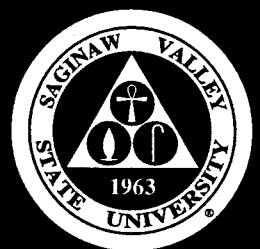


SVSU®

**BOARD OF CONTROL
MINUTES**

SEPTEMBER 16, 1996



SAGINAW VALLEY STATE UNIVERSITY
BOARD OF CONTROL
September 16, 1996

RES-1221	RESOLUTION TO GRANT EMERITUS STATUS TO DR. WILLIAM S. HOFFMANN APPROVED	1
RES-1222	RESOLUTION TO APPROVE NEW MEMBERS AND REAPPOINTMENTS TO THE SAGINAW VALLEY STATE UNIVERSITY BOARD OF FELLOWS APPROVED	3
BM-881	MOTION TO MOVE TO EXECUTIVE SESSION TO DISCUSS COLLECTIVE BARGAINING NEGOTIATIONS APPROVED	3
RES-1223	RESOLUTION TO APPROVE COLLECTIVE BARGAINING AGREEMENT WITH SVSU FACULTY ASSOCIATION APPROVED	4
BM-882	MOTION TO ADJOURN APPROVED	8

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

Present:

Braun
Escobedo
Gilbertson
Kelly
Law
Roberts
Rush
Vitito

Absent:

Walpole

Others

M. Barnett

Present:

A. Bernard
R. Braddock
M. Brandimore
S. Carlson
W. Demand
L. Fitzpatrick
M. Frahm
C. Graham
L. Gregory
M. Hedberg
W. Hoffmann
K. Hollenbeck
D. Irish
R. Kendrick
J. Kerman
T. Kullgren
C. Lange
C. Looney
R. Maurovich
C. Maxwell
E. Minnock
J. Muladore
R. Payne
L. Pelton
E. Petersen
P. Saft

P. Samolewski
S. Schmidt
D. Schneider
C. Schweitzer
J. Stanley
D. Strobel
S. Strobel
V. Taylor
R. Thompson
W. Vasher
G. Wagener
M. Weldy
S. Welke
J. Willertz
R. Yien
Press (2)

I. CALL TO ORDER

Chairperson Braun called the meeting to order at 1:32 p.m. with Trustees Escobedo, Law, Roberts, Rush and Vitito present.

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 June 17, 1996 Regular Meeting**

It was moved and supported that the minutes of the June 17, 1996 meeting be approved.

The minutes were unanimously 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)

(Trustee Kelly joined the meeting at 1:34 p.m.)

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 Grant Emeritus Status to Dr. William S. Hoffmann

RES-1221 **It was moved and supported that the following resolution be adopted:**

WHEREAS, Dr. William S. Hoffmann served with dedication and distinction at Saginaw Valley State University for thirty-one years as a Professor of History; and

WHEREAS, Dr. Hoffmann was the first, and for several years, the only member of the History Department; and

WHEREAS, In the late 1960's, Dr. Hoffmann oversaw the hiring of new faculty members in the History Department and established the high standard of teaching and scholarship for which the Department is recognized; and

WHEREAS, Dr. Hoffmann was co-recipient of the first Landee Award for Teaching Excellence in 1971; and

WHEREAS, The President and the College of Arts and Behavioral Sciences recommend that the University officially recognize Dr. William S. Hoffmann for his dedicated professional service to the University;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University gratefully acknowledge Dr. Hoffmann's exemplary service and dedication to the University and bestow upon him the title of "Professor Emeritus" with all the rights and privileges appertaining to this distinction.

BE IT FURTHER RESOLVED, That a copy of this resolution be framed and presented to Dr. Hoffmann as a permanent expression of the University's appreciation.

President Gilbertson stated: "This is the first year in the University's history that Bill Hoffmann has not been teaching History for us. He came to campus in the fall of 1964, when our first classes were being held in the basement of Delta College. He was among that very small band of hardy academic pioneers who bought into an idea and bet their careers on it -- the idea of a university for this region, and the idea of the university that we have become. Bill Hoffmann served us long and well. He taught generations of students the mysteries of the American experiment. Now that he has chosen to retire, it's only appropriate that the title of Professor Emeritus should be granted to him. In fact, I think if we had to find someone for whom the notion of Professor Emeritus was designed, it would probably be Bill Hoffmann. This resolution comes to you with the enthusiastic support of the History faculty, the College of Arts and Behavioral Sciences, Dr. Yien (Vice President for Academic Affairs) and myself."

The motion was APPROVED unanimously.

2) Resolution to Approve New Members and Reappointments to the Saginaw Valley State University Board of Fellows

RES-1222 It was moved and supported that the following resolution be adopted:

WHEREAS, The Saginaw Valley State University Board of Fellows shall consist of a minimum of 12 and a maximum of 36 members who shall serve for four-year terms; and

WHEREAS, John W. Nagy and Robert H. Tiderington, III were recommended for appointment as new members of the Board of Fellows; and

WHEREAS, The following members were recommended for reappointment to the Board of Fellows: Gerald Blumenau, Vicente Castellanos, Anne M. DeBoer, Bruce M. Groom, Terry R. Niederstadt, Eric Strain and Jerome Yantz;

NOW, THEREFORE, BE IT RESOLVED, That the new members and the reappointed members serve on the Saginaw Valley State University Board of Fellows as stipulated in the organization's bylaws.

President Gilbertson stated that the Board of Fellows is a support group of the University of long-standing. Many of the members of the Board of Control were initiated to the University through membership in the Board of Fellows.

John W. Nagy (of Birch Run), President of Saginaw Products Corp., and Robert H. Tiderington III (of Saginaw), CEO of Fisher-Flack, Inc., were recommended for membership.

Gerald Blumenau, Vicente Castellanos, Anne DeBoer, Bruce Groom, Terry Niederstadt, Eric Strain and Jerome Yantz were recommended for reappointment.

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

The motion was APPROVED unanimously.

3) Motion to Move to Executive Session to Discuss Collective Bargaining Negotiations

BM-881 It was moved and supported that the Board move to Executive Session to discuss collective bargaining negotiations.

Braun	yes
Escobedo	yes
Kelly	yes
Law	yes
Roberts	yes
Rush	yes

Vitito

yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 1:47 p.m. and reconvened in Regular Session at 3:11 p.m.

4) Resolution to Approve Collective Bargaining Agreement with SVSU Faculty Association

RES-1223 It was moved and supported that the following resolution be adopted:

WHEREAS, Representatives of the Administration of Saginaw Valley State University and the SVSU Faculty Association reached a tentative agreement to replace the 1993-96 agreement between the University and the Association on August 23, 1996; and

WHEREAS, The SVSU Faculty Association ratified the proposed agreement on September 5, 1996;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control does hereby approve the collective bargaining agreement between Saginaw Valley State University and the SVSU Faculty Association covering the period from July 1, 1996 through June 30, 1999.

President Gilbertson told the Board the negotiations had been handled in a very professional manner and in the best interests of the University. He added that he was proud of both parties, and was pleased to recommend the agreement for adoption.

