SERVICE TO A WIDER DIVERSITY OF PEOPLE.

Objective 1 for 1996-7: Support the recruitment, retention, success and growth of minority students, evaluate the effectiveness of existing programs in this regard, and make improvements as indicated.

Objective 2 for 1996-7: Treat each faculty or staff position vacancy as an opportunity to increase the number of faculty and staff who bring diverse ideas and backgrounds to the campus.

Objective 3 for 1996-7: Increase and improve multi-cultural programming on campus and in the surrounding region.

Objective 4 for 1996-7: Continue to draw advice and support from the minority communities, and bring greater visibility to these efforts.

Goal 5: ESTABLISH SVSU AS KEY CULTURAL AND INTELLECTUAL RESOURCE FOR REGION. (revised)

Objective 1 for 1996-7: Review all programs providing services to business, including BIDI and those supported by Research Excellence Funds, and redirect or redesign these as indicated to focus efforts and improve effectiveness and to provide for greater involvement of faculty and staff in such programs and activities.

Objective 2 for 1996-7: Provide support for specific projects designed to assist regional schools, governments and nonprofit organizations to deal with social, educational and economic problems and opportunities.

Objective 3 for 1996-7: Support enhanced cultural and intellectual activities and events on campus, and increase participation in same.

Goal 6: INCREASE ASSISTANCE AND SUPPORT TO K-12 SCHOOLS. (revised)

Objective 1 for 1996-7: Continue to improve programs leading to the initial preparation of teachers and the professional development of practicing professionals in education.

Objective 2 for 1996-7: Support special efforts to expand service programs for K-12 schools and their communities, including approval and oversight of several public school academies. (revised)

Objective 3 for 1996-7: Expand offerings from SVSU Mathematics and Science Education Center. (revised)

Goal 7: IMPROVE AND EXPAND INTERNATIONAL PROGRAMMING AND RELATED EDUCATIONAL OPPORTUNITIES.

Objective 1 for 1996-7: Design and promote new and innovative opportunities for students, faculty and staff to study and travel abroad and promote broader exposure and interaction of international students and faculty on campus.

Objective 2 for 1996-7: Expand recruitment of and improve services for international students studying at SVSU, including expansion of English as a Second Language Programming, expanding international enrollments to 2-3% of total University enrollment. (revised)

Objective 3 for 1996-7: Implement and promote a new baccalaureate degree program in International Studies. (revised)

Objective 4 for 1996-7: Improve existing international programming and develop new international programs within several of the academic units, including exchange and study opportunities for faculty and students.

Objective 5 for 1996-7: Develop new or redesigned International Perspective courses for the University's General Education Program, including those taught by international faculty.

Goal 8: PRESERVE AND EXPAND THE UNIVERSITY'S PHYSICAL PLANT AND CAPITAL EQUIPMENT TO SUPPORT PROGRAMS AND OTHER NEEDS OF STUDENTS AND THE SERVICE REGION.

Objective 1 for 1996-7: Complete construction of the West Complex, implement plans for meeting operating costs associated with this facility, and effect move into new and vacated facilities. (revised)

Objective 2 for 1996-7: Complete "Energy Loop" project, complete energy conservation projects, upgrade academic computing facilities, and effect transition to new administrative computing platform. (revised and new)

Objective 3 for 1996-7: Develop plans for new Instructional Facility #3 and prepare for bidding and construction process. (new)

Objective 4 for 1996-7: Complete design and fundraising effort for Bell Tower project. (revised)

Objective 5 for 1996-7: Increase permanent budget support for technology and equipment improvement and replacement. (revised)

Objective 6 for 1996-7: Plan to address deferred maintenance issues, including upgrading student housing facilities. (revised)

Goal 9: INCREASE SUPPORT FOR THE UNIVERSITY (revised)

Objective 1 for 1996-7: Obtain increased state general operations and special project appropriations.

Objective 2 for 1996-7: Initiate a major fundraising campaign in support of SVSU Foundation goals. (revised)

Objective 3 for 1996-7: Intensify efforts to draw more alumni into a closer relationship with the University through the Alumni Association constituent groups.

Objective 4 for 1996-7: Increase annual fund and special event revenues.

Goal 10: ENCOURAGE THE DEVELOPMENT OF INITIATIVES AND PROPOSALS IN FURTHERANCE OF THESE GOALS AND OBJECTIVES FROM UNITS WITHIN THE UNIVERSITY'S COLLEGES AND ADMINISTRATIVE STRUCTURE.

SAGINAW VALLEY STATE UNIVERSITY
GENERAL FUND OPERATING BUDGET
FY97

REVENUES:

Appropriation			
Tuition & Fees	\$18,489,873	\$21,335,150	\$2,845,277
Miscellaneous	16,850,000	17,400,000	550,000
	1,477,150	1,455,000	(22,150)
	36,817,023	40,190,150	3,373,127
			15.39
			3.26
			-1.50
			9.16

EXPENDITURE ALLOCATIONS:

Compensation			
Supplies, Materials, & Services	26,406,054	28,408,338	2,002,284
Capital	9,622,389	9,947,812	325,423
	788,580	1,834,000	1,045,420
	36,817,023	40,190,150	3,373,127
	\$0	\$0	\$0
			7.58
			3.38
			132.57
			9.16

Revenue Over/(Under) Expenditures

SAGINAW VALLEY STATE UNIVERSITY
TUITION AND FEES
1996-97

TUITION

	<u>FY97</u>
MICHIGAN RESIDENTS:	
Undergraduate Courses	\$ 99.75/cr.hr.
Undergraduate - Professional Program Courses [a]	109.10/cr.hr.
Graduate Courses [h]	147.05/cr.hr.
NON-RESIDENTS:	
Undergraduate Courses	208.70/cr.hr.
Undergraduate - Professional Program Courses [a]	218.70/cr.hr.
Graduate Courses [h]	288.70/cr.hr.
Auditor	Tuition Rate
Credit by Examination	Tuition Rate

FEES

General Service [b]	8.30/cr.hr.
Athletic Season Pass (annual fee)	25.00
Listener's Permit	68.75/course
Off-Campus Service Fee	See Footnote [c]
Applied Music [d]	55.00/cr.hr.
Application	25.00
Orientation	45.00 FTIC 20.00 Transfer
Late Registration (first time registration during add/drop period)	50.00
Late Registration (de-registration grace period fee)	25.00
Hand Registration	25.00 transaction
Graduation	30.00
Transcript	4.00/official copy 1.00/student copy
Diploma Replacement	5.00
Diploma Cover Replacement	6.00
Return Check Service Charge [e]	20.00
Placement	3.00/Credentials File 20.00/Job Bulletin Subscription
Late Payment [f]	8.00
No Show - Course Placement Testing	20.00
Identification/Transaction Card Replacement	10.00

SPECIAL TUITION AND/OR FEE RATES

The Electronic Campus Program	\$270.00/cr.hr.
International M.B.A. - Taiwan	250.00/cr.hr.
Employee dependents and dependents of deceased employees [g]	1/2 tuition and g.s.f.
Macomb Program --	
Off-Campus Service Fee [h]	41.00/cr.hr.

FOOTNOTES

[a] Upper division level courses in Engineering, Nursing, Occupational Therapy, and Education.

[b] General Service Fee includes (on-campus students only):

Parking Facility Fee	\$1.30/cr.hr.
Student Government Fee	.75/cr.hr.
Publication Fee	.17/cr.hr.
Facility Debt Service Fee	Up to .90/cr.hr.
First Aid Facility Fee	Up to 1.00/cr.hr.
Registration Processing	Residual

[c] Off-Campus Service Fee calculation based upon distance from campus

30 miles - includes Bay City, Midland, and Saginaw	13.25/cr.hr.
31-45 miles - includes Caro	21.25/cr.hr.
46-60 miles - includes West Branch	29.50/cr.hr.
61 and over miles - includes Kirtland Community College (Macomb has an independent fee structure.)	36.50/cr.hr.

[d] Plus tuition.

[e] If charge involves registration, board and room payment, or apartment rent, late payment charges can also apply.

[f] Late payment charges will be assessed at \$8.00 per statement, up until such time as an account is turned over to a collection agency.

[g] Employees are those individuals who are qualified for fringe benefits.

[h] A laboratory fee of \$60.00 per course may also be assessed.

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT
OF A PUBLIC SCHOOL ACADEMY

Cesar Chavez Academy

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Cesar Chavez Academy as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature:

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Cesar Chavez Academy as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Cesar Chavez Academy

Patrick F. Irwin
Anna Garcia
Ignacio Gonzalez
Tina Galvez
Beatriz Elizabeth Esquivel
Dolores Gonzalez Ramirez
Louis B. Smith, Jr.

