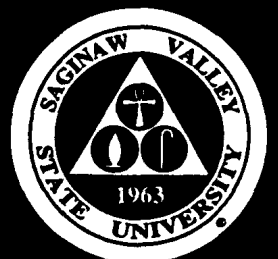


**SVSU.**

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**BOARD OF CONTROL  
MINUTES**

**FEBRUARY 10, 1997**



SAGINAW VALLEY STATE UNIVERSITY  
BOARD OF CONTROL  
February 10, 1997

RES-1241	RESOLUTION TO NAME THE MUSICAL PERFORMANCE AREA OF WEST COMPLEX THE "RHEA E. MILLER RECITAL HALL" APPROVED .....	1
BM-886	MOTION TO MOVE TO EXECUTIVE SESSION TO DISCUSS COLLECTIVE BARGAINING NEGOTIATIONS APPROVED .....	2
BM-887	MOTION TO ADJOURN APPROVED .....	2

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

Present: Braun  
Gilbertson  
Law  
Roberts  
Rush  
Vitito  
Walpole

Absent: Escobedo  
Kelly

Others

Present: A. Bernard  
L. Fitzpatrick  
M. Frahm  
C. Graham  
R. Kendall  
C. Lange  
R. Maurovich  
J. Muladore  
R. Payne  
P. Saft  
J. Stanley  
R. Thompson  
J. Woodcock  
R. Yien  
Press

I. CALL TO ORDER

Chairperson Braun called the meeting to order at 1:34 p.m.

II. ACTION ITEM

1) Resolution to Name the Musical Performance Area of West Complex the "Rhea E. Miller Recital Hall"

RES-1241 It was moved and supported that the following resolution be adopted:

**WHEREAS, Rhea E. Miller has devoted a lifetime to teaching and supporting music education in Saginaw and throughout the greater community; and**

**WHEREAS, Miss Miller came to Saginaw in 1926 to teach vocal music and piano to elementary school children and became the Director of Music Education for the Saginaw Public Schools in Michigan; and**

**WHEREAS, After 39 years of superior teaching in the Saginaw Schools, she retired in 1965; and**

**WHEREAS, She has established the Rhea E. Miller Music Education Scholarship Fund, which provides multiple annual scholarships for talented students; and**

**WHEREAS, Through her generous support, the Rhea E. Miller Concert Series was established at Saginaw Valley State University in 1993 and brings to campus nationally-known musicians for performances open to the public; and**

**WHEREAS, In recognition of Rhea E. Miller for her exceptional support of music education and for her commitment to promoting the performance and appreciation of music at Saginaw Valley State University;**

**NOW, THEREFORE, BE IT RESOLVED, That the music performance area of the West Complex shall be known as the "Rhea E. Miller Recital Hall."**

President Gilbertson stated: "Rhea Miller was a music teacher in the City of Saginaw for nearly 40 years. . . . She . . . went from school to school . . . to teach the young people of the City about music and to give them their first and probably most enduring exposure to the beauty of music -- she committed her life and career to that. Subsequent to her retirement in the mid-sixties, she remained active in the community. She has certainly been a very active and committed supporter of the University, helping continually to instill in others the love of music. She has been extremely generous in providing a program of music scholarships for students attending here, many of whom

will follow in her footsteps and become music teachers for the schools of this region. She has also been very generous in funding the visiting performance series, enabling visiting artists of national stature to perform on our campus -- not just for our students, faculty and staff, but also for the people of the entire region. . . . I can think of nothing more fitting than to name and dedicate the principal music performance space on this campus in honor of Rhea Miller.”

The motion was APPROVED unanimously.

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

BM-886      **It was moved and supported that the Board move to Executive Session to Discuss Collective Bargaining Negotiations**

Braun	yes
Law	yes
Roberts	yes
Rush	yes
Vitito	yes
Walpole	yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 1:45 p.m. and reconvened in public session at 2:05 p.m.

III. ADJOURNMENT

3) Motion to Adjourn

BM-887      **It was moved and supported that the meeting be adjourned.**

The motion was APPROVED unanimously.

The meeting was adjourned at 2:05 p.m.

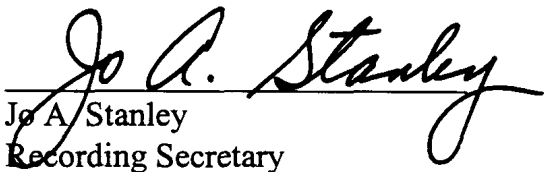
Respectfully submitted:

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Ruth A. Braun  
Chairperson

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Donna J. Roberts  
Secretary



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Jo A. Stanley  
Recording Secretary

# SVSU FACULTY ASSOCIATION

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

To: SVSU Board of Control

From: David E. Schneider, President SVSUFAC

Date: March 10, 1997

Re: Oral Report to the Board of Control

Greetings, it is nice to see you again. For the record, I think that the first 10 days of March have brought more sunshine to the Saginaw Valley than all 28 days of February did combined. But, at any rate, I am here today to share a few thoughts about what is on the mind of the faculty at SVSU.

Today, students and faculty are returning to campus after spending last week on something that the universities across the nation embellishingly call "Spring Break." You see, Spring Break is an event that takes place in the middle of something formally labeled Winter Semester. I suppose that Spring Break suggests a more upbeat attitude than something like Winter Break or Midwinter.

In reality, faculty and students have reached the midway point of the academic semester. Today, many students return only to encounter that feeling of being overwhelmed. Academic workloads tend to be lopsided in-so-far-as classroom assignment expectations go. All of those long-term papers, group research projects, journals, and the like come due. Meanwhile, all of the classroom testing and quizzing continues on schedule. The students are entering the most stressful phase of the semester. And, from now until the Final Exam Week at the end of April, the pressure will significantly accumulate. The teaching workload for our faculty parallels this since we are the ones demanding all of this in the first place.

On a related note, the opening of the West Complex has also had an impact on campus this semester. In a way, it has kind of been analogous to a large family moving into a house that comes a lot closer to fulfilling living space needs. I think that all citizens of the University are getting used to the spaciousness of the new dwelling. I see more and more students finding places to frequent after, between, and before classes. I see more faces walking around like they actually know where they are going! The potential of the technology soon to be available in Curtiss Hall classrooms is tantalizing, to say the least. In short, I think that the new place is starting to feel like home to those assigned to dwell there.

The full-time to part-time faculty ratio continues to grow as a major concern of the faculty. You see, facts show that SVSU has the second smallest population of full-time faculty of the 15 public institutions of higher education in Michigan. Yet our student enrollment is far from being the second smallest. In a survey of full-time faculty to full-time equivalent students across the state for Fall Semester 1996, SVSU had the second worst ratio. Our ratio was 1 to 25. The average

ratio across the state, excluding the three research institutions that have the smallest ratios, was 1 to 19.89. Only Grand Valley State University fared worse than SVSU (1 to 28). It would take a total of 47 additional faculty to make SVSU comply with the average ratio in the survey. We continue to dialogue with the administration about this issue. You see, this issue naturally constrains the ability to develop new academic programs that most all of us will agree will be linked to future student population growth. It is hard to develop and competently govern new programs when existing programs continue to have serious needs.

I would also like you to know that the Faculty Association Executive Board is currently trying to organize support for the SVSU Foundation's "Campaign for Distinction." Several meaningful ideas have been discussed. While the SVSU Support Staff's position on this has created some awkwardness for faculty, I am confident that the Foundation will realize the sincerity from the faculty. I think the "Campaign for Distinction" is a good example of where the Foundation and University are one in the same. The Foundation has a solid tradition of helping students and of helping faculty. We need to continue supporting this cause. In my view, this is a case where we need to look at the whole forest rather than a tree.

Even though I must share in the upcoming stressload described above, I look forward to the spring with optimism. Our students and faculty will endure another semester. The end of April is in sight. Warm weather is ahead of us. We approach the third trimester of the academic calendar. Some of our seniors will graduate. Next year's freshmen will start to attend orientation and start to think of SVSU as home.

Thank you for your attention, and have a nice day.



SAGINAW VALLEY STATE UNIVERSITY  
APARTMENT AND ROOM & BOARD RATES

FY1997-98

Classification

Monthly Rent <sup>1</sup>

Apartments (1986 construction):

Individual <sup>2</sup>	\$240
Family	580

Apartments (1996 & 1997 construction):

Individual <sup>2</sup>	\$ 350
Family	650

Academic Year Rate  
(Two Semesters)

Residence Halls:

Traditional Declining Balance	\$4,375
Thrifty Declining Balance	4,050
Declining Balance Plus	4,725
Extra Charge for Single Room	850

<sup>1</sup> Includes utilities except long distance telephone.