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

5) Staff Members of the Month

Connie Schweitzer, Staff Member of the Month for July; Craig Maxwell, Staff Member of the Month for August; and Karen Hollenbeck, Staff Member of the Month for September, were presented to the Board. (See Appendix Two: Schweitzer; Appendix Three: Maxwell; and Appendix Four: Hollenbeck)

6) Presentation on Academic Program Assessment

Dr. Crystal Lange (Associate Vice President for Academic Affairs), Chair of the Academic Assessment Advisory Committee, introduced Dr. Marianne Barnett (Associate Professor of English), who presented an overview of the 1995-96 Academic Assessment Report. (See Appendix Five: Assessment)

Dr. Mary Hedberg (Assistant Professor of History), Chair of the General Education Assessment Task Force, reviewed the goals and plans of the Committee.

7) Enrollment Report

Chris Looney, Registrar, told the Board SVSU's total enrollment had reached a record high of 7,338 students, an increase of .5% over the record enrollment for the Fall Semester of 1995. This figure does not include registrations pending for the International MBA program and several professional development courses through the College of Education. It is expected that an additional 20-30 students will be registered, and that the actual enrollment increase will approximate 1%.

Programs offered by the College of Education continue to show strength. Graduate students and teacher certification students increased 8.1% and 7.7% respectively. The Macomb Graduate Education program grew by 12.6%.

Non-degree students increased by 5.3%, while returning and readmitted students showed an increase of 1.2%. New freshmen and transfer student enrollments exceeded projected goals, with 784 new freshmen and 676 new transfer students this fall.

* * *

Dr. Lee (Woody) Pelton, Special Assistant to the President for International Programs,

reviewed the attached chart. (See Appendix Six: International Students) He noted that 115 international students from over 30 different countries will attend SVSU this fall. This number does not include the students in the Taiwanese MBA program or those who are here as part of the summer language programs, such as the students from Shikoku University.

The newly initiated English as a Second Language Program has an enrollment of 26 students this fall. This program allows the University to bring in students who would have been rejected in the past because of a lack of language skills.

* * *

Dr. Robert Maurovich, Vice President for Student Services/Enrollment Management, commented on scholarships and the quality of SVSU's entering freshman class.

Twenty-six students have been awarded Presidential Scholarships this fall. The recipients are students who graduated from high school last June who were Valedictorians or Salutatorians of their graduating class. This award provides full tuition and books for four years.

The Award of Excellence recipients must have attained at least a 3.70 grade point average upon graduation from high school and must have high ACT or SAT scores. This year there are 18 students in that category, which is about 4% more than a year ago. This group had an average grade point average of 3.9 and a 30 ACT composite score. They must maintain a 3.5 grade point average while at SVSU to retain their scholarship, which provides full tuition for four years.

The number of freshmen students enrolled this fall who had attained a grade point average of 3.5 or better while in high school increased by 16% from the Fall of 1995, from 171 to 198 students. The total number of freshmen students in the entering class with this achievement

increased by 4%, and these high ability students comprise one quarter of the University's entering class.

Dr. Maurovich stated: "This speaks well not only for the achievements of those particular students, but for the reputation of the University and the quality of the education our students receive. These are obviously high level students who had many choices, and SVSU was their institution of choice. The University can take a great deal of pride in that."

8) **Housing Report**

Merry Jo Brandimore, Assistant Dean, Campus and Residential Life, reviewed the Housing Report. (See Appendix Seven: Housing) She told the Board that the 12 recently constructed apartment units, which accommodate 48 additional individuals, are filled.

Ms. Brandimore noted that the capacity change in the residence halls from 1993-94 to 1994-95 occurred because the University made single bedrooms an option.

9) **Personnel Report**

President Gilbertson reviewed the Personnel Report. (See Appendix Eight: Personnel)

He noted that sixteen new faculty from all over the nation had been hired for the fall semester, and that he was very pleased with them.

V. **REMARKS BY THE PRESIDENT**

President Gilbertson updated the Board on the progress of the West Complex, and displayed some of the books published by SVSU faculty members. Several of these are in national circulation. Many of them are being used as textbooks here and at other universities.

* * *

Chairperson Braun told the Board The Dow Chemical Company had established an endowed scholarship in recognition of the distinguished business career of Trustee Roberts and her many contributions to education and the community. An initial grant of \$10,000 will establish the Donna J. Roberts Award for Study Abroad, which will provide assistance to SVSU students participating in SVSU sponsored study abroad opportunities.

The Board congratulated Trustee Roberts on this well-deserved recognition.

VI. OTHER ITEMS FOR CONSIDERATION OR ACTION

There were no other items for consideration or action.

VII. ADJOURNMENT

10) Motion to Adjourn

BM-882 **It was moved and supported that the meeting be adjourned.**

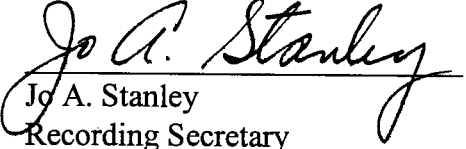
The motion was APPROVED unanimously.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted:

Ruth A. Braun
Chairperson

Donna J. Roberts
Secretary


Jo A. Stanley
Recording Secretary



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

To: SVSU Board of Control

From: David E. Schneider, President SVSUFA

Date: September 16, 1996

Re: A report from the Faculty Association Representative to the Board

Good afternoon. I would like to begin by reminding you of one of life's little stories today. It is a simple but true story about human behavior. Over the summer, we had our son Jason attend Learning Success Center for an hour a week to work on some reading and math. Jason's grandparents, my folks, have been life long teachers. They too worked with Jason over the summer, taking him through the "Read Around The World" program offered by the local public libraries. Jason did well in Kindergarten. And we just wanted to be good parents and grandparents by continuing his development with one or two days of academic instruction each week during the summer. By the summer's end, Jason knew about two dozen sight words, all of the letter sounds, numbers through 100 and some simple addition. On Labor Day weekend, our lesson about human behavior came on the fishing dock at the family cabin. Grandpa and Jason were out fishing. Grandpa started to ask Jason about the first week of school. And as Grandpa told the story, Jason described one school activity as a word guessing game. The teacher wrote words on the chalkboard and asked the class if anyone knew the word. Grandpa asked Jason if he knew any of the words. "Most of them," said Jason. Then Grandpa asked Jason if he guessed at any. "Just a couple," said Jason. "Why didn't you guess more?" asked Grandpa. And finally, in a most serious first grade tone, Jason responded: "Because Grandpa, I don't want my teacher to know how much I know." There is a lesson here that applies to all of us. We don't control other people; people control themselves. Human cooperation is truly mutual. Both parties need to want to solve a problem in order to really solve it. I am confident that Jason will fully cooperate in time, when he and his first grade teacher come to mutually agreeable terms.

We are moving from the third to the fourth week in the academic semester at the University. Returning students have completed their hello ritual to fellow students. Syllabi have been distributed in classes. Students in Communication, Education, Social Work, Occupational Therapy and Nursing are neck deep in fieldwork experiences. Formal instruction has commenced around campus. The first rush of classroom testing is fast approaching. The enrollment dust has settled again. I hear some people saying that "we are only up about a ½ percent." To those people, I would like to say "be an optimist." We made over ½ percent gain on an institutional record enrollment from the previous year. We did this in a business climate where many sister institutions are still experiencing decline. Let's not take growth for granted. It is another record enrollment at Saginaw Valley State University.