RESOLVED FURTHER, That all members of the Board of Directors of Cesar Chavez Academy must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416:

RESOLVED FURTHER, That the Articles of Incorporation of the Cesar Chavez Academy in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
 - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
 - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
 - d. This Resolution and any contract entered into under it shall be null and void if Cesar Chavez Academy is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Cesar Chavez Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

CHARTER APPLICATION SUMMARY DATA

Title: Cesar Chavez Academy

Grade Level: K-5 Approximate Enrollment: 250

Location: Detroit, Michigan (Southwest)

Contact Applicant: Patrick F. Irwin

8126 West Vernor, Detroit, Michigan 48209

MISSION

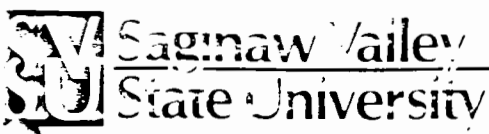
The Cesar Chavez Academy is a Michigan K-5 public school academy. The school is academically and developmentally responsive to the whole child. The needs of all students—intellectual, personal, physical, social, emotional and ethical—are nurtured in a school community committed to equity, opportunity, mutual respect, self-discipline, and quality in all aspects of school life. Students learn in a safe, caring, positive, fair and challenging environment where the individual differences of students are respected and valued and their multiple gifts are used to enhance their lives and the lives of others.

BRIEF DESCRIPTION OF PROGRAM

The application for the Cesar Chavez Academy was developed by the Michigan Partnership for New Education. The Partnership will assume the responsibility for managing the school. This K-5 school will serve one of the most stable neighborhoods in the city of Detroit. This is a strong Hispanic/Arabic neighborhood. The objective of the academy is to inspire student learning through an innovative curriculum program with a motivated team of educators committed to the individual success of all learners. Students will be actively engaged in instruction and there will be strong parental involvement in all aspects of the school. Specific measures of student success will be monitored every seven weeks. The school will emphasize a low student-teacher ratio.

Estimated State Aid Revenue: \$1,250,000.00

Estimated SVSU Revenue: \$37,500.00



MEMO

TO: Eric Gilbertson, President and
Board of Control

FROM: Wayne Vasher

DATE: June 6, 1996

RE: **PROGRAM REVIEWER**

Dr. James E. Hewitt has 33 years of experience as a Professional Educator beginning with his classroom experience continuing through as a middle school principal and central office curriculum director. He has earned three degree's from the following institutions: Michigan State University, Wayne State University, and the University of Michigan. For the past two years he has served as General Education Consultant. He has conducted staff workshops in learning styles, teaching styles, and instructional technology planning.

INTRODUCTION

On Thursday May 16, a site visit was made by this observer. This report is based on an extensive reading of the Cesar Chavez Academy Charter School Application and observations made during the site visit. A total of four people were available for interview and the proposed physical facility was inspected.

RECOMMENDATION

It is the recommendation of this reviewer that the Charter School Application submitted for the Cesar Chavez Academy of Detroit be approved as presented.

ADDRESSING NEEDS - THE MISSION

The proposed Cesar Chavez Academy states that their mission, in part, is "...[to assure that] The needs of all students...are nurtured in a school community committed to equity, opportunity, mutual respect, self-discipline, and quality in all aspects of school life. Students [will] learn in an....environment where the individual differences of students are respected and valued and their multiple gifts are used to enhance their lives and the lives of others." Developers of the school perceive that the existing community schools are limited in their ability to provide the ratio of students per teacher, parent/community involvement and consideration of individual needs to the extent that is desired by a

significant segment of the neighborhood population. The developers hope to provide small class sizes, integrated and thematic subject content, innovative teaching strategies, individual learning programs and a safe secure environment at a level superior to that currently experienced in the nearby public school settings.

The perceived need for a specialized elementary level program has been identified. The Cesar Chavez Academy, in cooperation with Michigan Partnerships for New Education, has developed a proposal to meet the identified need.

CONSISTENCY WITH EDUCATIONAL PRACTICE AND PHILOSOPHY

The vision and mission of the proposed school appears to be consistent with current and sound pedagogical practices. The developer's plan incorporates past and current educational research in the design of both the delivery and content of the proposed curriculum.

EDUCATIONAL GOALS

The educational goals are defined and consistent with the mission and vision of the proposed school. The effectiveness of the educational curriculum should be measurable by conventional evaluation and assessment tools. The proposed curriculum, when successfully completed by a student, should prepare that student to competently compete with, and in, other educational arenas.

INTERNAL CONSISTENCY

The principals (prospective Board members and site liaison) interviewed during the site visit were cognizant and supportive of the mission and objectives of the proposed school. The site visit afforded the opportunity to talk with three proposed Board members and the developer's liaison. Each were able to articulate the mission and objective of the school. No perspective teachers or parents were present for the site visit.

BUDGET

The proposed budget reflects a sense of fairness and balance, with the majority of dollars appropriately committed to the defined instructional program. Planners are aware that initial costs will be significant and have taken steps to budget for anticipated expenses. Recognizing that unanticipated expenses may well occur, planners feel they can adapt to meet such demands. As with any proposed budget, revisions will need to be constantly made as the planning and implementation process continue.

SCHOOL SITE

The proposed facility was inspected. It is a traditional structure of the 1930's era that once housed a K-12 parochial program known as St. Gabriel School. As the original building use diminished, area Head Start and community service programs began occupancy such that the building has apparently never stood vacant. The structure, as currently used, meets

the required licensing specifications of agencies such as the fire marshall, health department etc. for Head Start license approval. If renovated as planned, a comfortable and safe environment should be available.

CURRICULUM

The proposed curriculum provides an basic outline of appropriate scope and sequence for the grades specified. Materials and delivery of instruction intend to include applications of technology. As teaching staff is hired, and parents become involved; developers intend to complete a more detailed curriculum design.

Curriculum is intended to be delivered through the use of thematic interdisciplinary units of instruction. Both individual and cooperative learning experiences are projected. All of this delivery is planned within a framework of a nontraditional structure of multi-age and non-graded grouping.

Of particular interest to the observer was the feature of the "Surround Care" component to deliver on-site supervised care before and after school. The seamless extension of providing child care further meets the community needs and expectations of providing a safe and healthy environment for children.

RECRUITMENT

Although the Cesar Chavez Academy is not yet a reality, requests for acceptance to the student body are stated to be numerous. Once the charter is formalized, appropriate publicity with local news media is assured. Based on current interest, it appears likely that initial enrollment numbers will be met with minimal promotional effort. Organizers anticipate that demand will exceed intended beginning enrollment and that the lottery system outlined in the proposal will have to be used for student selection.

CALENDAR

The proposed calendar provides time for staff development and parent conferences. Planners must be conscious that the first year will require exceptional amounts of staff development time. With the stated intent of encouraging strong parent involvement in the program; the calendar must contain extensive opportunities for both formal and informal parent conferences. The proposed calendar of 210 days of seven hours each, exceeds the requirements as set forth by the State of Michigan in regards to the minimum number of membership days and hours.

STAFFING

A specific, detailed plan for selecting and hiring staff was not included. However; the developer, upon charter approval, will hire a principal and

begin the staff selection process. Hiring criteria should reflect both the uniqueness of the program as well as expectations of the local community. The potential of working in an alternative program seems to be attracting qualified candidates. It would appear that a qualified and appropriate staff can be hired.

BOARD MEMBERSHIP

During the site visit, three of the prospective Board members were interviewed. They represented a cross section of the community and included a personnel administrator for a health care provider and two community members working with the Vistas Nuevas Head Start program. Additional members identified include current and retired educators and a community based counselor. All interviewed seem genuinely interested in quality elementary education and have a clear commitment to energizing alternative opportunities for the community. There is no direct involvement with the Detroit Board of Education.

START UP FUNDING

Appropriate cooperation and funding appear to be available from Michigan Partnerships for New Education such that money will be advanced against anticipated State monies.

Respectfully Submitted,
James E. Hewitt, Ph.D.