<sup>2</sup> SVSU retains the right to rent to four individuals per apartment.

SAGINAW VALLEY STATE UNIVERSITY  
MISCELLANEOUS APARTMENT RENTAL RATES  
ACADEMIC YEAR RATES (Effective August 18, 1997)

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

	<u>Monthly Rate</u> <sup>1</sup>
One (1) individual per bedroom	\$380
Faculty/Staff	580

Summer/Guest Rates

<u>Classification</u>	<u>Weekly Rate</u> <sup>1</sup>
SVSU Student - Contract	\$ 77.50/person, 2 persons/bedroom 120.00/person, 1 person/bedroom
SVSU Student - Family Contract	160.00
 <u>Guest</u>	
Individual	100.00/person, 2 persons/bedroom 135.00/person, 1 person/bedroom
Family	165.00

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

<sup>1</sup> Includes utilities, except long distance telephone.

**RESOLUTION OF BOARD OF CONTROL OF SAGINAW  
VALLEY STATE UNIVERSITY PROVIDING FOR THE  
FINANCING OF STUDENT HOUSING PROJECTS, FOR  
THE ISSUANCE OF A NOTE OR NOTES AND TO  
PROVIDE FOR OTHER MATTERS WITH RESPECT THERETO**

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WHEREAS, the Board of Control of Saginaw Valley State University (the "Board") is a constitutional body corporate established pursuant to Article VIII, Section 6 of the Michigan Constitution of 1963, as amended, with general supervision of Saginaw Valley State University, (the "University") and the control and direction of all expenditures of the University's funds; and

WHEREAS, the University officers have proposed that the University acquire, construct, furnish and equip a new student apartment facility and renovate, remodel, refurnish and re-equip existing student housing facilities (collectively the "Project"); and

WHEREAS, the Board has determined it is necessary and appropriate to borrow funds and to issue a note or notes (collectively the "Note") of the Board for the purpose of providing funds to pay all or part of the costs of the Project and to pay costs incidental to the issuance of the Note, in aggregate principal amount not to exceed \$1,350,000, which Note shall be secured by a first lien on and pledge of General Revenues (as defined in a Trust Indenture (the "Indenture") dated as of May 15, 1993 between the Board and Michigan National Bank, as Trustee) on a parity basis with the lien thereon securing the bonds issued under the Indenture and any Additional Parity Bonds (as defined in the Indenture); and

WHEREAS, the Board has previously borrowed the sum of \$1,200,000 under a certain Note Agreement (the "1995 Note Agreement"), dated as of July 20, 1995 between the Board and Michigan National Bank, under the terms of which the Board may designate that the proceeds

of the loan (the "1995 Loan") drawn under the 1995 Note Agreement be re-programmed for other capital purposes of the Board; and

WHEREAS, it is necessary to authorize the Vice President for Administration and Business Affairs to cause a portion of the proceeds of the 1995 Loan to be used to pay part of the costs of the Project; and

WHEREAS, it is necessary to authorize the President and Vice President for Administration and Business Affairs, or either of them, to select a lender or lenders or placement agent, negotiate terms and execute a Note Agreement and Note with respect to the financing loan, all within the limitations specified hereby;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF CONTROL OF SAGINAW VALLEY STATE UNIVERSITY AS FOLLOWS:

1. The Board hereby determines that, subject to the limitations set forth in this Resolution it is necessary and appropriate and in the best interest of the University to borrow funds from or through a lender or lenders or placement agent to be determined by the President or Vice President for Administration and Business Affairs, or either of them, the sum not to exceed \$1,350,000 and enter into a Note Agreement (the "Agreement") with the lender or lenders or other party for the purpose of financing the costs of the Project, and to pay the costs incidental to the execution and delivery of the Agreement and the Note. The Note shall be repayable in installments, the last of which should be due not later than July 1, 2013, and shall bear interest at fixed or variable rate or rates, not initially in excess of 7% per annum and with respect to variable rates, not at any time in excess of 15% per annum; provided, however, that

rates may be made subject to adjustment to higher rates, not in excess of 18% per annum in the event the interest on the Note is subject in whole or in part to federal income taxation, or, if the Note is originally designated a "qualified tax-exempt obligation" for purposes of deduction of interest or carrying costs, it is subsequently determined that the Note is not a "qualified tax-exempt obligation."

2. The indebtedness of the Board under the Agreement shall be evidenced by the Note, and shall be the limited obligation of the Board, secured only by a first lien on General Revenues on a parity with the bonds issued under the Indenture and other Additional Parity Obligations. There shall be no recourse under any obligation, covenant or agreement contained in the Agreement or the Note against the State of Michigan, the Board, or the University, it being expressly understood and agreed that the Note is to be secured by and payable only from the sources of funds referred to above.

3. The President or the Vice President for Administration and Business Affairs, or either of them, shall negotiate, execute and deliver on behalf of and as the duly authorized act of the Board, the Agreement and Note in the forms as the officer executing shall deem necessary and appropriate, subject to the limitations set forth above, in order to achieve the purposes expressed in this resolution.

4. The Note shall be issued and delivered upon the direction of the Vice President for Administration and Business Affairs. The corporate seal of the University may be imprinted or impressed on the Note, if required by the Agreement.

5. The President, the Vice President for Administration and Business Affairs and any other appropriate officers of the Board or the University are hereby authorized to perform all

acts and deeds and to execute and deliver all instruments and documents for and on behalf of the Board required by this resolution or the Agreement, or proper in connection with the issuance and delivery of the Note. Either the President or the Vice-President for Administration and Business Affairs may, if the Note qualifies as such, designate the Note as a "qualified tax-exempt obligation" for purposes of deduction of interest or carrying costs by banks and other financial institutions.

6. The Vice President for Administration and Business Affairs is authorized to direct that an amount not to exceed \$600,000 of the proceeds of the 1995 Loan be used for the capital purposes of the Project as defined herein, and to execute any certificates or other documents necessary in connection therewith.

7. All resolutions or parts of resolutions or other proceedings of the Board in conflict herewith be and the same are repealed insofar as such conflict exists.

**RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY**

**Chandler Park 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 Chandler Park 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 Chandler Park 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 Chandler Park Academy**

**Charles Arnold  
Charles Smith  
Marianne Meier  
Mary Jane Wicklund  
Tony Shipley  
Marjorie Murrell**

**RESOLVED FURTHER, That all members of the Board of Directors of Chandler Park 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 Chandler Park 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 Chandler Park Academy is not in operation by September 1997.
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 Chandler Park Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).



## CHARTER APPLICATION SUMMARY DATA

Title: Chandler Park Academy

Grade Level: 6 Approximate Enrollment: 192

Location: Detroit, Michigan

Contact Applicant: Charles Edward Arnold, Jr. or Anthony Shipley  
695 Chicago Boulevard, Detroit, Michigan 48202

### MISSION

Chandler Park Academy, in partnership with parents and the community, will promote academic excellence in a proper nurturing environment which promotes self-esteem, the emotional, social and physical development of each child, and academic excellence in preparation for high education. Chandler Park Academy resolves to prepare and motivate students to develop exemplary character and high achievement while empowering them to become productive citizens and community leaders within a culturally diverse and rapidly changing technological society.

### BRIEF DESCRIPTION OF PROGRAM

The unique focus of the Chandler Park Academy will be the inclusion of only one grade of middle school for each of three years. With the faculty and students body progressing together through their middle school years, students will be less encumbered by peer pressure of older students. This middle school program will also provide for greater familiarity and trust between student and teacher as well as increased accountability on the part of the staff. With 192 students, everyone will have the opportunity to know the entire class. The curriculum itself is designed to prepare each of the students for a successful high school experience.

Estimated State Aid Revenue: \$1,113,600

Estimated SVSU Revenue: \$33,408



# MEMO

**TO:** Eric Gilbertson, President and  
Board of Control

**FROM:** Wayne Vasher

**DATE:** February 24, 1997

**RE: PROGRAM REVIEWER/CHANDLER PARK ACADEMY**

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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 Tuesday, February 18, a site visit was made by this observer. This report is based on an extensive reading of the Chandler Park Academy Application for Charter School and on observations made during the site visit. The proposed physical facility was inspected. A total of eight people were available for interviews. I met with: Mr. Charles Arnold Jr., Chairperson; Rev. Dr. Anthony J. Shipley, Board Member; Dr. Marianne M. Meier, Board Member; Rev. Theodore Whitley, Board Member; Mr. James Lee Jr., potential principal; Ms. Gloria Mills, grants consultant; Mr. Paul Romine, consultant and Mr. John Romine, consultant.