Page 2

One of my next main tasks as Faculty Association President is to make appointments to evaluation teams for faculty. We welcome 10 new faculty into the fold this year. Each person will receive an evaluation team composed of three peers who will visit classrooms, interview students, read student evaluations, examine scholarship and identify some potential areas of University Service and Student Leadership. In all, I will make appointments to about 30 different teams evaluating 30 different faculty members at different stages of development at SVSU.

Elsewhere, three fresh standing committees commence with their work for the academic year. The Curriculum and Academic Policies Committee and the Graduate Committee will review proposals concerned with program and course changes. The Professional Practices Committee will begin reviewing the credentials for sabbatical applicants. Department Chairs have communicated scheduling and staffing needs to the administration for the Winter semester. Other task forces, committees and the like continue.

As you know, one of your tasks for today involves voting on something that I have been actively involved with over the spring and summer. Specifically, I am talking about the Saginaw Valley State University Faculty Association Contract for 1996 -1999. I am pleased to inform you that the membership of the SVSUFA ratified our tentative agreement on September 5, 1996.

This agreement is like many of our previous agreements insofar as both sides did not get everything they wanted. I feel obliged to share a few of the most salient shortcomings from the perspective of faculty. The full-time / part-time ratio of faculty is the most important issue on the mind of the collective faculty. We have an agreed upon ratio but no agreed upon method for achieving it. It is bothersome to know that 6 of 10 students who take Fundamentals of Communication this year will experience a part-time instructor. It is bothersome to see the department struggle at the same time to meet the upper-level course work needs of 112 majors. It is bothersome to know that 5 other departments on campus are in similar circumstances and share similar experiences. The faculty is torn between developing new academic programs and seeing to the needs of existing programs. This issue drives at the heart of academic quality as full-time faculty are held more accountable for the health of our programs. Another issue of concern involves release time for department chairs. As the University grows, the responsibility of each chair grows. There are more students to manage in programs, more courses to staff and schedule, more meetings to attend and the amount of time given to do such things has remained constant. A third issue of concern involves health care. To the best of my knowledge, this contract sets a precedent for copays in health care for the FA. More to the point, it is the first time that we have settled a contract without fully paid health care in the first year of the agreement. This follows a contract where health care was fully covered for three years. I am not saying this to whine, rather to point out a concession that we made which we thought substituted, at least in part, for having the lowest faculty salaries of the 15 state universities in Michigan.

In conclusion, contract negotiations remind me of the lesson that my son Jason taught me again over the Labor Day weekend. We have an agreement. It is a mature agreement, spanning some 24 years. It's an agreement that has helped us to secure and maintain 9 academic accreditations in the past 33 years. It's an agreement that has helped us to become that second fastest growing

Page 3

institution of higher education in the state of Michigan over the past five years. We know each other's intentions and positions, but we still both have to want to cooperate in order to make it work. I think that this is a "win" - "win" agreement for the institution, and I encourage you to support it.

Like with Jason, I think it is time to look at the holistic progress that has been made over the time that we have worked together. In my opinion, this contract is not a report card with all "A"s. But it is a report card that deserves prideful recognition for growth. Jason is about to move through the first grade. The FA moves into its 25th year with the University. I expect to learn a lot this year, on both fronts, and I am looking forward to it. Thank you and good day.



STAFF MEMBER

OF THE MONTH

**Connie
Schweitzer**

**Buyer,
Business &
Auxiliary
Services**

July 1996

When Connie Schweitzer accepted a position as buyer for SVSU, she admits she was a bit apprehensive. After 14 years of progressive responsibility at Saginaw General Hospital, the thought of moving was a bit daunting.

Today she's happy she joined SVSU in 1992. "I feel very fortunate to be working here because it is a positive environment," she says. "Everybody has been very friendly, very easy to work with. That makes my job easier."

She's also enthusiastic about the development of SVSU. "The future is very promising for Saginaw Valley," she says, noting the possibility for another new building and the growth in enrollment.

Each new building presents a bulge in the workload for Schweitzer, as furniture and equipment are ordered. For the past several months she has worked with Crystal Lange, Dale Irish, Steve Hocquard and others on selecting furnishings for West Complex.

"We have been working with the designer on room layouts and different types of furniture," she says. "We have tested different types of furniture to make a selection. We also worked with colors and selected fabrics and

finishes so everything blends. It will be very nice," she says.

"I am very excited about the things that have been selected. The building surely is an asset to the University and it will be beautiful. It has been fun working on that project. Right now we are taking bids on the furniture that has been selected."

Schweitzer also is involved in securing furnishings for the new apartments under construction. "We are selecting what we think will be the best furniture for them," she says. We want it to be 'homey,' so the apartments feel like home.

"We just received the color schemes and finishes for those buildings. Everything will be on schedule for the beginning of August—hopefully!" she smiles.

Schweitzer's responsibilities include "almost anything that has to be purchased for the University except books and food service." She relies on supervisor Dale Irish and the office staff for assistance.

Her duties often include advising other SVSU employees who are purchasing items for their offices. "We inform them of standards," she says. "Our goal is spending the University's money wisely. We have to think (about value) in the long term."

Schweitzer currently is working on a Bachelor of Applied Studies at SVSU to complement her A.A. in management from Delta. After that she hopes to enter a master's degree program.

She's also active in the community and recently took on an assignment as Ambassador for the Bay Area Chamber of Commerce. Next year she plans to apply for the "Leadership Bay County" program.

Schweitzer and her husband, Tom, are the parents of a son, 14, and a daughter, 16.





STAFF MEMBER

OF THE MONTH

**Craig T.
Maxwell**

**Director,
Public Safety**

**August
1996**

If Craig Maxwell were asked to describe his philosophy of police work with an adage, it might be the one about an ounce of prevention.

Under Maxwell's direction, SVSU's Department of Public Safety has developed a "Community Policing" program that concentrates on heading off serious problems.

"Community policing is a change in philosophy from the more traditional responses of law enforcement," he says. "We take a very broad view of the community and actively solicit input in terms of what problems the community wants to address. What are the concerns?"

"We try to solve problems before they become bigger problems. When we approach our mission in that fashion, we are able to get positive reaction from people in the community."

Implementing community policing concepts takes the emphasis off "cops" patrolling to catch and arrest or ticket lawbreakers, Maxwell says. Instead officers may find themselves working in situations that don't seem directly related to law enforcement.

They may conduct intervention training for others, or provide peer counseling, or simply be available as a visible, friendly presence in the community.

"In the last four or five years since we began the community policing program in the dorms, we have been pleased that we have been able to interact with other departments on campus and provide more service to the students," Maxwell says. "We station officers in the residence halls in the evenings, and participate in a listening program."

"We provide a counseling service in terms of referrals. We also help Residence Hall Assistants as much as we can with their responsibilities, and provide training before the academic year opens."

In the past year, the department began branching out and adding similar programs in Ryder Center.