RESOLUTION TO AUTHORIZE THE ESTABLISHMENT OF A PUBLIC SCHOOL ACADEMY

Grattan Academy

WHEREAS, the Michigan Legislature has provided for the establishment of public school academies as part of the Michigan public school system by enacting Act No. 362 of the Public Acts of 1993 and Act No. 416 of the Public Acts of 1994; and

WHEREAS, Act No. 416 of the Public Acts of 1994 is now in effect; and

WHEREAS, According to this legislation, the Saginaw Valley State University Board of Control, as the governing body of a state public university, is an authorizing body empowered to issue contracts to organize and operate public school academies; and

WHEREAS, The Michigan legislature has mandated that public school academy contracts be issued on a competitive basis taking into consideration the resources available for the proposed public school academy, the population to be served by the proposed public school academy; and the educational goals to be achieved by the proposed public school academy; and

WHEREAS, The Michigan legislature has mandated that public school academies organized under Act No. 416 of the Public Acts of 1994 achieve certain specific educational purposes; and

WHEREAS, The Saginaw Valley State University Board of Control having received an application for organizing the proposed Grattan Academy as a public school academy and having reviewed the application according to the provisions set forth by the Michigan Legislature;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control declares, subject to the conditions set forth below, that:

1. It will issue a contract to organize and operate the Grattan Academy as a public school academy upon the application submitted under Section 512 of 1994 PA 416.
2. It approves the following members of the Board of Directors of Grattan Academy

Ernest A. Blanchard
Gregory Carroll
Shawn Eshragh
Cindy M. Idema
Melody Powell

RESOLVED FURTHER, That all members of the Board of Directors of Grattan Academy must file an acceptance of office with Saginaw Valley State University, and must take the oath of office required by 1994 PA 416;

RESOLVED FURTHER, That the Articles of Incorporation of the Grattan Academy in the form previously submitted to this Board of Control are approved, and shall be adopted and filed in accordance with law in substantially that form.

3. Conditions

The effectiveness or the continued effectiveness of this Resolution are subject to these conditions:

- a. An opinion of University legal counsel to the effect that contract documents have been agreed upon which are consistent with the purpose of the public school academies statutes; that when executed, contract documents will be binding on both parties in accordance with their tenor; and that in the opinion of University counsel, adequate provisions are included to immunize or indemnify the University, its directors, officers, employees and agents to the extent that prudence and reasonable business practice would require from all claims of liability arising from the University's contractual relationship with the public school academy or the operation of the public school academy;
 - b. An opinion of professional staff of the University to the effect that the contract documents, the proposed plan of operation, and the methods for holding the public school academy accountable for educational outcomes are consistent with the Policy Statement on Public School Academies adopted by the University Board on November 14 1994 and subsequently amended, unless in the case of departures from such Policy Statement, if any, the staff recommends that each such departure be agreed to, and state reason in support.
 - c. An opinion of the professional staff of the University that the applicant meets all of the financial, personnel and facility requirements necessary to open and operate an effective Public School Academy.
 - d. This Resolution and any contract entered into under it shall be null and void if Grattan Academy is not in operation by September 1996.
4. Upon receipt by the University Board of the opinions mentioned in 3 (a) and (b) above and subject to 3 (c) above, the Chair of the Board of Control of Saginaw Valley State University may execute a public school academy contract and related documents between Grattan Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

CHARTER APPLICATION SUMMARY DATA

Title: Grattan Academy

Grade Level: K-6 Approximate Enrollment: 200

Location: Belding, Michigan

Contact Applicant: Cindy M. Idema

7105 Lessitar Road, Belding, Michigan 48809

MISSION

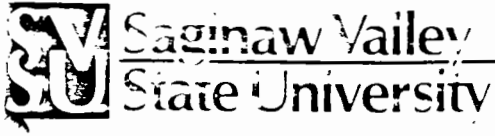
The Grattan Academy is a Michigan K-5 public school academy. The school is academically and developmentally responsive to the whole child. The needs of all students—intellectual, personal, physical, social, emotional and ethical—are nurtured in a school community committed to equity, opportunity, mutual respect, self-discipline, and quality in all aspects of school life. Students learn in a safe, caring, positive, fair and challenging environment where the individual differences of students are respected and valued and their multiple gifts are used to enhance their lives and the lives of others.

BRIEF DESCRIPTION OF PROGRAM

The Grattan Academy will serve K-6 students in a rural area with a significant portion of the population economically needy. The Academy will implement a common sense proposition: administrators and teachers know best how to educate students in their schools. The administrator and teachers will be able to respond flexibly and creatively to student needs. Changes will occur in the traditional roles and responsibilities of the school stakeholders. The administrator will become an education leader and executive, teachers will develop coaching and mentoring skills, and students and parents will take more responsibility for educational activities. The Academy will stress a multi-discipline approach to instruction with a single team being responsible for Math, Science, and Language Arts. Team leaders among the teachers will serve as mentors and facilitators.

Estimated State Aid Revenue: \$1,000,000.00

Estimated SVSU Revenue: \$30,000.00

**MEMO**

TO: Eric Gilbertson, President and
Board of Control

FROM: Wayne Vasher

DATE: June 6, 1996

RE: **PROGRAM REVIEWER**

Dr. Robert A. Halle has served 35 years as a professional educator in Michigan. His experiences include teacher, principal, assistant superintendent, and superintendent. His most recent administrative post was the superintendent of schools in a suburban Jackson school district. Dr. Halle has a Bachelor's and Master's Degree from Eastern Michigan University and his Doctorate was earned at Michigan State University. His rich elementary background and training qualifies him as a reviewer of Grattan Academy.

Grattan Academy

This reviewer received and discussed the application for the proposed (K-6) Grattan Academy on Wednesday, May 29th, 1996. The application was presented by Robert Whitman and Phillip Buta from the Michigan Partnership for New Education (MPNE).

This report is based upon:

1. A discussion of the application for the proposed Grattan Academy with Robert Whitman and Phillip Buta (MPNE) on Wednesday, May 29, 1996.
2. A detailed reading of the proposed Grattan Academy application by the reviewer.
3. A visit to the proposed site for the Grattan Academy by the reviewer on Saturday, June 1, 1996.
4. Discussions with the proposed members of the Board of Directors for the Grattan Academy on Saturday, June 1, 1996. The proposed Board of Directors are:
 - * Ernest Blanchard, B.S. degree, machine operator/builder, strong ability in cost saving measures, able to design computer generated forms to increase efficiency.
 - * Gregory Carroll, working toward B.S. degree, U.S. Navy recruiter, experienced in human resource management, supervision and training, able to manage facilities and supervise construction teams.
 - * Shawn Eshragh, B.S. Degree, President of Concept Industries, accounting and management experiences, helped develop curriculum requirements for a school district.
 - * Cindy Idema, B.S. degree, experienced in social relations, active in community and civic affairs, effective supporter and communicator for charter schools.
 - * Melody Powell, local parent with school-age children, very involved in local school district activities, employed by McDonalds.

Proposed Recommendation

It is recommended, based upon the criteria adopted by Saginaw Valley State University for charter schools, that the application submitted for the Grattan Academy be approved.

Serving A Need

The Grattan Academy identified in its application a need to raise the academic standards and expectations for students. They intend to meet these needs through smaller class sizes, multi-age grouping, team teaching, content mastery, individualized instruction, "real-life" approaches, and strong parent and community support. Developers of the application cited the need to "raise the bar" of academic achievement for the Belding/Grattan area.

Vision/Mission Consistency

It is clear to the reviewer that the vision and mission of the proposed school coincides with current educational practices and philosophies. The Academy, with the support of MPNE, will implement a comprehensive educational model of national scope and reputation. This model is known as The Modern Red Schoolhouse and has been successfully implemented in other school districts. The model originated in Indianapolis in 1992 where it was funded by the New American Schools Development Corporation and the Hudson Institute.

Educational Goals

The model to which the Grattan Academy is committed emphasizes high educational goals and expectations. These goals are clearly delineated in the application and are consistent with the proposed mission of the Grattan Academy. They are also closely aligned to the goals of The Modern Red Schoolhouse. The Academy is committed to attaining the following educational goals:

1. Provide a high quality public education opportunity for a predominantly rural community of 5-12 year old students and their families.
2. Develop a model educational environment in which all young people are expected to, given support to, and do, achieve at the highest levels of academic and social performance.

3. Inspire student learning through an innovative curricular program and with creative, motivational team of educators committed to all students' individual success.
4. Transmit to students a common culture that draws on the traditions and histories of our pluralistic society and the principles of liberal democratic government that unite us all.
5. Engage students in their own learning in a way that they assume responsibility for and pride in their academic accomplishments.
6. Prepare students to exercise habits of action constitutive of responsible citizenship necessary for the preservation of a self-governing society.
7. Strongly promote the active involvement--in school and outside of school--of parents, business, and the general community in enhancing our young people's learning.
8. Provide a school organization that empowers decision makers closest to the learners.
9. Make ongoing professional development a top priority, and the Academy a demonstration site, for the elevated status and treatment of teaching professionals.
10. Demonstrate that advanced technology is a critical requisite to attaining high quality education in cost-effective ways.
11. Continually seek supplemental resources, public and private, that will assist the Academy in accomplishing its mission and goals.

Internal Consistency

The site visit included a meeting with the proposed members of the Board of Directors for the Academy and one member from MPNE. The principal and teachers are yet to be hired.

The board members expressed strong support for the mission and the objectives for the Academy. It was clear to this reviewer that the Board intends to hire individuals whose philosophies will be consistent with the purposes of the school.

Budget

Although the overall budget should be workable, the reviewer advised the Board of Directors to expect greater expenses for updating the building than what they have projected. They were also advised to raise their projected expenditures for substitute teachers and office expenses.