## RECOMMENDATION

It is the recommendation of this reviewer that the Charter School Application submitted for the Chandler Park Academy be approved.

## ADDRESSING NEEDS - THE MISSION AND VISION

Planners of the Chandler Park Academy have articulately described the need for a "partnership with parents and the community, [that] will promote academic excellence in a proper nurturing environment which promotes self-esteem, the emotional, social and physical development of each child, and academic excellence in preparation for higher education." Planners go on to describe their hope to "prepare and motivate students to develop exemplary character and high achievement while empowering them to become productive citizens and community leaders within a culturally diverse and rapidly changing technological society." The applicants clearly feel that current neighborhood middle schools are not meeting these expectations.

The applicant's mission and vision description, while laudatory, might be adopted by any learning community. However, the applicant's uniqueness becomes apparent when they are asked to verbalize the mission and vision of their proposed school. To a person, the planners verbalize a deep, personal commitment and desire to redirect the educational experiences of early adolescents. To a person, they are committed to helping the target

group acquire a hope for the future. They plan to enable each youngster to successfully continue their learning experience and become successful adults in a global community. In my years of experience, I've seldom witnessed a group as personally committed as this organization.

### **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 applicant's plan incorporates past and current middle school focused educational research in the design of both the delivery and content of the proposed curriculum. Emphasis on alternative assessment, teaming, parent involvement and continuing student/teacher relationships are indicative of current middle school programming and philosophy.

### **EDUCATIONAL GOALS**

The educational goals are well defined and consistent with the mission and vision of the proposed school. The goals reflect curriculum appropriate to middle school students and incorporates State of Michigan Core Curriculum. The effectiveness of the instructional curriculum should be measurable by the applicant's identified evaluation and assessment tools; as well as observable on-site job performance. The proposed curriculum, when successfully completed by a student, should prepare that student to competently proceed with conventional high school programs.

### **INTERNAL CONSISTENCY**

The prospective board members, prospective principal and program developers interviewed during the site visit were clearly cognizant and supportive of the mission and objectives of the proposed school. The site visit afforded the opportunity to talk with four proposed Board members, the potential principal, a grants consultant and two developers. Each were able to passionately articulate the mission and objective of the school. No prospective 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. Although not clearly reflected in the budget, the applicant indicated that they will probably lease appropriate furniture, computers, office equipment, etc.; thereby reducing initial capital expenses.

## SCHOOL SITE

The proposed facility was inspected. It is a traditional structure of the 1950's era that once served as the educational wing for the neighboring church. A Head Start program currently occupies part of the facility and has received appropriate licensure. The fire marshall has reviewed the facility and is reported as requesting only minor upgrades. The facility does not provide barrier free access. The only available adjacent parking is limited to a few places on each of two city streets. Some undeveloped land is available to create a limited amount of on site parking. With minimal work, the building should offer a comfortable and safe environment for children.

The facility is owned by the Detroit Conference of the United Methodist Church. However, management of the facility is being transferred to non-church group known as the Eastside Community Improvement Organization. Hence, the proposed school will not be renting from the United Methodist Church.

## CURRICULUM

The proposed curriculum provides a basic outline of appropriate scope and sequence for the grade levels and programs specified. With emphasis on the State of Michigan's Core Curriculum, suitable content is identified. Further development of curriculum for grades seven and eight will be a critical and time consuming task for the new staff. There is not a plan for meeting the needs of special education students. Planners are waiting to see what special needs may arise after the student population has been identified. The Wayne Regional Education Service Agency will be available to support special education efforts.

## **RECRUITMENT**

A formal plan for the recruitment of students is not in place. When the charter application is approved, related publicity is intended. It appears likely that initial enrollment numbers will be met if appropriate promotional efforts are made by the applicant.

## **CALENDAR**

The proposed calendar meets the requirements as set forth by the State of Michigan in regards to the minimum number of membership days and hours. The applicant has not identified specific staff development time. As with any new venture, staff development needs will be significant and appropriate time needs to be allocated. Although exceptional parent involvement is part of the applicant's vision, specific schedules for parent conferences and or involvement are not identified in the application.

## **STAFFING**

A specific, detailed plan for selecting and hiring staff was not included. However, the planners indicate that they have several candidates for the principalship in mind. Hiring criteria reflects both the uniqueness of the program as well as expectations of the local community.

## **BOARD MEMBERSHIP**

During the site visit, four of the prospective board members were interviewed. Additional members identified include people from a wide and diverse background, appropriately representing a cross section of the community. Those interviewed are genuinely interested in quality education and have a passionate commitment to energizing alternative opportunities for the community.

The four prospective Board members interviewed bring exceptional experience and knowledge to the project. Persons interviewed clearly demonstrate a life long commitment to the improvement of humanity.

The legal issues regarding separation of church and state were discussed in detail. Board members have a clear understanding of the issues involved. The reviewer is confident that appropriate and legal separation will be carefully maintained.

### START UP FUNDING

Although several sources of start up funds are being explored, there is no current commitment for funds needed to sustain expenses prior to the receipt of State Aid.

Respectfully Submitted,

James E. Hewitt, Ph.D.

**RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY**

**Detroit Community High School**

**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 Detroit Community High School 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 Detroit Community High School 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 Detroit Community High School

Gary Saganski  
Maxine Shawver  
Margaret Runyon  
James A. Sundberg  
Linda G. Williams

**RESOLVED FURTHER**, That all members of the Board of Directors of Detroit Community High School 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 Detroit Community High School 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 Detroit Community High School is not in operation by September 1997. The Detroit Community High School is scheduled to operate 9-10 grades in the 97-98 school year with the addition of 11 and 12 in the 98-99 school year.
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 Detroit Community High School (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: Detroit Community High School

Grade Level: Kindergarten and 9-12      Approximate Enrollment: 92

Location: Detroit, Michigan

Contact Applicant: Bart Eddy  
23481 Sherman, Oak Park, Michigan 48237

### MISSION

In order to find, claim, and create their work in the next century, young people must be educated for self-directed initiative; they must demonstrate compassion and empathy for others; and they must become highly flexible in their thinking. The educational mission of Detroit Community High School is to lead students to develop these crucial skills and capacities so that they will be able to find their place and purpose in life.

### BRIEF DESCRIPTION OF PROGRAM

This high school modeled after the work of Rudolf Steiner, an Austrian philosopher/scientist, will serve a small number of Detroit area high school students beginning in the Fall of 1997. The model requires an eight hour school day and includes the academic, artistic, and practical components of a core curriculum. The school is unique in that all students will master all subjects in each of the three critical curricular areas. Few public schools can boast that all students will be programmed for four years of a foreign language, four years of intense academics, four years of pre-vocational and vocational training, and four years of music, drama, and art. The Kindergarten component will provide the high school students with a laboratory environment for child development experiences.

Estimated State Aid Revenue: \$533,600

Estimated SVSU Revenue: \$16,008



# MEMO

**TO:** Eric Gilbertson, President and  
Board of Control

**FROM:** Wayne Vasher

**DATE:** February 24, 1997

**RE:** PROGRAM REVIEWER

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Tom Sharpe, the Principal of Arthur Hill High School, has over two decades of experience in secondary school administration. Mr. Sharpe holds both a bachelors and a masters degree in secondary education and administration respectively. His post masters work was completed at Central Michigan University. Mr. Sharpe's evaluation experience includes several leadership roles on North Central Association evaluation teams. Tom was anxious to delve deeply into the motives and strategies related to the Detroit Community High School.

## **Detroit Community High School Independent Review**

### **Overview**

This evaluation report is based on several readings of the application for chartering Detroit Community High School and on an analysis of the visit with the founders of the school. The visit was held on Tuesday, January 14, 1997. The potential chartering of this school looked very good on paper and it looked even better after this reviewer had the opportunity to meet and discuss further the details of the school.

The meeting that was held with the two key people involved in developing this charter school was very enlightening and heart warming. Candyce Sweda and S. Bartlett Eddy are indeed very inspirational and committed educators. After a five hour meeting with both Candyce Sweda and Bart Eddy, it was obvious to this reviewer that the potential for this charter school is tremendous. There is a feeling of true commitment and dedication that permeates among all the players involved with this project.

Our meeting took place at the Waldorf School in Detroit, therefore, the opportunity to observe students and other staff members involved in the basic philosophy of this charter school was present for one to see. The freedom of the teachers and the students to collaborate and have a true say in the operation of their school as the primary group for deciding education was noticeable and a key element involved in the charter project. The extended group headed by Bart and Candyce called, the Community for the Renewal of Education and Work is a Detroit-based group of educators, business men and women, craftsmen and artists who are concerned with the dynamic and dramatic changes

in the world that are reforging the approach to education and work. Over the past five years this group has researched and collaborated to develop a pedagogy that unites the high school students need to find their life purpose with a curriculum that prepares them for work in the 21st century. In the words of the group, it is their intent to plan and develop a high school in the city of Detroit that will fulfill the deepest aspirations of the youth who attend.