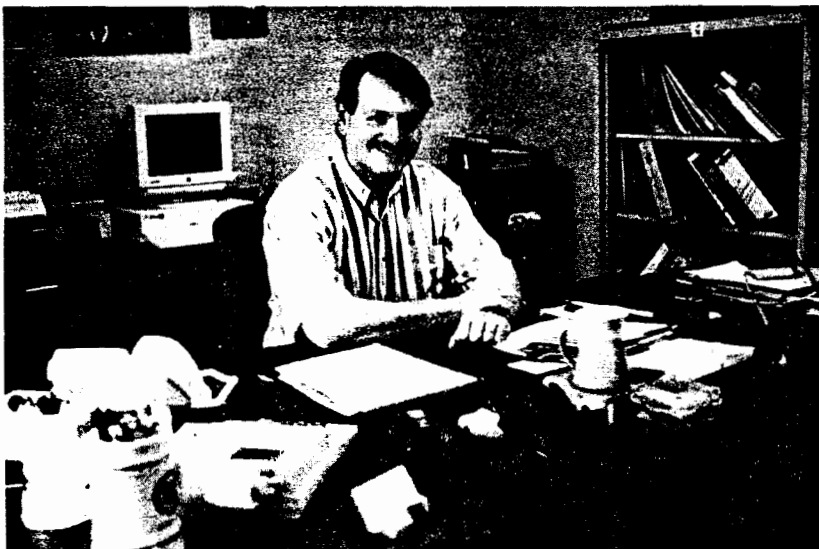
Maxwell notes that, while SVSU never has had a high incidence of crime, statistics show a decline in larcenies and serious crimes in recent years. He believes increased security in the Great Lakes dorms, which limits access by off-campus individuals, has helped head off incidents.

The community policing philosophy frequently extends beyond campus boundaries. Last week officers from SVSU participated in the "Safety Olympics" conducted at Saginaw Children's Zoo. Earlier the department was represented with other area agencies promoting the "Safe & Sober" campaign at Fashion Square Mall.

"We recognize that our students come from all over the area," Maxwell says. "It's great to meet them in their own communities."

He notes that the high proportion of commuter students at SVSU creates intense pressure for convenient parking. "We realize it is difficult for students, especially fall and winter semesters," he says. He points out that an additional 930 parking spaces will be open near West Complex in the fall, and says he hopes that is the only change.

Last year student parking was moved from F Lot to D Lot. "I'm glad that we did it from a safety standpoint, but it sure caused some confusion at first," he laughs. "I spent most of the first two weeks in the parking lot."





STAFF MEMBER

OF THE MONTH

**Karen
Hollenbeck**

**Senior
Programmer/
Analyst**

**September
1996**

Karen Hollenbeck knows that she will have to make two deliveries during the month of September.

The first "baby" that she needs to deliver on time is a conversion of the Prime computer system over to the UNIX system.

"That is the major project that I'm trying to finish before the start of telephone registration for winter semester courses," Hollenbeck said. "It will be very important for me to make sure that all the information students receive now when they call to register will be available on the new system."

Along with the urgency of having the new UNIX system operational in time for telephone registration in November, Hollenbeck also expects to deliver her third child by Sept. 26.

SVSU staff who presently use PC terminals to access the Prime will notice a dramatic increase in speed once the UNIX system is on line, according to Hollenbeck.

"Users will notice immediately that the UNIX system responds much faster than the Prime does," she said. "For example, people will be able to log in instantaneously and won't have to wait as long to access information."

In addition to making progress on this task, Hollenbeck also continues to work with a number of campus departments who require computerized reports.

"I routinely work on preparing programming statements and reports for the Registrar's Office, Housing, Admissions, Minority Services and Institutional Research, to name a few," Hollenbeck said. She also has written programs that provide data on students who take the Course Placement Tests.

Hollenbeck started out at SVSU as a student in 1985. She completed her Bachelor of Science in data processing in 1987.

"Back then, it was called 'data processing,'" she said. "And right after I graduated, they changed the name of the program to 'Computer Information Systems.'"

In November 1987, she joined the Office of Computer Services as a full-time, permanent employee after working in a temporary capacity for a short period. As senior programmer/analyst, she is responsible for supervising one other programmer/analyst and several student employees. "We can get pretty overwhelmed with so much to do," she said, smiling.

One aspect of her job that Hollenbeck finds particularly appealing is "debugging" a program, which requires her to trouble-shoot the problem until she discovers the flaw and fixes it. "Every program is going to end up with a flaw eventually and will need to be adjusted to make it work because circumstances always change," she said.

Hollenbeck said that so far this year, she has responded to more than 100 requests for programming services.

In her spare time, Hollenbeck enjoys bicycling, basketball, step aerobics, baseball, and caring for her two children, Paul, 5, and Jessica, 3. She and her husband, Mike, live in Saginaw.



SAGINAW VALLEY STATE UNIVERSITY

1995-96 ACADEMIC ASSESSMENT REPORT

Introduction

Saginaw Valley State University's 1996 Assessment Report demonstrates that the University has met the North Central Association for Colleges and Schools' criteria for assessment of student academic achievement. This report also illustrates that the University has actively pursued its purposes and goals in developing and implementing an Academic Assessment Program.

The Assessment Program coordinates institution-wide assessment processes and reporting in order to ensure that the information will be used to provide feedback for programmatic and institutional development. When appropriate, students may be provided with individual feedback on their skill development level from each academic program during assessment processes.

Saginaw Valley State University's Assessment Program was structured to involve as many campus community members as possible, to promote openness among University constituents, and to share information. The faculty and staff were provided with opportunity to define the University's assessment processes and to clarify assessment purposes and directions.

The Director of Academic Affairs-Assessment has compiled an assessment folder for each academic program. These folders contain program mission statements, goals, outcomes measures, and timetables for assessment activities. Each program's assessment plan has been reviewed by the department chair, dean and the Director of Academic Affairs-Assessment.

This report serves as a summary of programmatic and campus-wide assessment activities during the 1995-96 academic year. The annual Assessment Report is reviewed by the Assessment Advisory Committee and the Vice President for Academic Affairs.

The Academic Assessment Report will be distributed to every college, department or program, administrative office and student government office in August 1996.

1995-96 Academic Year Assessment Program Goals

During the 1995-96 academic year, the Academic Assessment Program met the goals which were established in Saginaw Valley State University's 10 year Assessment Program Plan. The Assessment Program accomplished the following:

- 1) The Assessment Director established an Assessment Program to oversee report flow between deans, departments, programs, and other units. The Director organized responsibility lines and assessment data management with input from the Assessment Advisory Committee. The process also ensured maximum development of human and financial resources;
- 2) A delegate from the Assessment Committee was assigned for two semesters (Fall 1995 and Winter 1996) as a consultant to each department. The delegates completed their assignments and reported their activities to the Academic Assessment Advisory Committee;
- 3) Each department established a mission statement, program goals, outcome measures, and a time-line for assessing their undergraduate and graduate programs. Each department likewise prepared an assessment report for the Director of Academic Affairs-Assessment. These reports are available for review in the Assessment Office;
- 4) A University General Education Assessment Task-Force Committee established a General Education Assessment Plan for the University's General Education Program. The General Education Assessment Plan was presented to the Academic Assessment Advisory Committee and accepted for implementation;
- 5) The Assessment Advisory Committee met during the fall and winter semester to review all reports and institutional assessment activities.
- 6) The Director of Academic Affairs-Assessment completed the Annual Report for faculty and the Vice President for Academic Affairs. This report will be formally reviewed by the Assessment Advisory Committee in fall, 1996.