School Building

The reviewer did visit the school site and toured the school building that will house the Grattan Academy. The location of the building is in the Belding community and is a former elementary school. Although the building has not been used for several years, it is in relatively good condition. There are a number of items, such as some roof and boiler repairs, that need to be corrected. Any necessary repairs to upgrade the building to enable it to meet state codes are being addressed through the State Fire Marshall. An architect has been employed to assist with this project.

The school building is more than adequate to meet the intended student enrollment and instructional needs of the Academy and provide a comfortable and safe environment for the students.

Curriculum

The proposed curriculum for the Academy is both comprehensive and detailed. The academic curriculum goals and standards for each subject area is clearly delineated in the application. Although the standards are high, the reviewer sees them as being achievable and measurable.

The main curriculum content is embodied in eight core subjects, and is based upon

E. D. Hirsch's "Core Knowledge, Scope and Sequence" which addresses specific content in history, geography, mathematics, science, language arts, fine arts, physical fitness and health. The "Michigan Core Curriculum Content Standards" will be integrated into the curriculum. Mastery of a foreign language will also be required.

Recruitment

Although the Board of Directors has done minimal advertising for students, there has been much local interest expressed about the Academy. The Board of Directors anticipate that they will have close to 100 students enrolled for a September school opening. The reviewer considers this a high estimate for the first year. An overall time line for the Grattan Academy is attached. (Appendix A)

Calendar

The proposed school calendar reflects 205 days of student instruction and 220 days for professional staff. The number of student and staff days for the initial year may vary somewhat, but the Academy will meet minimum State of Michigan requirements. The calendar provides for staff in service and extensive opportunities for both formal and informal parent-teacher conferences.

Staffing

A detailed calendar and plan for recruiting and hiring staff is in place with an administrator for the building to be identified in early June and the teaching staff to be interviewed and hired by the end of June. The Academy intends to hire both very experienced and inexperienced teachers. A senior teacher will be identified from those hired and will act as a lead teacher.

Board of Directors

Four of the five prospective board members were available at the site visit. Following a tour of the school building for the Grattan Academy, this reviewer spent time with the board members discussing their application and the facility. It is this observers opinion that the board members are deeply committed to making the Academy a valuable educational opportunity for the community.

Start-Up Funding

Appropriate funding appears to be available for the Academy. The main sources of the funding will be derived from State Foundation Grants, federal sources, and a start-up loan from the Michigan Partnership for New Education.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Robert A. Halle". The signature is fluid and cursive, with the first name "Robert" and last name "Halle" clearly distinguishable.

Robert A. Halle, Ph.D.

POLICY STATEMENT ON PUBLIC SCHOOL ACADEMIES

I. PURPOSES

Under the provisions of 1993 Public Act 362 the Board of Control of Saginaw Valley State University ("Board") is authorized to enter into contracts for the creation of Public School Academies (PSA). It is the purpose of this policy to set forth criteria and procedures for the administration of the SVSU Board's responsibilities under that law. However, they are intended as guidelines only and the validity of a contract shall not be affected because of a departure from one or more of these criteria or procedures in approving the charter.

The SVSU Board will consider the approval of contracts for PSAs in order to provide elementary and secondary students with enhanced opportunities to achieve the objectives of Article 8 of Michigan's Constitution. By assisting in the development of such educational institutions, SVSU may make significant contributions to the variety and quality of educational programs available to public school pupils as well as create models for exemplary educational practices and parental involvement. The Board may approve such contracts where the likelihood is shown that proposed PSAs can and will meet educational needs of those who are presently inadequately served by offering a quality educational program which is both responsive to those needs, and which has the means and resources necessary to accomplish its educational goals.

II. APPLICATION PROCESS

Individuals or organizations seeking to enter into a contract with the SVSU Board for the creation and operation of a PSA must submit an application on SVSU Board approved forms which shall include the following items of information:

- A. All those items indicated in M.C.L. 380.502(3).
- B. Documentation that students are presently inadequately served, and how their educational needs are to be met by the proposed PSA.
- C. A description of any unique or special educational or service features of the proposed PSA which would give it particular qualitative dimensions not otherwise available to students.
- D. A description of programs or efforts the PSA will undertake to assure that it will attract and meet the needs of a culturally, economically and ethnically diverse student body.
- E. A description of the qualifications and backgrounds of all teaching and administrative professionals employed by the proposed PSA, and a description of the qualifications and backgrounds of all proposed members of the Board of Directors of any PSA applicant.
- F. A copy of the deed of conveyance or lease of the PSA school building.
- G. A copy of financial planning documents describing the proposed academy's operating budget and capital needs and resources for a five-year period.
- H. A copy of any and all publications, brochures, advertisements or other promotional literature used to recruit students, raise money or otherwise represent the proposed PSA to the public.

- I. Copies of any documents or other materials submitted to obtain approval or accreditation from any governmental or private certifying or accrediting agencies, and a copy of any and all responses obtained from any such agency.
- J. Additional and supplemental information or documents may also be requested by the SVSU Board on a case-by-case basis.
- K. A one-time non-refundable application fee of \$500 shall be submitted at the time of application. Applicants which appear to offer educational programs that are consistent with the purposes of this policy will be considered candidates for Public School Academy status. Such candidates will be required to pay an additional non-refundable \$500 evaluation fee prior to program review. If the board of control ultimately approves the appointment for the PSA, the application fee and evaluation fee will be refunded to the applicant by means of a credit against the administrative fee referenced at paragraph IV(e) of this policy statement. In no event shall the combined total of compensation, expenses and fees paid by a PSA to the SVSU board exceed 3% of the total school aid received by the PSA in the school year in which the compensation, fees, or expenses are charged.

III. EVALUATION PROCESS

Applications will be evaluated by the SVSU Board on a competitive basis, taking into consideration the resources available for the proposed PSA, the population to be served by the proposed PSA, and the educational goals to be achieved by the proposed PSA (see M.C.L. 380.503(1)). It is the intent of the SVSU Board to retain the services of an independent, consultant-evaluator to review and evaluate the applicant and advise the SVSU Board as to the needs, plans, goals and resources of the applicant. Individuals shall be selected as a consultant-evaluator on the basis of their background and expertise in the field of K-12 education and the operation and evaluation of K-12 schools.

It is expected, but not assured, that the process of evaluating applications will require from 60-120 days from date of receipt. The SVSU Board will consider the evaluation report together with the contents of the application in a timely manner as part of its normal committee and Board meeting agenda.

IV. OPERATION AND OVERSIGHT OF PUBLIC SCHOOL ACADEMIES

Any contract issued to a PSA shall contain the following provisions:

- A. Provisions addressing all those items set forth in M.C.L. 380.503(4) and (5).
- B. The term of the initial contract, not to exceed three years, with the possibility but without the assurance of renewal.
- C. An assurance by the Board of Directors of the PSA that the school is and will remain in compliance with all applicable state, federal and local laws, including but not limited to those indicated in the Appendix to this Policy.

- D. A requirement that the PSA will submit to both scheduled and unplanned review visits by consultant-evaluators appointed by the SVSU Board.
- E. A provision that the SVSU Board will retain 3% of the per pupil State funding to the PSA as compensation for administrative costs it incurs for its oversight functions and service as fiscal agent.
- F. A requirement that a public school academy will submit to the SVSU Board an audit report conducted by a certified public accounting firm to be selected by the SVSU Board. Such reports must be received on an annual basis, and not more than 90 days following the completion of the public school academy's fiscal year.
- G. A provision that the PSA will not have or maintain any affiliation with a church or other religious organization which would disqualify it under the State or federal constitution from receiving public support.
- H. A provision that the PSA will not operate at a site or for age and grade ranges other than those described in its original application, and that it will maintain current certifications, accreditations or other approvals from public and private agencies which were in place at the time of application.
- I. An assurance from the PSA that it shall furnish to the SVSU Board such proofs at such intervals as the SVSU Board may reasonably request of the PSA's continuing compliance with all applicable laws and with the continuing truth of each and every representation made in its application to and subsequent contract with the SVSU Board. Such provision shall further provide that if the PSA ceases to comply with any provision of law or any such representation, or any such representation ceases to be true, the PSA shall promptly notify the failure of the representation to the SVSU Board.
- J. A provision requiring the PSA to undertake and sustain good faith efforts to attract and serve a student body that is culturally, economically and ethnically diverse.
- K. A provision requiring that the PSA will hold SVSU, its Trustees, officers, employees and agents harmless with effect to any claims asserted because of an act or failure to act of the PSA, its officers, employees, agents, pupils or the representatives of them and shall further have SVSU named as a co-endorsee on GENERAL liability insurance coverage in an amount not less than \$2,000,000 each occurrence, \$6,000,000 aggregate. THE CHARTER SCHOOL MUST ALSO PROVIDE AUTOMOBILE LIABILITY IN THE AMOUNT OF \$1 M, WORKERS COMPENSATION AT THE STATUTORY LIMITS, SCHOOL LEADERS (K-12 E&O) IN THE AMOUNT OF \$1 M EACH OCCURRENCE AND \$2 M AGGREGATE, AND CRIME IN THE AMOUNT OF \$500,000.
- L. A provision providing that the PSA recognizes and agrees to the grounds provided for revocation of its contract as set forth in M.C.L. 380.507 and in the contract granted by the SVSU Board. The decision of an authorizing body to revoke a contract under this section is solely within the discretion of the authorizing body, is final, and is not subject to review by a court or any state agency. An authorizing body that revokes a contract under this section is not liable for that action to the public school academy, public school academy corporation, a pupil of the public school academy, the parent or guardian of a public school academy, or any other person.