Detroit Community High School will be successful because of the devotion and the desire of this group of dedicated people who will not accept anything short of success. This feeling was certainly brought forward to this reviewer during the visit. The spirit of success is alive there!

It is also important to note that S. Barlett Eddy wrote his master's theses on Creating An Urban High School. His research is important and significant in planning Detroit Community High School.

### **Need Not Presently Met By Public School**

Detroit Community School cannot be described as a college prep school or a vocational school but rather as a school that will be developing a close relationship with students to know exactly where each student should be, and to uncover the unique destiny of each student. Unless the students have an opportunity to experience a variety of occupations, they just leave high school with no idea of all the opportunities out there for them. To this end, Detroit Community High School will be different. In short, the Voc- academics, the Arts, plus the thinking, feeling, doing process related to the core curriculum will be the keys to what is different about this school. The people involved indicate they

will be wasting their time if they do what is already being done. They will close their doors if that happens.

### **Is Mission/Vision Consistent With Philosophy and Practice**

On paper, the mission and vision of Detroit Community High School is consistent with the planned curriculum and the stated philosophy of the school as described in the curriculum outline. It will be a faculty run school, some of whom have helped formulate the present philosophy and mission statement for the school. Teacher committee work and the proposed college of teachers governing body will make sure that the educational practices, methodology and philosophy of the school are being met. In short, the teachers own the philosophy and guiding principles that will be used to operate their school, therefore, keeping their mission in mind at all times. It seems almost as if once you are a part of this philosophy and spirit it becomes automatic in your thinking and doing. That spirit is obvious with the people involved.

### **Are Goals Consistent With Mission/Are They Measurable**

The school's 22 educational goals were developed out of careful planning by the initial group known as the Community for the Renewal of Education and Work. This same group developed the vision and mission for the school, based on several important concepts which includes: the Waldorf School's thinking, the Principles of the Coalition of Essential Schools and the thinking of John Dewey, which implies learning by doing. The goals are written in measurable terms based on the philosophy and the mission. The school's teachers will continue to develop bench marks down the road, some of which are already built into the curriculum for evaluation purposes. In addition, the integration

of the vocational and academic movements will require special assessment and measurement of student progress. Special student performance and exhibition modeled after the Coalition of Essential Schools will be reviewed by a committee of teachers and community leaders. Student main lesson books, portfolios and projects will also be measurable performance tools. There will also be in-depth written evaluation and portraits of student growth and accomplishment done by the main lesson and special subject teachers. Then of course, they will eventually face the HSPT as well.

### **Are All Principals Cognizant/Supportive Of Mission/Goals**

All principals involved with the planning of Detroit Community High School have been meeting for the past five years to develop all aspects of the school. More recently an expanded group of between 12-17 people have been meeting every two weeks to share and learn and continue to develop the necessary pedagogy including expectations for Saginaw Valley State University for meeting the chartering requirements. Some of these people will eventually be teachers, board members, and resource people for Detroit Community High School. Five have already indicated an interest in teaching at Detroit Community High School. They are all committed to the success of Detroit Community High School.

### **Budget**

A great deal of time and effort has gone into developing the budget for a school that is creatively searching for additional grant money. A comprehensive plan has been prepared that includes a five year estimated budget based on projected enrollment for each year. The first year budget looks good but it is difficult to judge without all the facts

at this time. Detroit Community High School leaders are working with the state at this time for possible loans and other start up money that may be available for charter schools. Leaders indicate they plan to look at all possible funding sources including grants that could be used for their school. There is a commitment for a Rudolf Steiner (Ann Arbor foundation) bridge loan. A special fund raising program will be utilized if Detroit Community High School is approved for chartering. The leaders realize they will need to enhance their existing dollars especially in the capital outlay area for purchasing the necessary equipment and materials. They expect to have some big item things obtained through the fund raising projects. The majority of the budget is directed at meeting the instructional purposes of the school. It is understood that funds are available to start school for operational purposes until state funds are released after count day. The five year detailed budget is attached for further review. It appears to be well thought out. (See attachment #1)

### **School Building Site/Environment Safe**

There is a written agreement between the parties involved for Detroit Community High School to move into a site in the west part of Detroit, which is a residential area. The building is already designed as a school, therefore, is conducive to the needs of Detroit Community High School. The building has adequate area inside and outside for meeting the needs and educational endeavors of Detroit Community High School. The neighborhood, at first glance, appears to be environmentally friendly and sound for a safe and secure school to exist and function properly. The building site is within 2 to 4 miles of Ford Motor Company Headquarters. Henry Ford Community College and numerous



other businesses and professional establishments that will make school/community partnerships and collaboration in education and work placement possible. Detroit Community High School leaders intend to utilize and expand on these collaborative possibilities for meeting their stated curriculum outcomes and community service work by their students.

### **Are Curriculum Goals Comprehensive/Appropriate For Each Level?**

There is a well written and detailed curriculum outline that speaks to the developmental, sequential and scope of activities for meeting the needs of Detroit Community High School students based upon the stated philosophy and mission statement. Throughout the curriculum, the core academic subjects and artistic learning will be blended with actual work experience and community service in an effort to achieve comprehension by the learners. Each year, 9-12 has been specifically planned to meet different age level outcomes in the developmental process. The articulation between grades is well planned. The thinking, feeling, and doing methodology is an important aspect of the curriculum as it relates to the goals to be accomplished by students. The unique arrangement of mixing kindergarten with high school students to enhance curriculum outcomes is very interesting and exciting. Teacher committees will continue to develop this concept as it relates to their learning activities from year to year. The four year outline of the curriculum is attached for further study. (See attachment #2)

### **Plan For Recruiting Students**

Plans call for several two hour orientation meetings with interested parents and others who may be interested. There is a waiting list of interested parents at the present time for those who are already knowledgeable about the possibility of Detroit Community High School. It is understood that there will be a very open/fair recruiting process in operation for everyone to apply. Enrollment will reflect the racial and ethnic makeup of the service area involved.

### **School Calendar**

The school calendar for the 1997-98 school year indicates 187 days of instruction beginning September 2, 1997 to June 19, 1998. The student school day time of instruction will be 8 hours, 10 minutes for a total of 1527.10 hours for the year. It is understood that teachers will be involved with summer professional development activities and there will be specified time during the year for parent conferences and other staff development activities. With the days planned and the length of the school day established, there should be more than adequate time for meeting all needs.

### **Plan For Recruiting /Screening Staff**

Of the 12 to 17 people who have been meeting extensively since September, five have indicated an interest in serving as teachers at Detroit Community High School. It is understood that anyone hired will need to meet the certification standards established by the State of Michigan. Correspondence will be made nationwide to select staff through

the Waldorf School Network. There should be no problem obtaining well trained teachers.

### **Do Appointed Board Members Represent Cross Section**

There will be between 7-9 people on the Board of Directors for Detroit Community High School. The following people have already agreed to serve in this capacity. They are: Maxine Shawver - African-American woman, Detroit Public School teacher for 19 years, Business Administration degree, taught employability skills. works with coop and internship for students, as well as, Operation Graduation Project.

Garv Saganski - White male, head of corporate training at Henry Ford Community College. He has deep connection with the development of Industrial Technology. Has hands on skills for leading students into the career pathway of technical training.

Linda Williams - African-American female, certified teacher, she is director of Waldorf Teacher Training Programs at the University of Detroit Mercy.

Margaret Runvon - White female - Entrepreneur, works for Gucci Clothes and the Business World. Margaret has a deep interest in education. There will also be an all-out effort to recruit a parent for the Board of Directors as well.

### **Conclusion**

A great deal of work and effort has been done by the parties involved in creating the framework for Detroit Community High School to become a reality. What they are all about is summed up best in their mission statement which is as follows: In order to find claim and create their work in the next century, young people must be educated for self-directed instruction: they must demonstrate compassion and empathy for others. and they

must become highly flexible in their thinking. The educational mission of Detroit Community High School is to lead students to develop their crucial skills and capacities so that they will be able to find their place and purpose in life.

Detroit Community High School leaders have done their part to be considered worthy of chartership status.

This reviewer/evaluator recommends them highly and without reservation.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Thomas B. Sharpe", written over a horizontal line.