1995-96 Assessment Activities

Institution-Wide Activities

The assessment plan recognizes that institutional and program assessment requires a coordinated campus effort. The University uses many student and academic services to gather information about the institution's effectiveness and to meet students' academic needs. The University seeks to provide students and faculty with additional services that enhance students' academic success and give programs additional support and feedback. These services provide assessment aids, processes, and program information. The following services have been provided during the 1995-96 academic year.

Freshman Data:

The University uses standard ACT, SAT, and Placement Exams to enroll and evaluate students' initial academic abilities. This information facilitates appropriate course enrollment and allows the University to monitor student academic development from initial enrollment to graduation.

Graduation Survey:

The University's Institutional Research Department has implemented an exit survey which students complete when applying for graduation. The survey is designed to assess students' programmatic satisfaction and potential employment placement.

Alumni Survey:

The University's Institutional Research Department is currently developing and implementing an alumni survey that will be sent to alumni three years after their graduation. This survey will review employment status and alumni perception of programmatic and institutional effectiveness.

Minority and High-Risk Student Information:

The University provides additional support services, advising, and tutoring to minority and high-risk students. These services give feedback to students and faculty on students' academic success and needs.

Retention Studies:

The University is currently reviewing retention efforts and campus services. A committee has been appointed to study and recommend institutional services and programs that will enhance successful student retention.

Advising:

The University is currently reviewing its advising services for students. During the next year, advising services will be developed and implemented.

Additional Support and Information Services:

The University provides continuous academic advising, academic tutoring, and career services.

Program Activities**Developmental Studies:**

The University provides courses that develop study skills. These courses are currently being reviewed as part of the retention study. Additional courses or workshops are being considered which will enhance current development.

Basic Skills:

The University provides courses in basic math, algebra, reading and writing development. These programs are currently being reviewed as part of the retention study. Additional programs are being considered which will enhance basic skill development and retention.

Writing Program:

The University Writing Program has been developed to provide faculty and students with additional support and writing services. A Writing Program Director was appointed during the 1994-95 academic year. This program coordinates writing across the curriculum and gives additional feedback in assessing campus-wide writing. During the 1996-7 academic year, a Writing Center will be established as an additional campus resource for students and faculty.

Math Resource Center:

The Math Resource Center has been developed to provide faculty and students with additional support and math tutoring services.

Academic Program Assessment

All academic programs have developed outcome goals, objectives, and outcome measurements with the exception of programs which are in the process of completing their Self-Study Report. These programs will complete their outcome goals at an appropriate self-study.

Departments' Mission, Goal and Outcome Data

Departments	Mission Statement	Goals/Objectives	Measure Outcome	Accreditation
Social Work	X	X	X	X
Art	X	X	X	NA
Music	X	P	X	NA
English	X	X	X	NA
Psychology	X	X	X	NA
Sociology	X	X	X	NA
Political Science	X	X	X	NA
Communication & Theater	X	X	X	NA
Modern Foreign Languages	P	P	P	NA
History	X	X	X	NA
Criminal Justice	X	X	X	NA
Philosophy	NA	NA	X	NA
Law & Finance	X	X	X	P
Economics	X	X	X	P
Accounting	X	X	X	P
Management/Marketing	X	X	P	P
Educational Leadership	X	X	X	X
Physical & Health Education	X	X	X	X
Teacher Education	X	X	X	X
Nursing	X	X	X	X
Occupational Therapy	X	X	X	X
Allied Health	X	X	X	NA
Electrical Engineering	X	X	X	X
Mechanical Engineering	X	X	X	X
Mathematical Sciences	X	X	X	NA
Computer Science	P	P	P	NA
Chemistry	X	X	X	X
Biology	X	X	X	NA
Physics	X	X	X	NA

X = Yes

NA = Not Applicable

P= In Process

General Education Program Assessment

The General Education Program has established an assessment plan which will be implemented in the 1996-97 academic year.

Development Rationale

The University Academic Assessment Plan established that the University's General Education Program would begin assessment development during the 1995-96 academic year. Accordingly, in Fall 1995, a General Education Assessment Committee, chaired by Dean Kerman and comprised of faculty from across the disciplines, members of the University Curriculum/Academic Policies Committee, and the University Academic Assessment Director, began to develop an approach to general education assessment.

In November 1995, a University faculty forum was held to discuss General Education assessment. The faculty determined that the General Education Assessment Committee should establish an assessment plan for the current General Education Program. In addition, the faculty determined that new curriculum proposals for General Education would be postponed for a one to two year time period in order to assess the current General Education Program.

During Winter semester 1996, the General Education Assessment Committee studied the current general education program. The General Education Assessment Committee developed a General Education Assessment Plan to begin in the 1996-97 academic year.

In March 1996, the General Education Assessment Plan was presented to the University Academic Assessment Faculty Advisory Committee. The University Academic Assessment Faculty Advisory Committee accepted the General Education Assessment Plan. Thus, General Education Assessment will begin in the 1996-97 academic year.

General Education Assessment Plan

The General Education Academic Assessment Committee has agreed that the purposes of SVSU's General Education Program as reflected in the Rationale and 9 Objectives can be grouped for purposes of assessment into three main categories: affective knowledge, cognitive knowledge, and critical thinking skills/knowledge. By designing outcome measures that will address these three categories, the committee sought to design an academic assessment plan that would, over the course of a year, give outcome measures on all 9 Objectives. The committee also sought to design an assessment plan which ensured that faculty would control and direct assessment measures and discussion of outcomes.

Beginning in 1996-97, the University's General Education Program will be assessed with the following procedures:

- 1) During each fall and winter semester, a general education assessment committee will be selected to include faculty members from each college, the majority of whom are currently teaching a general education course (volunteers only). The faculty members will be responsible to:

- a) develop a set of prompts (questions, case studies, a response context such as a film/story) for students to respond to in three areas: affective knowledge, cognitive knowledge, and critical thinking skills/knowledge. The General Education Assessment Committee has developed frameworks to guide prompt development in each of the three areas (see Appendix B for frameworks);
- b) develop criteria for evaluation of outcomes;
- c) develop a time frame (a series of class periods or Saturdays) to administer and holistically examine the outcome;
- d) develop a report which documents this process and accounts for outcome measurements. The report will be submitted to the Academic Assessment Director to be included in the University Academic Assessment Annual Report, and to the governing body for the University General Education Program.

The Academic Assessment Director will coordinate this process.

- 2) A general education survey will be developed by the University Academic Assessment Director in coordination with the Academic Assessment Faculty Advisory Committee, to be given to students at various intervals -- entrance, transfer, current and graduating levels. The survey will reflect students' conceptions of general education issues and the program itself during their course of studies. The University Assessment Director will coordinate the survey process.
- 3) The University Assessment Director will coordinate overlapping assessment efforts among departments and the general education program for additional assessment processes and outcome measures. These efforts will be documented within the University Academic Assessment Annual Report.