V. BOARDS OF DIRECTORS OF PUBLIC SCHOOL ACADEMIES

Because any PSA becomes, in effect, a fully-funded public school, those responsible for the governance of the PSA must be fully accountable to the public. Further, opportunity must be provided to the public for participation in the selection of those responsible for the governance of such public institutions.

The following criteria and provisions shall be applicable to the Boards of Directors of any PSA subject to a contract with the SVSU Board:

1. The PSA Boards shall be comprised of not fewer than seven persons, selected on the basis of their commitment to and interest and experience in public education. Individuals shall serve for a term of not more than three years, and the terms of PSA Board members shall be staggered to provide continuity and stability in PSA Board membership.
2. Public notice shall be given by the PSA of vacancies on its Board of Directors, and an opportunity shall be provided for interested individuals to apply for appointment to any such Board. ~~THE PSA WILL SUBMIT A MINIMUM OF 2~~ A NAMES FOR EACH VACANCY THAT EXISTS ON THE BOARD OF DIRECTORS AFTER THE INITIAL BOARD HAS BEEN INSTALLED.
3. The SVSU Board shall approve appointments to the PSA Board of Directors.
4. At the time of any expired term or other vacancy on a PSA's Board of Directors, the then-serving Directors shall review applicants for such vacancies and recommend to the SVSU Board persons for appointment.
5. The SVSU Board reserves the authority to remove any person from membership on a PSA Board at its sole discretion for cause.

Traverse Bay Community School

Professional Background of Board Nominees

- Barbara Budros:* Attorney. Began practicing in 1981. She has been very active as a parent in various TCAPS committees, including strategic planning.
- Will McCord:* Controller. Served on boards for three other organizations, including a small private school. Has an M.B.A.
- Cheryl McGuire:* Author, Mother of thirteen children/step children. Very active on educational committees in the Elk Rapids district, as well as in various community-based initiatives.
- John Tilley:* Attorney. Began practicing in 1976. Involved in educational issues as a parent of two children. Also taught at the Paralegal Institute in NYC.
- Janet VanZale:* Teacher Consultant (Traverse Bay Area ISD). Trained as a Special Educator and has worked in the field since 1982.

Saginaw Valley State University

RESOLUTION

*Nomination of Board Members
for Northwest Academy*

June 17, 1996

WHEREAS, the Saginaw Valley State University Board of Control, the school's authorizing agent, requires that the Northwest Academy Board of Directors have a minimum of seven members prior to the school becoming operational; and

WHEREAS, the school desires to have parents of prospective students who have expertise and perspective that will strengthen its board;

NOW, THEREFORE, BE IT RESOLVED, that the individual listed below will be nominated to the Saginaw Valley State University Board of Control as candidates for appointment to the Northwest Academy Board of Directors.

Mark M. Muniak
215 Bridge Street
Charlevoix, MI 49720
616-547-5501
Attorney

Northwest Academy

Professional Background of Board Nominees

Mark M. Muniak: Mark is an Attorney in an active practice in Charlevoix. He is a resident of Boyne city and has been the leader and spokesperson of a group of concerned parents who have been working to improve the quality of education in the Boyne City community.

Saginaw Valley State University

RESOLUTION

Nomination of Board Members for Lake Bluff Academy

June 17, 1996

WHEREAS, the Saginaw Valley State University Board of Control, the school's authorizing agent, requires that the Lake Bluff Academy Board of Directors have a minimum of seven members prior to the school becoming operational; and

WHEREAS, the school desires to have parents of prospective students who have expertise and perspective that will strengthen its board;

NOW, THEREFORE, BE IT RESOLVED, that the individuals listed below will be nominated to the Saginaw Valley State University Board of Control as candidates for appointment to the Lake Bluff Academy Board of Directors.

Kathryn D. Kenny
7668 Milarch Road
P.O. Box 43
Onkama, MI 49675
616-889-5559
Chief Executive Officer

Judith Skiera
1514 Anthony Drive
Manistee, MI 49660
616-723-4337
Assistant Ranger, Administration
Business Management Assistant

Lake Bluff Academy

Professional Background of Board Nominees

Kathryn D. Kenny: Chief Executive Officer of Port City Diesel and Truck Service, Inc. Formerly with Coldwell Bander, Alm Realty and Associates, Inc. As a Real Estate Associate.

Judith Skiera: Assistant Ranger, Administration and Business Management Assistant at USDA-Forest Service in Manistee. Has a personal dedication to family and fully supports providing children with innovative opportunities to learn and grow.

Saginaw Valley State University

RESOLUTION

*Nomination of Board Members
for The Creative Learning Academy of Science, Mathematics, and Humanities*

June 17, 1996

WHEREAS, the Saginaw Valley State University Board of Control, the school's authorizing agent, requires that The Creative Learning Academy of Science, Mathematics, and Humanities Board of Directors have a minimum of seven members prior to the school becoming operational; and

WHEREAS, the school desires to have parents of prospective students who have expertise and perspective that will strengthen its board;

NOW, THEREFORE, BE IT RESOLVED, that the individuals listed below will be nominated to the Saginaw Valley State University Board of Control as candidates for appointment to The Creative Learning Academy of Science, Mathematics, and Humanities Board of Directors.

Mike Crowell
183 E. Knox Road
Beaverton, MI 48612

Venus Gilliam
3945 Dunbus
Beaverton, MI 48612

Cheryl Kross
5316 Heron Cove
Beaverton, MI 48612

The Creative Learning Academy of Science, Mathematics, and Humanities

Professional Background of Board Nominees

- Mike Crowell:* Mike has been employed by Robinson Industries for the past 18 years. He serves as the recording secretary for the local steelworkers union. He graduated from Beaverton High School and has lived in Beaverton all his life. He has two children who will be attending The Creative Learning Academy of Science, Mathematics, and Humanities.
- Cheryl Kross:* Cheryl is currently employed by the State of Michigan as a health care provider. She has served in this position for the past three and one half years. Previously, she worked with handicapped children in the State of Oklahoma. Prior to that she was a nurse's aide in private care. She is very interested in the quality of education for our children.
- Venus Gilliam:* Venus has seven children of her own, five of whom will be attending The Creative Learning Academy of Science, Mathematics, and Humanities. She has volunteered for preschool, helping with the care and education of the children in that setting. She babysat for four years before she had her younger children. Many of her children's friends call her for advice or when they need to talk to someone. She is attending Mid-Michigan Community college in pursuit of a career as an RN.

Traverse Bay Community School

K-3 Program Overview

(Supplemental to the middle school proposal approved 6/95)

Young children are typically engrossed in learning. They are fascinated with the world and are full of questions. Most enter school this way, but their enthusiasm generally wanes by the end of third grade. We do not believe that this phenomenon is inherent in the maturation process. The primary purpose and objective of our early elementary or primary school program is to have our students entering fourth grade enthused and fully engaged.

Educational Goals

The educational goals for the K-3 program at Traverse Bay Community School are as follows:

- 1) To nurture and sustain students' innate curiosity and joy of learning
- 2) To provide students with the foundational knowledge and skills necessary for them to become self-directed learners and full citizens within the school community.

Specifically, students will:

- a) be able to read and write at or above the 4th-grade MEAP standards.
- b) be proficient in basic math as assessed by the 4th-grade MEAP.
- c) benefit from an arts emphasis that will include Music, Art, and Dance
- d) learn and practice principles of physical fitness and health
- e) learn and practice basic principles of citizenship in the school community

Size and Staffing

The primary school will have one Kindergarten class and three mixed-age classes for grades 1-3, with roughly 20 students per class. It will be staffed by four full-time teachers, two full-time aids (or full-time equivalents), and part-time instructors in Music, Art and Dance. The middle school staff and students will provide additional instructional support.

Pedagogy [Note: the Michigan Core Curriculum will be used as the school's curriculum.]