Thomas B. Sharpe

**RESOLUTION TO AUTHORIZE THE ESTABLISHMENT  
OF A PUBLIC SCHOOL ACADEMY**

**Heart 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 Heart 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 Heart 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 Heart Academy

James Flanegin  
Timothy Srock  
Amy Duff Willson  
Kathleen Clarke  
Joyce E. Penn RN MSN  
Rose Ventimiglia RNC, MEd, CNAA  
Linda White RN, MSN

**RESOLVED FURTHER**, That all members of the Board of Directors of Heart 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 Heart 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 Heart Academy is not in operation by September 1997.
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 Heart Academy (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).

## CHARTER APPLICATION SUMMARY DATA

Title: HEART Academy

Grade Level: 11-12 Approximate Enrollment: 50 (100 98-99)

Location: Detroit, Michigan

Contact Applicant: Mary Skrocki

Synergy Training Solutions

25882 Orchard Lake Road, Suite L-9, Farmington Hills, Michigan 48336

### MISSION

The mission of the HEART Academy is to provide eleventh and twelfth grade high school students with a focused preparation and a transition into health care careers. The Academy shall establish a curriculum that will concentrate on the mastery of academic subject matter that has been adapted to relate to the health field, as well as on both general and specific vocational training, including classroom instruction, clinical experience and interactive learning in a health care setting.

### BRIEF DESCRIPTION OF PROGRAM

The Heart Academy will provide both a general background to the total field of health care and specific job preparation for either immediate employment in a quality entry level position or advanced placement in a post-secondary training program. This academy will be located on the east side of Detroit and will be served by two major Detroit hospitals, St. John and the Detroit Medical Center. The model for this health academy has already proven highly successful in the Southgate area of Metropolitan Detroit.

Estimated State Aid Revenue: \$290,000

Estimated SVSU Revenue: \$8,700

**TO:** Eric Gilbertson, President and  
Board of Control

**FROM:** Wayne Vasher

**DATE:** February 24, 1997

**RE: PROGRAM REVIEWER**

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Barbara Kennison received both her Bachelor (1987) and Master (1993) degrees in nursing from Saginaw Valley State University. She has been employed for the past four years as the Nursing/Program Director of Mental Health, Chemical Dependency, Physical Rehabilitation and Cardiac Rehabilitation Programs at Bay Medical Center in Bay City, Michigan. Ms. Kennison is certified by the American Nurses' Association in Psychiatric/Mental Health Nursing. Her memberships include the Michigan Nurses' Association and the American Psychiatric Nurses' Association. Barbara Kennison was anxious to review the educational program for the Heart Academy for SVSU.



## Program Review: Heart Academy

The program review of the charter school application for the proposed Heart Academy was conducted during the week of January 12-18, 1997. This activity was conducted through a review of the application material and a series of interviews. Telephone interviews as well as face-to-face interviews were conducted with Mary Skrocki from the Healthcareer Training Initiative as well as with planning committee member and proposed board member James Flanegin. A site visit was not conducted as the applicants have not yet selected the building for the school. Among the items reviewed were: the identified need for the school, mission, vision, educational goals, school curriculum, student activities, recruitment of staff and students, and school structure.

### Need for Program

The need for the academy was consistently presented in terms of the lack of programs available to meet the needs of healthcare providers in the east Detroit area. At present, only one other program exists that prepares high school students for specific jobs in the healthcare field. On behalf of the planning committee and as a representative of one of the two sponsoring healthcare systems, Mr. Flanegin reported that the current educational programs prepare students specifically for either entry level respiratory or radiology positions. No other program could be identified that prepares students with a general healthcare background, specific job training and an educational background that would facilitate continuing post-high school education in healthcare fields.

### Program Mission and Vision

Consistent with the identified need for the school, the mission of the proposed academy was identified throughout the interviews as being to provide eleventh and twelfth grade students with focused preparation and the ability to transition into healthcare careers. At this time, a written or articulated vision statement of the school could not be identified. Mrs. Skrocki stated that the planning committee had not undertaken this task yet and this would be done closer to or after the opening of the academy. In support of this position, Mrs. Skrocki stated that this was the approach taken in her previous experience. Her feeling was that this was a more appropriate time to formalize a vision statement. Therefore, it is not possible to evaluate the vision statement in terms of consistency with the mission of the school and current educational practice and philosophy.

### Curriculum and Educational Goals

The identified educational goals appear to be consistent with the mission statement. Both Ms. Skrocki and Mr. Flanegin verbalized the goals of the school as being to provide a variety of instructional methods/opportunities to support student

learning, support the personal accountability of students, and to provide the skills necessary for students to achieve employment in healthcare fields. The goals are measurable. The applicants have clearly identified multiple school-based and work-based learning experiences that will provide students the appropriate, necessary skills to either gain employment in a healthcare setting or to facilitate post-high school education. In further support of the consistency of the mission and educational goals of the school, the applicants have presented a thoroughly designed curriculum with measurable performance standards.

In terms of the curriculum, the application includes a detailed presentation of the basic academic classes and the healthcare core components. The curricular goals are comprehensive and appear to be appropriate for each grade level as written. As presented in the application and as described by Mrs. Skrocki, both the eleventh and twelfth grade courses will cover academic foundations in mathematics, computer applications, communication, English, science, technology and a range of problem solving, critical thinking activities. Eleventh grade students will take the required health care core components. Additionally, these students will participate in multiple job shadowing experiences within various health care settings. The course descriptions of these components were consistently described during the interviews. Both performance standards and appropriate health care examples were provided by Mrs. Skrocki and Mr. Flanegin.

Students must meet the required basic academics and the health care core components to continue into the second year. Year 2 curricular goals also appear comprehensive and appropriate as written for this grade level. As described by Mrs. Skrocki and Mr. Flanegin, the designed curriculum will expose the students to roughly 40 healthcare occupations. In their senior year, students will be required to select one of three health care educational clusters. Each of the three clusters; Diagnostic, Information Services, and Clinical, is well defined with specific performance standards written. As written, both the academic and specific cluster curricula appear appropriate to this grade level.

### Teaching Methods and Materials

Due to the nature and focus of this proposed school, teaching methods, and specific student learning experiences were discussed with Mrs. Skrocki and Mr. Flanegin. Per interview questions, traditional textbooks, computers, and hands on experiences were some of the teaching methods identified. Some potential textbooks for the traditional basic academic subjects have been identified, although final selection has not occurred at this point. According to Mrs. Skrocki, one text that has an integrated healthcare and mathematics presentation is a likely selection. This text was not available for review. Given the unique nature of the health career preparation focus of the school, Mrs. Skrocki stated that textbooks are not generally available. In regard to curriculum, Mrs. Skrocki stated that the sponsoring bodies will participate in curriculum and teaching aid development. Mrs. Skrocki stated that lesson plans have been written for the first year of

operation. As part of continued curriculum development, the input of instructors, once selected, will contribute to the construction of lesson plans.

Mr. Flanegin identified the same teaching methods and approaches, but emphasized the hands on aspect of the health care components of the program. Mr. Flanegin was not aware that lesson plans had been written for the first year. He did relay that the sponsoring bodies had been given a questionnaire related to needs and curriculum, but that it had not yet been discussed in a planning committee session. Additionally, the academy budget for 1997-98 does specify an amount that would allow for the use of curriculum consultants. Consistent with Mrs. Skrocki's presentation, Mr. Flanegin described the role of Health Care Coordinators to facilitate the student clinical learning experiences within each clinical site.

In addition to standardized textbooks and specialized lesson plans, computer learning will be used in several ways. Computer based experiences will be used to train students in skills or tasks central to specific entry level healthcare roles. Additional computer experiences will be designed so that students may work on individual achievement in general academic content. To this end, the program's proposed budget does include provisions for computer leasing in the first year. This is identified only in the 1997-1998 budget. While computer education is identified as an integral part of the program, whether computers will be purchased, shared, or leased after year one has yet to be determined.

### School Calendar and Staff Development

As presented in proposed school's application, the calendar provides for the minimum in instructional time and days. The school calendar included in the applicant's packet (enclosure 3-4) identifies 185 days of instruction. The school day is defined as being "no less than 6 hours". As parent conference days were not identified in either the school calendar or the program description, this area was addressed with Mrs. Skrocki. According to Mrs. Skrocki, parent conferences would be conducted a minimum of twice a year in evening hours. The purpose of this approach is to allow personal communication with working parents. This information was also found in the application material (enclosure 4-2) in the teacher's job description. The future formation of a Parent-Teacher Organization (PTO) will also facilitate parental input and involvement.

The applicants are knowledgeable regarding requirements for ongoing teacher education. In addition to providing time for this continuing education, tentative plans include luncheon lecture series and involvement in appropriate hospital sponsored education activities. There is an expectation that a faculty written newsletter for parents will be developed.