Summary

This report describes Saginaw Valley State University's comprehensive assessment approach and development during the 1995-96 academic year. It identifies who is responsible, what has been assessed, and the processes that have been implemented. The Academic Assessment Program will utilize faculty and academic support units to create and sustain institutional assessment. It is expected that students will be the key beneficiaries of these processes.

Saginaw Valley State University is committed to a continuous cycle of improvement linked to its mission statement and individual academic program objectives and goals. The assessment plan has been designed to include a wide range of assessment measures and processes that will be used on institutional and programmatic levels to reflect and evaluate the link between goals and outcomes. This information will be used by faculty and units to improve their plans and programs as necessary. Individual programs maintain confidential records of actual assessment data.

Appendices

Appendix A: Academic Assessment Advisory Committee Members

Appendix B: General Education Assessment Framework Guidelines

Appendix C: General Education Assessment Task Force Members

Appendix A

Academic Assessment Advisory Committee Members

Chair: Crystal Lange, Associate Vice President for Academic Affairs

Assistant Chair: Deborah Bishop, Professor of Management

Director of Academic Affairs-Assessment: Marianne Barnett, Associate Professor of English

Diane Boehm, Writing Program Director

Sally Cannon, Associate Professor of English

Sev Carlson, Dean, College of Business and Management

Sachiko Claus, Professor of Nursing

Melissa Hayden, Associate Professor of Teacher Education

Mary Hedberg, Assistant Professor of History

Jon Leonard, Associate Professor of Electrical Engineering

Chris Looney, Registrar

John Mooningham, Professor of Mathematics

Gerald Peterson, Professor of Psychology

Richard Priehs, Associate Professor of Criminal Justice

Charles Pelzer, Professor of Biology

Gail Sype, Associate Professor of Management

Elizabeth Roe, Assistant Professor of Nursing

Surender Reddy, Associate Professor of Management

Delegates:

Marianne Barnett, Associate Professor of English

Mary Hedberg, Assistant Professor of History

John Mooningham, Professor of Mathematics

Elizabeth Roe, Assistant Professor of Nursing

Appendix B

General Education Assessment Guidelines for Faculty

The following framework principles have been developed by the General Education Assessment Committee to guide general education assessment conducted by faculty task force committees:

A) Task Force Members

Each fall and winter semester, 5-8 volunteer faculty members will be selected based on the following:

- 1) Faculty currently teaching general education courses;
- 2) At least 5 members will represent different general education courses and all colleges. Over a five year period, a wide range of faculty representation who teach in the 9 Objectives will be included in order to evaluate the full range of the general education program;
- 3) 1-2 members will be faculty who do not teach general education courses;
- 4) Faculty will rotate to ensure a wide range of representation from disciplines and from departments or programs.

B) Task Force Responsibilities

- 1) Members will choose a working schedule to complete their task within the given semester.
- 2) Members will choose to focus either on Area 1 Affective Knowledge, and/or Area 2 Cognitive Knowledge. Each group will include Area 3 Critical Thinking Skills (see section C);
 - a) Based on this selection, members will choose a prompt which will allow for selected students to respond through a combination of formats: oral discussions, written responses, or question/answer forums;
 - b) Members will establish criteria for evaluating student responses to the prompt. No evaluation criteria will be used which single out a student, a faculty member or a course. All student evaluation will be holistic;
 - c) Members will define a range and pattern of acceptable evidence for demonstrating and evaluating students' work during this process.
- 3) Members will choose a group of students based on the following:
 - a) students who are currently completing and/or finished with general education courses;
 - b) students who represent a demographic cross section of SVSU students;
- 4) Members will write a summary report to be given to the Academic Assessment Director. The report will include the task force schedule, task selection processes, analysis of data and evaluation of process. The report will also include an evaluation of the General Education Rationale and Objectives.

C) Task Force Guidelines

Areas to be Evaluated: For purposes of assessment and evaluation, the following General Education Program's 8 Rationale Bullets will be used:

- >1) appreciation of a wide range of perspectives and experiences,
- >2) acquaintance with many ways of experiencing and acquiring knowledge,
- >3) broad knowledge about the human and natural world,
- >4) understanding of the structure and order of the natural world, including human thought processes,
- >5) appreciation of the arts for their aesthetic value and for their usefulness in exploring complex human truths,
- >6) knowledge of the history of civilizations,
- >7) competence in communication,
- >8) exploration and development of individual values and ethics.

The 8 Rationale Bullets have been divided into three concentration areas: affective knowledge, cognitive knowledge, and critical thinking skills knowledge.

Area 1: Affective Knowledge

General Education Rationale Bullets:

- >1) appreciation of a wide range of perspectives and experiences;
- >2) acquaintance with many ways of experiencing and acquiring knowledge;
- >5) appreciation of the arts for their aesthetic value and for their usefulness in exploring complex human truths;
- >8) exploration and development of individual values and ethics.

Area 2: Cognitive Knowledge

General Education Rationale Bullets:

- >2) acquaintance with many ways of experiencing and acquiring knowledge;
- >3) broad knowledge about the human and natural world;
- >4) understanding of the structure and order of the natural world, including human thought processes;
- >5) appreciation of the arts for their aesthetic value and for their usefulness in exploring complex human truths;
- >6) knowledge of the history of civilizations.

Area 3: Critical Thinking Skills Knowledge

This area overlaps with the first two, but particular emphasis should be placed on General Education Rationale Bullet >7) competence in communication.

Prompt Guidelines: The Task Force members should develop a prompt which will engage the students in Areas 1 and/or 2, and Area 3.

Area 1: Affective Knowledge

- Prompt Example: an art exhibition; a short film or play; a creative text such as a short story or poem.
- The Prompt should serve to evaluate a student's
 - a) awareness and appreciation of aesthetics;
 - b) ability to evaluate, compare and contrast various value and ethical positions.
- Prompt Response: Each prompt would include written responses and oral discussion (discussion could be videotaped for evaluation purposes) which would allow the students to evaluate the prompt.
- Evaluation of Prompt: Faculty would evaluate the student's ability to:
 - a) use communication skills: writing and oral;
 - b) use critical thinking skills to compare, contrast and evaluate;
 - c) respond to his/her own values and ethical position;
 - d) respond to others' values and ethical positions;
 - e) respond to aesthetic qualities of the presentation.

Area 2: Cognitive Knowledge

- Prompt Examples: a case study which compares or contrasts historical periods; a series of mathematical or science problems; a case study of political ambiguity within a system, a case study on a current issue.
- The Prompt should serve to evaluate a student's ability to
 - a) critique evidence;
 - b) detect logical flaws or fallacies;
 - c) distinguish political systems and ambiguity;
 - d) contrast and compare problems or historical periods;
 - e) explain social influences on current issues or historical problems.
- Prompt Response: Each prompt would include written responses and oral discussion (discussion could be videotaped for evaluation purposes) which would allow the students to evaluate the prompt.
- Evaluation of Prompt: Faculty would evaluate the student's ability to:
 - a) use communication skills: writing and oral;
 - b) use critical thinking skills to compare, contrast and evaluate evidence;
 - c) respond to his/her own social position;
 - d) respond to other social and political systems;
 - e) respond to an awareness of historical development and difference;
 - f) respond to natural sciences in a social or political setting.