The underlying philosophy outlined for the middle school will also guide practice in the primary school, however, the program will have more structure. The core curriculum at this level will focus primarily on Language Arts and Mathematics. Students will encounter social studies through community-building activities within the classroom and school as well as in the language arts. Student involvement with science will be facilitated through student-choice activities (teacher-directed or teacher-guided/student-directed). Teachers will apply principles of instruction set forth in Making Connections: Teaching and the Human Brain (Caine and Caine, 1991) and How to Differentiate Instruction in Mixed-Ability Classrooms (Tomlinson, 1995).

Given the significance of Language Arts and Mathematics at the primary level, more specific descriptions of instructional approaches in these areas are provided below

Language Arts

The primary school will use a whole language, literature-based approach to teach listening, speaking, reading, and writing as described by Gail E. Tompkins and Lea M. McGee in Teaching Reading with Literature (1993) and by Donald Graves in A Fresh Look at Writing (1994). The literature-based approach to teaching the language arts represents a dramatic departure from the "skill-based" approach still common in many schools today.

Studies have shown that while both the skill-based and literature-based approaches tend to produce students who can read, the literature-based approach produces a much higher percentage of students who do read. In Becoming a Nation of Readers: The Report of the Commission on Reading, it was reported that students often average only about seven minutes of reading during "reading class" and only read one or two reading textbooks during a school year. This type of exposure to "literature" does little to motivate students to read on their own. (Some studies suggest that only about 1 percent of students choose to read in their free time.) In contrast, Tompkins reports that "children in literature-based classrooms often read between 50 and 100 books in a school year." Though the sub-skills approach, complete with multiple daily worksheets, may provide a comforting structure to the mystery of language acquisition and proficiency, the opportunity costs associated with such an emphasis are much too high.

The literature-based or whole language approach as implemented by the school will not, however, disregard the value of phonetic instruction. Phonics will be used to complement other reading acquisition strategies. The school will use a commercial (e.g. Project Read) or teacher-developed phonics program using the same basic pattern. The amount of phonics instruction provided to each individual student will vary based on need.

In grades K-2, the primary goal will be to provide a language-rich environment in which students develop a love of language and a desire to master it. This is not accomplished with work sheets, it can be accomplished through literature. For third-grade students, the literature-based approach will be complemented with one-on-one tutoring (using third-grade peers and middle school students) to assist students in sharpening their skills in the language arts. It is our belief that significant exposure to literature during the first years of school, coupled with normal developmental maturation, will enable third-grade students to master the skills and sub-skills that will be measured on the MEAP--without four years of filling out inane work sheets. [Of course, teachers will make use of appropriate opportunities to begin teaching these basic skills as soon as students are ready, but within the context of literature or the students' environment.]

Less time on work sheets provides more time for reading, writing, speaking and listening. The significance of this shift might best be summed up with five words: We learn what we do.

Rather than give students specific homework assignments, parents will be encouraged to read with their children for at least half an hour every day.

Mathematics

The underlying philosophy associated with whole language instruction will also have relevance for teaching mathematics. The students' environment should form the basis for the development of number sense. This is the primary goal for math activities in K-2. Children are often enticed to begin memorizing math facts at this age, which they can do, before they have a firm grasp of what these numbers mean. The gold stars and high marks encourage them to memorize more, unfortunately, math competence is not achieved by rote.

The K-3 teachers will most likely use the Addison-Wesley math series as a guide and "Math Their Way" (D.C. Heath), as a resource to assist them in developing a math program that places learning activities in a meaningful and relevant context for students—including cross-curricular activities (e.g. Language Arts, Science, Social Studies). Strong emphasis will be given to the use of hands-on manipulatives. The Addison-Wesley series is designed to facilitate: 1) repeated exposure over time; 2) hands-on investigations, multi-sensory problem-solving experiments, 3) discussion and social interaction, and 4) families as partners.

The math program will be complemented with tutoring, especially for third graders (using peers and middle school students), to assist students in achieving mastery in basic math concepts that will be assessed on the MEAP, as well as to progress further. It is our belief that a well-grounded number sense, coupled with normal developmental maturation, will enable most students to quickly and firmly master basic math proficiencies by the end of third grade.

The Arts and Physical Education

The Arts and Physical Education are often viewed as superfluous and are thus cut from programs when budgets are tight. Research has shown that participation in these activities produces significant synergistic results in other academic pursuits. In fact, numerous studies in recent years have shown that these activities actually improve overall mental capacity. Most elementary school students in the Traverse City area have formal Physical Education instruction once per week. The same is true for Music and Art. Outside of P.E., few students are able to participate in Dance. Such limited exposure is virtually meaningless.

The experience of Petoskey's Concord Academy has shown that an arts emphasis can make school a more joyful experience for children. Parents are amazed at how excited their children are about school. Meanwhile, though it will take more time to measure benefits to student learning, there is already significant anecdotal evidence that is consistent with research which supports efforts to greatly expand arts education for children.

In addition to classroom-based arts activities, primary students at Traverse Bay Community School will participate in Music three times per week, Art twice per week, and P.E./Dance daily. To some degree, these activities will be integrated with what students are doing in the classroom.

Foreign Language

Spanish will be taught on a daily basis (approximately 20 minutes per day) beginning no later than in second grade. Such instruction may also be provided to K-1 students.

Parental Involvement

Though there will be no requirements for parental participation, parents will be encouraged to participate in classroom activities, especially in the afternoon block reserved for "students' choice" activities.

Primary School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-11:30	Classroom-based Language Arts and Math	Classroom-based Language Arts and Math	Classroom-based Language Arts and Math	Classroom-based Language Arts and Math	Classroom-based Language Arts and Math
11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:40	K-1: P.E./Music 2-3: Student Options	K-1: P.E./Art 2-3: Student Options	K-1: P.E./Music 2-3: Student Options	K-1: P.E./Art 2-3: Student Options	K-1: P.E./Music 2-3: Student Options
1:40-3:15	K-1: Student Options 2-3: P.E./Music	K-1: Student Options 2-3: P.E./Art	K-1: Student Options 2-3: P.E./Music	K-1: Student Options 2-3: P.E./Art	K-1: Student Options 2-3: P.E./Music
3:15-3:30	Classroom	Classroom	Classroom	Classroom	Classroom

Note: This schedule sets aside ninety minutes each day for "student options." The purpose of this period is to allow students to pursue areas of interest. Students may work on their own or in small groups in a quiet area or in various "discovery centers" available to them. There will also be a variety of staff- and parent-generated classes, workshops and activities from which students may choose. This period is an important element in the school's approach to develop independent learners.

Also, this schedule anticipates instructional blocks of 45 minutes each for Music, Art, and P.E./Dance. If this amount of time proves inadequate, the schedule may be altered slightly, perhaps by slightly lengthening the school day.

Staff Responsibilities and Qualifications (Early Elementary)

In contrast to the non-classroom-based approach envisioned for the middle school, one teacher will be assigned to each grade-specific classroom for grades K-3. In this context, the teacher will have the following responsibilities:

1. Develop basic competencies in reading, writing and basic math.
2. Curriculum planning and development.
3. Nurture and sustain students' innate curiosity and love of learning.
4. Create an innovative and inviting learning environment.
5. Help students learn and practice basic principles of citizenship.
6. Establish effective partnerships with parents.
7. Differentiate classroom instruction to better meet the needs of all students.
8. Collaborate with other staff members in program development.
9. Be a model learner.

Qualifications

1. Elementary Teacher Certification.
2. Demonstrated competency.
3. Experience working with children.



STAFF MEMBER

OF THE MONTH

Kristine M. Gay

Micro
Computer
Technical
Assistant,
Computer
Services

June 1996

No problem is too tough for Kris Gay; it seems. Whether it's juggling the demands of work and study while earning a degree, solving a perplexing computer problem or keeping up with three active children, Gay is ready to give it a shot.

And more often than not, she's successful.

Gay's employment at SVSU began as a student worker in the Placement Office in 1988. A year later she moved to Computer Services and continued there until she wrapped up a B.S. in Computer Information Systems in 1991. Then she continued her work as a full-time employee on a temporary basis for two years before being named to her present position in 1993.

Along the way, Gay and her husband became parents to two daughters, now four and six. They also have a one-year-old son.

Gay's duties involve "a whole range of things," she says. "I set up new computers, install software and solve problems," she notes.

She also has acquired the skills to repair computers and is a certified Zenith technician. "SVSU is a service center for Zenith, and I am

authorized to repair their computers and do warranty work," Gay says.

Repair work, however, isn't a big part of her job. "I am becoming more of a trainer on computers," she says. Among her most popular sessions are classes on WordPerfect. Gay has prepared a manual and gathered other materials to help others learn how to get the most from the software.

Classes average about 12 to 15 people, which Gay says is ideal for the hands-on sessions. "I teach use of the menu bar," she comments, "because it prepares people for other programs. While icons may change, the menu items are becoming more standard."