### Student Activities

In addition to the structured educational components, the academy is prepared to address the athletic, social, and personal growth needs of its students. In terms of athletic

activities, the academy will be affiliated with the Michigan Health Athletic Association. Organized sports activities could then occur either through the development of the school's own teams or in collaboration with other schools. Verbalized plans also include the development of a student council, a Key Club through the Kiwanis and state level membership in the Health Occupations Students of America (HOSA).

#### Recruitment: Staff and Students

According to both Mrs. Skrocki and Mr. Flanegin, recruitment for staff should begin in April of this year. As a committee selected by the academy board will screen and interview candidates, the approval of the members of the board must occur first. There is an adequately designed plan for recruiting, screening, and selecting staff. Recruitment will occur through advertisements in a range of publications. The sponsoring medical systems, St. John Health System and Detroit Medical Center, will post job notices internally in their respective organizations. Both Mrs. Skrocki and Mr. Flanegin were knowledgeable regarding the necessary qualifications and requirements for secondary education teachers. Further, Mr. Flanegin was optimistic that qualified health care instructors within the sponsoring hospitals could be identified. It was not clear at this point how many teachers would be needed. Mrs. Skrocki stated that first year enrollment would determine the actual number. However, the academy plan is to provide 1 teacher to every 22 to 25 students.

No official or formal student recruitment has been initiated as yet. Pending approval of the charter school, a press release will be issued to local publications as one method of marketing the academy. Marketing activities will be directed at approximately 18 cities surrounding the east Detroit location. Although student recruitment activities will not occur until spring, planning committee members have received telephone calls from interested parents. The sponsoring health systems will also implement internal marketing measures. As described, there appears to be clear direction for student recruitment activities.

#### School Building/Site

As the building in which the academy will operate has not yet been determined, no site review was conducted. The charter school application lists the initial site of the Heart Academy as being in the Health Career Initiative Building until a suitable building is located. Mrs. Skrocki stated that two likely and suitable sites had been identified. Therefore, she did not feel that a tour of the Health Career Initiative Building was appropriate.

Both Mrs. Skrocki and Mr. Flanegin identified the same potential sites. The former Holy Cross Hospital, owned by St. John's Hospital, is one possibility. The other is an existing grade school building. This school, described as being part of the Cornerstone Schools, is currently functioning as a grade school but has unused space available. Therefore, the potential for space sharing in an existing school exists. The

planning committee anticipates being in one of the two sites at the start of the first school semester.

Site selection is contingent upon obtaining a lease and fire marshal approval. Because the site selection has not been finalized, the actual school district may be not be the East Point Public School District as listed in Schedule 3 of the application. However, both potential locations are in the east Detroit area where the previously described need for the program exists.

### Academy Board Members

As stated in Schedule 3 of the charter school application, the first board members have been nominated by the original planning committee (application enclosure 4-1). Per discussion with Mrs. Skrocki and a review of the proposed list of board members, all proposed members are also planning committee members. As such, the proposed board would be comprised of individuals with backgrounds in administration, human resources, health and business education, nursing, and information management. The planning committee does acknowledge the need to include a parent, guardian, or community member on the board. However, due to the need to establish a student base, the planning committee does not foresee the additional member being added to the board until the third year of operations. This addition would help in the representation of a broad cross-section of citizens.

At this time, because the board of directors has not received formal approval and neither the teachers nor the administrator have been appointed, interviews were limited in number. As it appears that initial board members will have been planning committee members, it does appear that the board members are cognizant and supportive of the mission and objectives of the school.

### Academy Budget

The charter school application includes a detailed three year budget. It appears to be a well-planned budget with the majority of dollars committed to the instructional aspects of the school. Following the interviews with Mrs. Skrocki and Mr. Flanegin, a question that may need to be addressed is the adequacy of the 1997-98 budgeted dollars for teacher salaries if initial enrollment exceeds the projected 50 students in the first year. This question is raised because Mrs. Skrocki stated at one point that initial enrollment was a possible 100 students.

A second area that may require clarification is the lack of a budgeted amount for an administrator in the first three years of operation. Schedule 3 of the application describes the role and responsibilities of a school administrator. Schedule 3 does acknowledge that the Heart Academy would initially contract with a management team. Mrs. Skrocki stated that at least initially a management team would be needed until an appropriate, qualified administrator was identified and selected. A budgeted amount for management coordination is included for the first three years. A review of enclosure 3-2 of the application does identify the management team but does not identify an

administrator in the governance structure. Mr. Flanegin did not seem to be aware of this governance diagram and did plan to address it at the planning committee meeting. Overall, the proposed budget did appear to be adequate.

### Summary

The need for the proposed Heart Academy is clearly identified and is supported by planning committee members who are an integral part of the major health care systems in the Detroit area. The mission and educational goals are clearly stated and measurable. The curriculum is comprehensive and includes not only measurable performance standards but also relevant health care application examples.

There are clear, well-defined plans for both staff and student recruitment. The planning committee members interviewed were able to describe plans for the continuing education of staff as well as appropriate extracurricular activities for students. Adequate plans have been identified to both involve and inform parents or guardians of student and program progress.

While the actual building for the academy still needs to be secured, the two potential sites that were described sound appropriate to meet state requirements. The initial school board composition seems appropriate. The budget appears to be adequate, at least initially. While some clarification regarding the role of the administrator may be needed, the program appears to be well planned and designed.

## RESOLUTION TO AUTHORIZE THE ESTABLISHMENT OF A PUBLIC SCHOOL ACADEMY

### Marvin L. Winans Academy of Performing Arts

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 Marvin L. Winans Academy of Performing Arts 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 Marvin L. Winans Academy of Performing Arts 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 Marvin L. Winans Academy of Performing Arts

Marvin L. Winans  
Paul Wilson  
Beverly Thomas  
Martha Thomas  
Isaac Wordlaw  
Larry Jones  
Clarence Dickens  
Lawrence Patrick, Jr.

RESOLVED FURTHER, That all members of the Board of Directors of Marvin L. Winans Academy of Performing Arts 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 Marvin L. Winans Academy of Performing Arts 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 Marvin L. Winans Academy of Performing Arts is not in operation by September 1997.
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 Marvin L. Winans Academy of Performing Arts (a public school academy) and the Saginaw Valley State University Board of Control (authorizing body).



## CHARTER APPLICATION SUMMARY DATA

Title: Marvin L. Winans Academy of Performing Arts

Grade Level: K-5 Approximate Enrollment: 288

Location: Detroit, Michigan

Contact Applicant: Marvin L. Winans

7616 East Nevada, Detroit, Michigan 48234

### MISSION

The mission of Marvin L. Winans Academy of Performing Arts (W.A.P.A.) Is to prepare students so they can function in a complex, ever changing world; to cultivate habits which promote physical and emotional well being; motivate students to attain mastery in core academic curriculum areas, the arts, and foster an environment which provides practical knowledge to become productive and responsible citizens in the 21st Century.

### BRIEF DESCRIPTION OF PROGRAM

The Marvin L. Winans Academy of Performing Arts will provide a high quality academic program integrated into a heavily concentrated exposure introduction and practicum in fine arts. Approximately one third of the student day will be structured to include training and practice in vocal and instrumental music, drama, two and three-dimensional art, and classical and contemporary dance. This school will add an additional grade each year so that by the year 2004 the building will reflect a total enrollment of 624 K-12 students.

Estimated State Aid Revenue: \$1,670,400

Estimated SVSU Revenue: \$50,112

**TO:** Eric Gilbertson, President and  
Board of Control

**FROM:** Wayne Vasher

**DATE:** February 24, 1997

**RE: PROGRAM REVIEWER**

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James G. Royle has served as Director of the Millet Center for the past 19 years. His undergraduate and graduate degrees were in the field of developmental and clinical psychology, however his avocational pursuits include music, dramatics, and all of the performing arts. When I discussed having the opportunity to review Marvin L. Winans Academy of Performing Arts, Jim enthusiastically accepted the challenge.

*"Glory doesn't come from talent...  
It comes from using it!"*

- attributed to Beverly Thomas,  
proposed WAPA Bd. of Dir.  
and former teacher of M. Winans

## **MARVIN L. WINANS ACADEMY OF PERFORMING ARTS**

**Review of Site Visit - January 18, 1997**

### **General comments:**

The proposed Marvin L. Winans Academy of the Performing Arts (or WAPA, as its proponents prefer to call it), holds much promise for its future students. At least that is the opinion of this reviewer. Marvin Winans is clearly a charismatic, visionary individual, who espouses a genuine love "for all children", as he puts it. From the moment of entering the building (proposed school site), virtually every person with whom I came in contact was pleasant, positive, and genuinely helpful. I was later to be told that this is one of the cornerstones upon which Marvin Winans builds his community relationships. He envisions a school where students can express their God-given talents fully and freely, without encumbrance of locked doors, metal detectors, or violence. He is certainly an inspirational and motivating individual. If he is able to impart even a portion of the energy and positive regard which this reviewer experienced, his students will indeed be well served.