Area 3: Critical Thinking Skills

- Prompt Example: a written response which would allow the students to evaluate the prompt, followed by a discussion which could be videotaped for evaluation purposes. A final second written response would follow the discussion. The final written response would ask the student to reconsider his/her initial written response after the group discussion.
- The Prompt should serve to evaluate a student's ability to
 - a) articulate the skills needed to evaluate an aesthetic or cognitive presentation;
 - b) discuss and present one's perspective and the basis for that perspective;
 - c) contrast and compare a perspective and its basis;
 - d) contrast and compare problems or historical periods;
 - e) use written communication skills.
- Prompt Response: Each prompt would include written responses and oral discussion (discussion could be videotaped for evaluation purposes) which would allow the students to evaluate the prompt.
- Evaluation of Prompt: Faculty would evaluate the student's ability to:
 - a) use communication skills: writing and oral;
 - b) use critical thinking skills to compare, contrast and evaluate evidence;
 - c) respond to his/her own social position;
 - d) respond to other social and political systems;
 - e) respond to an awareness of historical development and difference;
 - f) respond to natural sciences in a social or political setting;
 - g) demonstrate an awareness of differences and similarities between disciplines.

Appendix C

General Education Assessment Task Force Committee Members

Chair: Judith Kerman, Dean, College of Arts and Behavioral Sciences

Director of Academic Affairs-Assessment: Marianne Barnett, Associate Professor of English

Garry Johns, Professor of Mathematical Sciences

Hideki Kihata, Associate Professor of Art

Diane Krider, Assistant Professor of Communication/Theatre

Paul Novak, Associate Professor of Educational Leadership and Services

Albert Plaush, Professor of Chemistry

Janet Robinson, Professor of Psychology

Beth Roe, Assistant Professor of Nursing

Gail Sype, Associate Professor of Management and Marketing

Gary Thompson, Professor of English

Appendix Six: International Students

INTERNATIONAL STUDENTS AND SCHOLARS: 1994-1996

	1994	1995	1996		1994	1995	1996
Australia	0	1	2	Mexico	2	2	1
Austria	0	1	0	Netherlands	1	1	3
Bangladesh	0	3	2	Nepal	2	1	0
Barbados	1	1	1	New Zealand	0	1	0
Botswana	0	0	1	Norway	1	0	0
Brazil	0	0	1	Pakistan	5	1	1
Burma	0	0	1	Palestine	1	0	0
Canada	5	8	9	Poland	0	1	1
China	1	2	7	Russia	1	2	2
Cyprus	1	0	1	Saudi Arabia	0	0	3
Egypt	1	1	0	Singapore	1	0	0
France	2	5	3	South Africa	1	0	0
Guatemala	0	0	1	Spain	3	2	2
Hong Kong	1	1	2	Sri Lanka	0	1	1
India	2	3	4	Switzerland	1	0	0
Indonesia	0	0	1	Syria	0	0	1
Iran	1	0	0	Taiwan	2	10	20
Japan	7	15	18	Tanzania	0	0	1
Jordan	0	1	0	Thailand	12	13	13
Kenya	3	2	3	Turkey	0	1	0
Korea	1	1	4	U.A.E.	0	1	0
Lebanon	2	1	1	U.K.	1	0	0
Macedonia	0	0	1	Zimbabwe	2	2	3
				TOTAL	64	85	115

ACADEMIC STATUS				IMMIGRATION STATUS				HOUSING			
	1994	1995	1996		1994	1995	1996		1994	1995	1996
Undergraduate	50	60	70	Student Visas	52	66	98	Residence Halls	13	15	14
Graduate	12	19	18	Other INS Status	11	19	17	Pine Grove Apts	17	25	38
ESL	0	5	26					Campus Guest Hse	0	3	2
Visiting Scholar	1	1	1					Total On-Campus	30	43	54
								Off-Campus	33	42	56
								October Arrivals	0	0	5

**SAGINAW VALLEY STATE UNIVERSITY
HOUSING AND RESIDENTIAL LIFE
Occupancy Data**

RESIDENCE HALLS:

Year	1996-97	1995-96	1994-95	1993-94	1992-93	1991-92
Adjusted Capacity	435	435	435	486	485	485
Pre-sign up Totals/yield % yield	182/135 74%	170/126 74%	120/97 80%	221/167 75%	209/182 87%	270/187 69%
Interest in Housing	881	848	827	705	689	642
Total Contracts Received (New/Returning)	475 (340/135)	500 (366/134)	438 (321/106)	495 (328/167)	519 (337/182)	537 (312/225)
Opening Fall Contracts Over/Under Capacity	435 +2	435 +33	402 -33	470 -16	494 +8	499 +12
Cumulative Number of Students on Waiting List (Fall only)	62 42 in halls 17 released* 2 remain on list	65 42 to halls 20 released 3 to Winter '96	-0-	-0-	38 35 to halls 2 released 1 to Winter '93	58 55 to halls 3 released
Contract Releases (Prior to Occupancy)	38** 29 new 9 returning	32** 27 new 5 returning	36 29 new 7 returning	25 21 new 4 returning	48 25 new 23 returning	67 29 new 38 returning

*Fall 1996 Waiting List Cancellation Outcomes:

- 11 students are not attending SVSU
- 6 are attending SVSU and living off-campus
- 3 remain on the waiting list

1996

**Reasons for Contract Releases:

- 11 decided not to attend SVSU
- 1 for financial reasons
- 4 transferred to other institutions
- 14 due to waiting list status
- 3 to Pine Grove Apartments
- 5 other

1995

- 6 decided not to attend SVSU
- 7 for financial reasons
- 1 transferred to other institution
- 7 due to waiting list status
- 11 other

Residence Hall Occupancy: Top Counties Feeding SVSU Residence Halls

Fall 1996	Genesee-48	Oakland-47	Huron-33	Saginaw-23	Wayne-21	Iosco-18	Lapeer-16	Macomb-15	13 each: Ogemaw Sanilac Tuscola
Fall 1995	Genesee-45	Oakland-43	Huron-34	Saginaw-30	Wayne-25	21 each: Sanilac Tuscola	Lapeer-19	Iosco-18	Macomb-15
Fall 1994	Saginaw-52	29 each: Genesee Oakland	Wayne-27	Huron-26	Tuscola-22	Macomb-18	Sanilac-17	Lapeer-15	Iosco-13

PINE GROVE APARTMENTS:

9 Family Units

43 Individual units (116 individuals in "old" style apartments, 48 in "new" style apartments)

27 individuals were on a waiting list for Pine Grove

Of these, 16 were placed, 11 canceled

10 of the cancellations are still enrolled at SVSU, 1 has transferred interest to Winter '97

Current Positions Filled**September, 1996****ADMINISTRATIVE/PROFESSIONAL**

Eric L. Buschlen - Hired as Director of Campus and Recreation Programs (replacement). Mr. Buschlen received a B.A. from SVSU in 1994, and an M.A. from Central Michigan University in 1995. Prior to joining SVSU, Mr. Buschlen was a Graduate Teaching Assistant at CMU, he also worked as a student employee at SVSU from 1991 through 1994.