For the past year and a half, Gay has added adjunct faculty responsibilities to her schedule. She teaches CS 160, "Microcomputer Software."

Along with Microcomputer Hardware/Software Technician Mike Holliday, Gay researches new products on the market with an eye to what's useful in the SVSU environment. Recently the emerging interest in color printers has her experimenting with various models. She's ready with advice for those considering an investment in color.

The arrival of new computers for instructional labs creates a round of work. After Gay and Holliday install the new computers, those they replace come to the technical support center to be recycled. That requires loading different software and data into the computers before they go to new users, replacing their previous workstations. Eventually, the oldest and most limited micros become candidates for SVSU's annual "garage sale."

At home, Gay enjoys crafts, especially those that involve her daughters. "They like to color, cut and paste," she says. Recently she has been learning the art of quilting.



Saginaw Valley State University Oversight Responsibilities of the Authorizing Agency for a Public School Academy

As the Charter School Program evolves and expands, the authorizing agencies continuously are confronted with new challenges and responsibilities. The issue of "oversight responsibility" by an agency authorizing a charter school or Public School Academy is mentioned multiple times in the revised school code of 1996. And while it is referred to frequently, it is not defined anywhere in the document. The Merriman Webster's College Dictionary (tenth edition) defines oversight as 1) "watchful and responsible care", and 2) "regulatory supervision". This implies that oversight can be applied with either a glove or a hammer.

Using this definition as a guideline, the Director would divide the role of university oversight into two functions or areas of responsibility: 1) a series of year long monthly seminars or forums and 2) both impromptu and regularly scheduled site visitations. The monthly meetings are designed to stimulate networking, share ideas, and to review major areas of concern: board/administrative relationships, finance, personnel, assessment, facility, curriculum, and school law.

These scheduled seminars will be hosted by each of the ten academies authorized by SVSU. The schedule for the first year includes:

Location	Date	Topic
Clare	April 17, 1996	State Aid and Bridge Financing
SVSU	May 17, 1996	Board Responsibilities
Tawas	June 14, 1996	Personnel Function/Purchasing
Charlevoix	July 19, 1996	Role of CEO
SVSU	August 16, 1996	Assessment and Accountability
Traverse City	September 20, 1996	Staff Development
Manistee	October 18, 1996	School Improvement and Act 25

Location	Date	Topic
Grand Haven	November 21, 1996	Cash Flow and Short Term Investments
	December	None Scheduled
Detroit	January	Communication with Staff and Public
Lansing	February	Annual Report
Detroit	March	Role of Attorney and Auditor
Kalamazoo	April	To be Announced
Beaverton	May	Budgeting for 97-98 School Year
	June	None Scheduled

It is the University's hope that with a quality pre-authorization screening and selection process our Public School Academies will have a better opportunity for success. However, any innovative and experimental program of this nature will encounter some problems and disappointments and it is our role to ensure that Saginaw Valley State University provides the maximum support, encouragement, and assistance possible. If there is a need to revoke a contract, section 507(1) and (2) of the revised school code stipulates the following:

507(1)

" . . . An authorizing body has the responsibility to oversee a public school academy's compliance with the contract and all applicable law. A contract issued under this part may be revoked by the authorizing body that issued the contract if the authorizing body determines that 1 or more of the following has occurred:

- (a) Failure of the public school academy to abide by and meet the educational goals set forth in the contract.
- (b) Failure of the public school academy to comply with all applicable law.
- (c) Failure of the public school academy to meet generally accepted public sector accounting principles.
- (d) The existence of 1 or more other ground for revocation as specified in the contract.

507(2)

(2) The decision of an authorizing body to revoke a contract under this section is solely within the discretion of the authorizing body, is final, and is not subject to review by a court or any state agency. An authorizing body that revokes a contract under this section is not liable for that action to the public school academy, public school academy corporation, a pupil of the public school academy, the parent or guardian of a pupil of the public school academy, or any other person."

While the Saginaw Valley State University Director views oversight of Public School Academies his most important role and one that will occupy at least 70% of his work load, the University must be cautious to avoid interceding in the regular day-to-day operation of the charter schools. It is not the intent or mission of the Director to micromanage the affairs of the Charter Schools.

The major concerns regarding oversight as a regulatory function include: accounting, school plant, staff selection, certification, and compliance with related school law. To determine if the Saginaw Valley State University Charter Schools are effectively performing these authorized functions, the Director will arrange to visit each site a minimum of three times during the school year. While the majority of these visits will be announced and planned, the Director will reserve the right to conduct unannounced visits to each academy while school is in session. He may also plan visits to local board meetings. Where unique concerns surface, the director may elect to visit the local sites more than three times per year.

Site visits may include a review of staff records, payroll data, purchasing procedures, general conditions of the schools, parent and staff communications, and a review of instructional practices and materials. These visits could also include a response to a principal's call for special help or investigation of a specific problem.

Off site evaluations and oversight will be based on routine review of all documents regularly shared with the University Director's office. All charter schools will be required to provide the authorizing university with periodic reports that include:

Board Agendas
Board Minutes
Local Media Reports

Staff In-service Agendas
Copies of any State or ISD Reports
Copies of any Grant Requests

Press Releases	Copies of any Grant Approvals
Enrollment Data	Copies of Insurance Certification
Monthly Bills Payable	Annual School Financial Audits
Parent, Student, and Staff Newsletters	Annual School Improvement Reports
Annual Student Assessment Reports	

The university Director will provide a monthly summary report to the Board of Control through the President's office as well as provide a detailed annual report.

Successful quality charter schools will provide Michigan parents and students a realistic choice and alternative to traditional K-12 schools. It is the Director's role to ensure that SVSU's public academies are provided the best support, direction, and assistance possible in order to guarantee the success of this innovative program.

SECOND AMENDMENT TO AGREEMENT

This Second Amendment To Agreement made effective as of the 18 day of May, 1996, between Marshall Fredericks, of 440 Lake Park, Birmingham, Michigan 48009 (Mr. Fredericks), and Saginaw Valley State University, a State of Michigan institution of higher education, of 7400 Bay Road, University Center, Michigan 48710-0001 (the University), and joined in by Rosalind Fredericks, wife of Mr. Fredericks (Mrs. Fredericks).

Background

A. Mr. Fredericks and the University entered into an agreement dated June 9, 1986, concerning the establishment by the University of the Marshall Fredericks Sculpture Gallery (the Gallery) and the transfer by Mr. Fredericks to the University of works, models and related artistic properties (the Works), for display and use in connection with the Gallery.

B. The Agreement was amended by document dated effective January 1, 1987 (the First Amendment); under the terms of that document, Mrs. Fredericks joined in the Agreement.

C. The University and Mr. and Mrs. Fredericks have discussed significantly expanding the Gallery (the Gallery Addition); such expansion would require that the University undertake, and would be contingent upon, a successful capital fund-raising effort.

D. In accordance with the terms of the Agreement, and as a necessary element of such a capital fund-raising effort, the parties desire to clarify the identity of the Works which Mr. and Mrs. Fredericks will convey to the University.

E. The University and Mr. and Mrs. Fredericks also wish to further expand and clarify certain other terms contained in the Agreement, as amended.

Agreement

WHEREFORE, in consideration of the mutual promises of the parties, and for other valuable consideration, the parties agree as follows:

1. Storage Area. The University reaffirms its obligation to provide, in addition to the Permanent Restoration Area and Small Model and Mold Storage area described in paragraph 2 of the Agreement, a storage area of approximately two thousand (2000) square feet for the storage of larger items, such as molds, models and larger works as specified in paragraph 2 of the First Amendment to the Agreement. In lieu of the storage barn on Michigan Road currently available for that purpose, the University reaffirms its commitment to dedicate such a storage area either as part of or in addition to the proposed Gallery Addition. Beginning at such time as the backstage area of the University Theatre is vacated by the Theatre Department (projected to be 1 January

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1997), the University agrees to modify that space to meet the requirements specified in paragraph 2 of the First Amendment, and the University agrees to dedicate that space to storage of Fredericks' Works until comparable storage facilities are available as part of the Addition or elsewhere on campus.

2. Expansion of Gallery. The University agrees to undertake planning work for the Gallery Addition, and when feasible to proceed with a capital fund-raising campaign for the Gallery Addition. The University will work with Mr. Fredericks in this fund-raising effort and concerning the design of the Gallery Addition and the original placement and installation of Works in the Gallery Addition. It is understood, however, that the ability of the University to construct the Gallery Addition will be contingent upon the ability of the University to raise the necessary funds, and while the University agrees to use its good faith efforts to do so, it cannot commit to construction of the Gallery Addition unless adequate funds are obtained for that purpose. If construction is not begun within three (3) years or is not completed within four (4) years, the provisions contained in Paragraph 3 will be null and void, Mr. and Mrs. Fredericks will have no obligation to the University pursuant to Paragraph 3, and Works in the possession of the University pursuant to Paragraph 3 will be returned.