This visit included an opportunity to tour the entire facility and to interview Mr. John C. Romine, who is acting in a consultant capacity to the proposal; Mr. David Laurence Howell, member of the strategic planning group; and Marvin L. Winans. Additionally, office and maintenance personnel were spoken with briefly (though they would not, necessarily, be a part of this proposal). All are obviously very enthusiastic and informed regarding the Academy proposal. A review of the **Application For Public School Academy Authorization**, submitted by the strategic planning committee responds appropriately to many of the SVSU Criteria for an Authorized Charter School. A few specific observations are worthy of note.

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## **Project Leadership**

The project has, thus far, been facilitated by a strategic planning group. This group has responded to the vision of Marvin Winans and is seen as acting, potentially, in an advisory capacity to the proposed Academy Board of Directors. This Board is seen as being comprised of individuals in positions of community leadership and professional expertise sufficient to support the stated mission of the Academy. They were all "hand-picked" by Winans and most are personal acquaintances of his. The intent is to establish a rotation system for service on the Board and Marvin has already begun to search for additional prospective Board members for the future.

## **School Facility**

The facility for the proposed Academy is most impressive. It is a currently operating private school, which was built in approximately 1983, and consists of three (3) floors and a basement. There is a large gymnasium, seating approximately 400, with an adjacent full-service kitchen (capable of serving public school "type A" hot lunches, I believe). There are also boys and girls locker rooms, with showers, sauna and a whirlpool (non-functional, at present). Classrooms, located primarily on the second and third floors are large, clean and well lighted, with nearly all having exterior windows. Corridors are wide, carpeted and with high, roomy ceilings. There is much more than enough space to house the number of elementary classrooms proposed in the initial phase of this project.

The plan is to open an elementary component in the fall of the 1997, including grades K - 5. Each year thereafter, an additional grade level would be added until the Academy houses classes for grades K through 12. While, initially, the strategic planning group had anticipated opening one class at each grade level, K - 5, there has already been enough interest in the project for the group to double the proposed number of classrooms. Recruitment of both students and competent staff appear to be among the least of concerns, due primarily to the high regard and genuine respect which the community has for Marvin Winans. Experienced educators and performance coaches seem ready to join this effort.

An elevator provides access to all floors, as well as standard stairways. There is a private entrance for the school (separate from the entrance to the church), which includes a handicapped access ramp. **It should be noted that the school facility is physically connected to a church.** However, there was no evidence in the school facility of anything religious or parochial in its intent. The school and church are completely separated, on all floors, by closed doors. I understand that one of the church assembly areas ("chapels") may be intended to be used, occasionally, for student assembly. Care would need to be taken in this regard, to protect the full intent of church-school separation.

- 4 -

The question of unusual, unique fees for students engaged in arts education activities (such as musical instrument fees or additional private lesson expenses) was raised. Winans is committed to the concept that no student should be denied the opportunity to reach his or her highest potential, because of monetary constraints. It would be his desire to provide for scholarships or other alternative funding arrangements so that all may participate fully.

### **Curriculum/Educational Goals/Calendar**

Clearly, there will be an emphasis on individual achievement and full support of self-concept enhancement. The stated educational goals are well understood by those most closely associated with the project to date, and there appears a total commitment to instilling this understanding in all who will become a part of it. The proposed curriculum by grade level is thorough and incorporates the appropriate elements of the State Board of Education Core Curriculum.

**The challenge to this project will be to establish a proper balance of academic instruction and arts education/experiences.** This issue was discussed to some extent. It is the plan of the organizers to emphasize the incorporation of arts activities directly into the regular curriculum. Examples include using material on historic artists/performers for reading exercises, incorporating elements of music in mathematics exercises, and utilizing dance/exercise programs in the physical education effort.

Interestingly, the project includes budget for an elementary counselor, a position which the organizers see as essential, due to the nature of the student body which they anticipate enrolling, and the emphasis to be placed on self actualization and understanding. This is certainly commendable for a project of this scope.

The proposed calendar would appear to meet requirements, in terms of number of instructional days and includes assurances regarding meeting the instructional hours requirements. Current plans, should the application be acted upon favorably, are for the Academy to receive its first students on Tuesday, August 26, 1997.

### **Project Strengths and Opportunities for Improvement**

The enthusiasm and commitment of those involved with WAPA appears to be the greatest strength, in their opinion, as well as the desire to "lift the standard" of the educational experience for all students who attend.

- 3 -

It is unfortunate that the proposed facility does not have a performance hall/theater of some sort. However, this simply provides the Academy leadership with its first opportunity for the establishment of a partnership with another community facility for a location to house its performance efforts. It should be noted that the basement level does include two racquet ball courts and a multi-purpose room that could seemingly easily be converted to a dance studio.

### **Relationship to the Community**

Contacts with both the ISD (Wayne) and the LEA (Detroit Public), in which the facility is located, have been positive and favorable, according to those interviewed. They anticipate a positive relationship and are anxious to promote this, by initiating and encouraging coordinated career days, guest artist performances, etc. All admit that there is still skepticism and some caution on the part of public school colleagues, primarily centered on fear of loss of revenue for the "regular" public schools.

There is an evident commitment to involvement of families and making every effort to establish and nurture a sort of school/community, with activities for families of students being provided and participation encouraged. Again, care will need to be taken to maintain a clear separation of school and church activities. Marvin Winans states his strong feeling that "change in student life style comes from working with parents and families". To reiterate, he is adamant that "the school environment will not include metal detectors...it will be characterized by mutual respect and will be totally student-centered".

### **Finance/Budget**

Budget preparation in a project of this nature is difficult, at best. It must, by design, be rather general and subject to frequent and critical review as the project progresses. Preliminary figures seem reasonable for the most part and do appear to adhere to the appropriate guidelines.

The unique nature of this project lends itself well to the possibility of creative fund raising opportunities. Marvin Winans has many valuable contacts in the entertainment "world" and these may be helpful in supporting the project, both financially and with "in kind" donations of time (e.g. "artist-in-residence" or guest appearances for instructional purposes). Additionally, the strategic planning group is anticipating applying for one of the new "start-up" grants (perhaps for \$40,000 or more) as project seed money, if necessary. They also see the potential for community organization low interest loans, if needed until anticipated October, 1997 school reimbursement monies are available to them.

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When asked to identify the greatest area of opportunity for improvement (not "weakness"), those interviewed responded "how to do all that we want to do, in the time allowed...but once we begin operations, we'll be able to identify additional areas....isn't that what education is about - continuous improvement?". This reviewer could not agree more strongly.

### **Recommendation**

It is the recommendation of this reviewer that the Application for Public School Academy Authorization, submitted by the **Marvin L. Winans Academy of Performing Arts** be approved and forwarded to the Saginaw Valley State University Board of Control - Charter School Committee.

### **A Final Note**

Characteristic of the commitment of the organizers of this project to the concepts of Kaizen (continuous improvement), when Marvin Winans, who is a nationally recognized gospel music professional, was asked what is his favorite song, he smiled and quickly responded...."why, it hasn't been written yet"... and went on to explain that he is always looking for perfection, another new experience, another new opportunity.

It is my belief that this project holds much promise for successful implementation and growth.

Respectfully Submitted,

James G. Royle, Director  
Millet Learning Center  
Saginaw, Michigan

## Current Positions Filled

March 1997

### ADMINISTRATIVE/PROFESSIONAL

Gary V. Brasseur - Promoted to Academic and Career Advisor (new part-time). Mr. Brasseur worked in the Minority Services department. He received a B.A. in Political Science from SVSU in 1993. Currently, Mr. Brasseur is pursuing a Master's degree at SVSU.

Susan M. Brasseur - Promoted to Administrative Assistant in the office of Continuing Education (new). Ms. Brasseur received a B.B.A. from SVSU in 1993. Ms. Brasseur worked in the Zahn Library as an Audio Visual clerk. Prior to joining SVSU, Ms. Brasseur was a Customer Service Representative for Comerica Incorporated. Currently, Ms. Brasseur is pursuing a Master's degree at SVSU.

Dr. Cheryl E. Easley - Hired as Dean for Nursing and Allied Health Sciences (replacement). Dr. Easley received a B.S. in 1967 from Columbia Union College, Maryland, an M.A. in 1970 and a Ph.D. in 1989 from New York University. Prior to joining SVSU, Dr. Easley was Chairperson and Associate Professor for the Department of Community Health Nursing at Rush-Presbyterian-St. Luke's Medical Center and Rush University College of Nursing.