Tamie L. Grunow - Promoted to Administrative Personnel Assistant (replacement). Ms. Grunow worked as a Senior Secretary in the College of Arts and Behavioral Sciences, and most recently, as a Clerical Personnel Assistant in the Personnel Office. Ms. Grunow will complete her B.A. in December from SVSU.

Julie N. Spiekerman - Hired as a Programmer Analyst in Computer Services (replacement). Ms. Spiekerman received a B.S. in Computer Information Systems from SVSU in 1996. Prior to joining SVSU, Ms. Spiekerman worked as a co-operative work/study at Dow Corning Corporation.

Dr. David H. Swenson - Hired as the H. H. Dow Professor for a three-year appointment in the College of Science, Engineering & Technology Department (new). Dr. Swenson holds both a B.S. and a Ph.D. from the University of Minnesota in 1970 and 1975, respectively. Dr. Swenson completed Postdoctoral work in carcinogenesis at the Institute for Cancer Research, Chester Beatty Institute, England in 1977. Prior to joining SVSU, Dr. Swenson was an Associate Professor at the LSU School of Veterinary Medicine, Baton Rouge, Louisiana.

Rey J. Wojcik - Hired as a part time Electronic Communication Specialist in Information Services (new). Mr. Wojcik received an Associate's Degree in General Management from Delta College. Prior to joining SVSU, Mr. Wojcik was Director of Sales and Marketing for TriCity Communications.

FACULTY

Dr. David Brown - Hired as a one year temporary, Assistant Professor of History (replacement). Dr. Brown received a B.A. in U.S. and European History from Wright State University in 1990 and an M.A. in U.S. History from the University of Akron. Dr. Brown completed his Ph.D. in 1995 from the University of Toledo. Prior to joining SVSU, Dr. Brown was an Instructor of History at the University of Toledo.

Dr. Jesse C. Donahue - Hired as Assistant Professor of Political Science (replacement). Dr. Donahue received a B.A. in Politics from the University of California in 1989. Dr. Donahue studied at Harvard University and Boston University from 1992 through 1993. Dr. Donahue received her Ph.D. from Boston College in 1996.

Dr. Maureen Galsterer - Hired as a temporary Assistant Professor of Computer Science (new) for the fall semester. Dr. Galsterer received a B.S. in Computer Science from Saginaw Valley State University in 1987, and completed an M.S. and Ph.D. in Computer Science from Michigan State University in 1989 and 1994, respectively. Prior to joining SVSU, Dr. Galsterer worked as a Teaching Assistant for Michigan State University.

Eric S. Gardner - Hired as one year temporary, Assistant Professor of English (new). Mr. Gardner received a B.A. from Illinois Wesleyan University in 1989, and an A.M. in English from the University of Illinois at Urbana-Champaign. Mr. Gardner will complete his Ph.D. in October 1996. Prior to joining SVSU, Mr. Gardner taught courses at the University of Illinois at Urbana-Champaign.

Michael S. Gilbert - Hired as Assistant Professor of Mathematics (new). Mr. Gilbert received a B.S. from Stetson University in 1982, and his M.A. from Dartmouth College in 1984. Mr. Gilbert met the requirements for a Doctoral and his dissertation defended in March 1996. Mr. Gilbert will receive his Ph.D. in August 1996. Prior to joining SVSU, Mr. Gilbert was a Graduate Teaching Associate at the University of Tennessee.

Dr. Larry L. Hatcher - Hired as Assistant Professor of Psychology (replacement). Dr. Hatcher received a B.A. from Marshal University in 1978, and completed an M.A. and a Ph.D., from Bowling Green State University in 1982 and 1983, respectively. Prior to joining SVSU, Dr. Hatcher was an Associate Professor at Winthrop University.

Sandy J. Mixer - Hired as Instructor of Nursing (replacement). Ms. Mixer received her Diploma, RN from Mercy Central School of Nursing in 1980. In 1987 Ms. Mixer received a B.S.N. from SVSU and an M.S.N. from the University of Texas at Arlington in 1996. Prior to joining SVSU, Ms. Mixer was a staff nurse at Presbyterian Hospital of Dallas, Texas.

Michelle M. Obertein - Hired as one year temporary Instructor of Criminal Justice (replacement). Ms. Obertein received a B.A. from Saginaw Valley State University in 1980, and an M.A. in Criminal Justice from SVSU in 1987. Ms. Obertein is currently completing her education toward a Ph.D. at Michigan State University. Ms. Obertein worked for Allied Technical Services and has been an adjunct instructor for SVSU since 1987.

Dr. Gretchen M. Owocki - Hired as Assistant Professor of Early Childhood/Elementary (new). Dr. Owocki received a B.A. from Albion College in 1985. Dr. Owocki earned both an M.A. and a Ph.D. from the University of Arizona in 1993 and 1995, respectively.

Laureen G. Reed - Hired as a Lecturer of Physics (replacement). Ms. Reed previously worked as Instructor of Astronomy and Physics and Lab Technician for the College of Science, Engineering & Technology. Ms. Reed received a B.S. and an M.S. from Saint Mary's University in 1983 and 1986, respectively.

David A. Schall - Hired as a Lecturer of Mathematics (replacement). Mr. Schall received a B.S. from Mount Union College in 1988 and an M.A. from Kent State University in 1990. Mr. Schall also earned an M.A. in Pure Mathematics from Kent State in 1995. Prior to joining SVSU, Mr. Schall worked as a Teaching Assistant at Kent State University.

Dr. Steven J. Sepanski - Hired as Assistant Professor of Mathematics (new). Dr. Sepanski received a B.A. from the University of Wisconsin in 1985 and an M.S. from Michigan State University in 1988. Dr. Sepanski earned a Ph.D. from Texas A&M University in 1991. Prior to joining SVSU, Dr. Sepanski was an Assistant Professor of Math at the University of Wisconsin.

Dr. David J. Stanton - Hired as Assistant Professor of Biology (new). Dr. Stanton holds both a B.S. and an M.S. from Wayne State University in 1978 and 1980, respectively; he also has a Ph.D., from the University of Windsor, 1988. Prior to joining SVSU, Dr. Stanton was an adjunct faculty member of Wayne State University.

Susan Vorce - Hired as a one year temporary Assistant Professor of Nursing (replacement). Ms. Vorce received her B.S.N. and an M.S.N. from the University of Virginia in 1978 and 1991 respectively. Prior to joining SVSU, Ms. Vorce was Director of Nursing at Saginaw General Hospital from 1993 - 1995 and has been an adjunct instructor for SVSU.

Dr. Scott M. Youngstedt - Hired as Assistant Professor of Sociology (new). Dr. Youngstedt holds a B.A. from Reed College, Oregon, 1985. Dr. Youngstedt earned both an M.A. and Ph.D. from UCLA in 1989 and 1993, respectively. Prior to joining SVSU, Dr. Youngstedt was an Assistant Professor of St. Norbert College.

Dr. Tom E. Zerger - Hired as Assistant Professor of Mathematics (replacement). Dr. Zerger earned a B.A. from Bluffton College in 1986. Dr. Zerger also has a Ph.D. from Oklahoma State University. Dr. Zerger held the position of Lecturer of Mathematics at SVSU since 1994.