3. Designation of Works. The Agreement, at paragraphs 5 and 7, contemplated that Mr. Fredericks would designate Works to be conveyed to the University, either during his lifetime, or following his death during the lifetime of Mrs. Fredericks, and thereafter by her estate. Mr. Fredericks conveyed a significant number of Works to the University in connection with the execution of the First Amendment. A significant number of additional Works were conveyed by Mr. Fredericks in May 1994. Mr. Fredericks understands that the proposed Gallery Addition will be feasible only if sufficient Works are available to be displayed in the Gallery Addition. To this end, Mr. Fredericks and Mrs. Fredericks agree that ownership of all of the following Works will be conveyed to the University by Mr. or Mrs. Fredericks (or, in the event of their respective deaths, by their personal representatives), so that ownership of all such Works shall pass to the University within one (1) year following the death of the survivor of Mr. and Mrs. Fredericks. The Works to be so conveyed are as follows:

- a. All drawings and archival materials in Mr. Fredericks' studio inventoried by Tawny Ryan Nelb, archivist and architectural records consultant, and listed in the excerpt from the "Preliminary Inventory and Record Condition Assessment" dated April 15, 1993, on the list attached as Exhibit A, subject to Mr. Fredericks' right to exclude from the items to be conveyed certain drawings which were made for the purpose of sale and which continue to have commercial value (estimated to consist of approximately 100 of the 1000 or more drawings and sketches described in Exhibit A).
- b. All models, molds and tools (and their packing) located at the Stable on the list attached as Exhibit B. (WINGS OF THE MORNING on page 12 and AMERICAN EAGLE (Ann Arbor) on page 17 are deleted from Exhibit B.)

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- c. All items in the Greenhouse on the list attached as Exhibit C. (HAWK on page 1 is deleted from Exhibit C.)
- d. All models, molds, tools, archival material, memorabilia, photographs, drawings, other works on paper, paintings, or other items related to the life and work of Marshall M. Fredericks on the list attached as Exhibit D.

In addition, Mr. and Mrs. Fredericks agree that possession of all Works listed in attached Exhibits A through D will be given to the University no later than 30 days after the date that construction of the Gallery Addition is completed, although conveyance of ownership of such items to the University may follow at a later date.

The University reaffirms its obligation to reimburse Mr. and Mrs. Fredericks or their personal representatives for all reasonable costs incurred in effecting the delivery of possession of the Works listed in Exhibits A through D to the University, which costs may include but are not necessarily limited to the employment of assistants to repair the plaster models; the rental and maintenance (including the cost of utilities) for the necessary space to properly repair the Works and to prepare them for shipping; and the cost of transporting, further restoration, re-assembling and placing the Works in the Gallery. The University agrees that if it employs personnel to transport, repair or install any of the Works, such personnel will be duly qualified to perform such tasks. Mr. and Mrs. Fredericks or their personal representatives will provide the University with statements of these costs at appropriate periodic intervals, and the University will make reimbursement within 30 days.

4. The final paragraph, fifth line of Paragraph 5, page 4 of the Agreement, and the final paragraph, sixth line of Paragraph 1, page 3 of the First Amendment, are hereby amended to strike the word "major."

5. Paragraph 13, page 7 of the Agreement, is hereby amended by adding to the first sentence before the period

, or if neither of them is then living, then only with the majority approval of the then surviving children of Mr. Fredericks (a tie vote will be considered approval).

6. The final four sentences of Paragraph 4, page 3 of the Agreement are hereby amended by replacing them with:

The Gallery Board will consist of at least ten (10) members, including Marshall Fredericks and Rosalind Fredericks who will have life tenure on the Gallery Board. The Fredericks family (Mr. and Mrs. Fredericks and their direct descendants) will be entitled to

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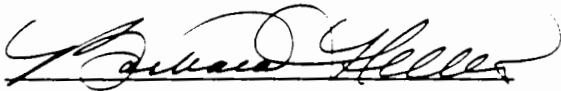
thirty percent (30%) of the seats on the Gallery Board so long as there are family members interested and able to serve. The Gallery Board will report to the President of the College and the College Board of Control on all important matters and decisions pertaining to the Gallery.

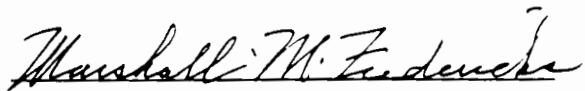
7. No cast or replica of the plaster mold listed in Exhibit B, page 17, Friendly Dragon, may be made without the prior written approval of either Frederik G. H. Meijer, the Meijer Foundation or Frederik Meijer Gardens.

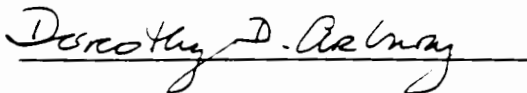
8. Merger and Continuing Validity. This Agreement, as amended, (including the Exhibits) constitutes the entire Agreement of the parties and supersedes all prior and contemporaneous understandings, whether oral or written, dealing with the subject matter of this Agreement. Except as modified by this Second Amendment, the Agreement, including the First Amendment, continues in full force and effect, in accordance with its terms. In the event of any conflict between the terms of this Second Amendment and the Agreement or the First Amendment, the terms of this Second Amendment shall control.

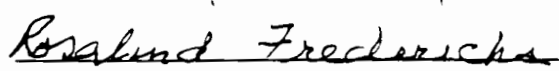
IN WITNESS WHEREOF, the parties have executed this Second Amendment the day and year first above written.

WITNESSES:




Marshall Fredericks




Rosalind Fredericks

SAGINAW VALLEY STATE UNIVERSITY

By: _____

Its: _____

To be added to the paragraph ending before 4. on page 3 of the second amendment:

Mr. and Mrs. Fredericks or their personal representatives will notify the University before delivering any of the Works, and the University may give notice within 10 days from the receipt of such notice of its refusal to accept possession and ownership of such Works. If the University refuses to accept possession and ownership of such Works, it will have no obligation pursuant to this paragraph relating to costs incurred in effecting the delivery of possession of the Works listed in Exhibits A through D.

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Contents of the Collection of Art, Artifacts, and Archives to be donated by Marshall M. Fredericks for Phase II of the Marshall M. Fredericks Sculpture Gallery

The extensive collection offered by Mr. Fredericks contains about 600 models and molds of his work in addition to about 100 other related items such as armatures, tools, and miscellaneous sculptural equipment. These range in date from the beginning of his career in the 1930s to the present day. Material related to about 250 different titles and every phase of sculpture production is included in this remarkable collection.

The collection also includes between 1000 and 1200 drawings dating from throughout Mr. Fredericks' career. Few people realize that Mr. Fredericks is an accomplished draftsman. The Gallery currently owns fewer than a dozen of his drawings, most of which are on view. Few of the drawings in his collection have ever been displayed publicly and many require conservation work to stabilize them. Few are framed and many are oversize.

The models, molds, tools, and drawings represent an exceptionally valuable resource for illustrating the artistic accomplishment of Marshall Fredericks, but the voluminous business records that he has maintained throughout his career may be even more important to understanding the scope and nature of his life and work.

About 120 linear feet of records document his major commissions as well as smaller jobs and a few unsuccessful competition designs. In addition to enriching the historical record regarding Mr. Fredericks, these materials will probably provide significant information about numerous other artists and a variety of artistic endeavors in the United States during this century. Since Mr. Fredericks participated in the 1939 and 1964 World's Fairs in New York, and completed commissions for the U.S. State Department, the City of Detroit and many other municipalities, these archives should illuminate various aspects of the American art world of the twentieth century.

The miscellaneous tools and equipment included in Mr. Fredericks' gift should facilitate our effort to teach the public about the technical processes of making traditional figurative sculpture. His two "pointing machines" for making sculptural enlargements are extremely rare tools not found in the collections of the finest American art museums. Demonstration of their use in the studio facilities of Phase II may be unique among art education organizations in this country.

The combination of Mr. Fredericks' latest gift with the plaster original models already in the collection of the Gallery will create one of the most comprehensive collections of any single artist's work in the world. August Rodin, Vincent van Gogh, Claude Monet, Andy Warhol, and the three American sculptors--Augustus Saint-Gaudens, Daniel Chester French, and Isamu Noguchi--all have museums focused on their work, but none are integral parts of institutions of higher learning and none are located on college campuses. Several are housed in the homes and studios of the artists and thus have limited gallery and educational facilities.

Mr. Fredericks' generous offer to donate the remainder of his collection of art, artifact, and archives thus provides the Gallery with the unique opportunity to protect and preserve an extraordinarily complete record of Michigan's foremost sculptor and a chance to use that collection to educate the public about his artistic achievement and the beauties and complexities of traditional figurative sculpture.