Julianna Lemmer - Hired as Executive Secretary to the Vice President of Student Services and Enrollment Management (new). Ms. Lemmer has worked at SVSU in temporary assignments for the past three years. Ms. Lemmer received a B.S.W. degree from SVSU in 1995.

Rex W. Rossman - Hired as Facilities Production Manager for Continuing Education (replacement). Mr. Rossman received an Associate of Arts Degree from Northeast Community College, Nebraska, in 1990. Prior to joining SVSU, Mr. Rossman worked for Midland Center for the Arts as Technical Assistant.

Pamela J. Tarras - Hired as Nurse Practitioner (new). Ms. Tarras received a B.S. from Ferris State University in 1990. Currently, Ms. Tarras is completing work on her Thesis in Nursing from Michigan State University. Prior to joining SVSU, Ms. Tarras worked as a Family Clinical Nurse Specialist for Essexville Medical Clinic.

Kay L. Warmbier - Hired as an Academic and Career Advisor (new part-time). Ms. Warmbier received a B.S. degree from Central Michigan University in Education. Currently, Ms. Warmbier is pursuing an M.A. at Michigan State University. Prior to joining SVSU, Ms. Warmbier was responsible for assessing and evaluating students at Great Lakes Junior College.





# STAFF MEMBER

OF THE MONTH

**Dawn  
Gillespie**

**Senior  
Secretary,  
Office of  
Sponsored  
Programs**

**January  
1997**

Although she's just starting her third year with SVSU, Dawn Gillespie has seen many changes in her responsibilities. In each case, she has taken on new assignments cheerfully and competently.

Gillespie joined the Sponsored Programs office December 2, 1994 as senior secretary to the Earth Vision project. She also provided general support for the Sponsored Programs office.

Less than a year later, with the departure of the unit's director and administrative secretary, Gillespie found her duties changing.

"Since October 1995 I have worked with Wayne Vasher, who served as interim director of Sponsored Programs," she says.

The restructuring of the office and the phasing out of several grant-funded projects, including Earth Vision, has required that Gillespie work quite independently. "It was helpful that I had worked with Sponsored Programs activities while I was with Earth Vision," she says. "That gave me some needed knowledge and familiarity."

Since Vasher also is responsible for School/University Partnerships, his time in Sponsored Programs has been limited. "I have

had to reach out and gather information," Gillespie says.

Currently she produces the monthly newsletter announcing grants opportunities to the campus community. To do that, Gillespie says she works closely with AASCU's (American Association of State Colleges and Universities) Office of Federal Programs. She receives daily Federal Register notices via e-mail and sifts through them, routing promising opportunities to appropriate campus units.

"I also help people with searches to find what would match their circumstances in seeking grant funding," she notes. She assists as necessary with preparing grant applications and securing the necessary signatures of various University administrators.

"Some bring their forms already prepared except for the signatures," she says. "Others may need help preparing the paperwork."

Gillespie assists Vasher with correspondence and related work for School/University Partnerships. More recently she has started working with Crystal Lange, who has been assigned responsibility for Sponsored Programs and Faculty Development.

Gillespie's life away from campus is equally busy. She and husband, Dave, are the parents of two 13-year olds and a son who turns 10 next week. The Gillespies are very active in the Fraser Rd. Church of God in Kawkawlin as members of the Worship Team. They also sing for weddings and special events.

"I recently finished a series of concerts with the CMI Concert Choir," she says. Gillespie plays violin in the orchestra that accompanies the 200-member group. They meet monthly for rehearsals and present an annual Christmas concert. This year the theme was "Christmas in White."

"It's a lot of fun," Gillespie smiles. "It really helps me keep current with music and keep my skills up."





# STAFF MEMBER

## OF THE MONTH

**John P.  
Leonard**

**Instrument  
Repair  
Technician,  
Science,  
Engineering  
and  
Technology**

**February  
1997**

John Leonard has two strong interests, and feels fortunate to be able to express them through his vocation and his avocation.

Leonard's interest and educational background in electronics led to the position he's held at SVSU for the past 10 years. His interest in music is practiced after hours and often merges with his electronics skills.

As Instrument Repair Technician, Leonard works with each department in the College of Science, Engineering and Technology. While his work may involve repairs to specialized lab equipment, these days it is most likely to be related to computers.

"I work for the College rather than for any specific department," he says. "There are similarities among their needs, but they vary greatly."

For example Leonard handles technical duties related to the Computer Aided Engineering lab in Pioneer Hall. The room is filled with computer stations loaded with specialized software used by ME and ECE students.

"Other departments use computers primarily with their instruments and with their hardware," Leonard notes.

He also provides support for SVSU's Independent Testing Lab, which performs tests for area business and industry.

To perform his duties, Leonard must be familiar with a variety of computer operating systems, hardware and instruments. "We even have one from Germany in the Chemistry Department," he says.

"All of the newer instruments are PC driven, which makes it easier," he notes.

Among his most recent assignments, Leonard has assisted with SVSU's Creativity Center. Developed through a grant, the center provides computer workstations in an environment conducive to teamwork. It's reserved for teams of senior students representing different disciplines who work together on projects.

The UNIX-based lab also is connected to the Internet. "The center is similar to what they would be doing in industry," Leonard says.

He also is getting involved with a professor who is teaching students to design computer chips. "That's the nice thing about my job," Leonard says. "We get so many things that I am always learning. It is like being a student."

Some of Leonard's leisure time is devoted to playing bass with a small group. "We play a variety of music," he says. "We play in the Garden Room at Midland Center for the Arts once every other month." Along with performing, Leonard sets up the computers the group uses to run lights, control the synthesizers and do related chores.

Leonard just finished making his own bass from Hawaiian koa wood. "I became interested through Rob Taub (ME lab technician), who is a guitar builder," he says. Pleased with the results, Leonard now is fine-tuning the instrument to adjust the sound.

He and his wife, Brenda, are the parents of a son, 6, and a daughter, 3.





# STAFF MEMBER

## OF THE MONTH

**Daniel M.  
Strasz**

**Coordinator,  
Freshman  
Programs**

**March 1997**

Dan Strasz brings a unique perspective to his role of helping SVSU freshmen survive the transition to college. He comes from a family steeped in the SVSU tradition and can, if he wishes, bounce ideas off several siblings and assorted relatives.

"Let's see, including me, that makes eight from my immediate family," he says, ticking off brothers and sisters who have graduated from or attended classes at SVSU. "And my wife, Tracy, also has a degree from SVSU."

Strasz completed a bachelor's degree in political science in 1986. That summer he interviewed and was hired for a staff position in state government, but before he started the director who hired him was replaced by a new director who put a hold on all positions.

Back home without a job, Strasz was told about an opening in the SVSU Admissions Office. He called to apply.

"They were in the recruiting season," Strasz recalls. "I interviewed on Friday, and Jim Dwyer called on Monday to offer the position. He asked when I could start, and I told him 'Anytime.' He said, 'Can you be here by 2 p.m.?', " Strasz laughs.

That was September 1986, and he's been on the job ever since.

In 1994 Strasz left the Admissions Office to

become Coordinator of Placement and Cooperative Education. Soon after the Student Services division was reorganized and Strasz was named Coordinator of Freshman Programs.

"We focus on student retention," Strasz says. "We help students be successful. We have been looking at what we are doing and how we are doing it. Now I am beginning to do more research on our freshmen. We want to know who stays, who goes, and why they leave."

Because orientation can be crucial to student success, Strasz and his staff are coordinating the orientation programs for new students and their families. "We work very closely with the Admissions Office," he says.

Orientation now is mandatory for all new students, and it is focused on the academic aspects of the SVSU experience. "It includes course placement testing, academic advising and registration for classes," Strasz says.

He notes that various units in the division are involved in orientation. "The new format works well for the student services staff, and it seems to work well for students. Transfer students and parents who have had children enrolled in other schools tell us they like our approach. It gives them all the help and information they need and is very focused."

Strasz credits Bob Maurovich and Kevin Hurlahe for providing leadership to change student programs. "There is a lot of room for change and growth here, and a lot of things we can do to serve students and utilize our resources well," Strasz says.

He notes that one change has involved obtaining information early in the semester to identify students who may be headed for academic difficulty. These students then receive help to succeed in the problem courses.

This fall Strasz wrapped up an M.Ed. degree. Like many SVSU students, he completed requirements while working and raising a family. The Strasz' have a four-year-old daughter and an 18-month-old son.

