

BOARD OF CONTROL
SAGINAW VALLEY STATE COLLEGE

REGULAR MONTHLY MEETING

Pioneer Room--Pioneer Hall of Engineering and Technology
January 14, 1980

Present: Arbury
Curtiss
Darin
Gilmore
Kendall
Saltzman
Zahnow

Others

Present: Colvin
Dickey
Gilbert
R. Gill
Hanes
Lee
Rummel
Ryder
Sharp
Snider
Thompson
Trautner
Woodcock
Yien
Press (4)

Absent: Majewski

I. CALL TO ORDER

Chairman Curtiss gaveled the meeting to order at 9:45 a.m. and noted that a quorum was present.

II. PROCEDURAL ITEMS

1. Approval of Minutes of Regular Monthly Meeting held on December 10, 1979

Chairman Curtiss stated that the Minutes of the Regular Monthly Meeting held

on December 10, 1979 were mailed and asked if there were any additions, corrections or comments. Mrs. Arbury corrected one instance in the Minutes where she was referred to as "Mr." rather than "Mrs." Arbury. No additions, other corrections or comments were voiced, so Chairman Curtiss declared the Minutes approved as corrected by Mrs. Arbury.

2. Official Representative of Faculty Association

Chairman Curtiss asked if there was an official representative of the SVSCFA present and Professor Joseph Snider responded. Mr. Curtiss welcomed him to the meeting.

3. Communications and Requests to Appear before the Board

Chairman Curtiss asked if there were any communications or requests to appear before the Board. President Ryder indicated there were none.

4. Remarks by the President

Dr. Ryder reported on the Governor's "State of the State" message last Thursday to the Joint Session of the House and Senate and observed that although he had not seen the full text (it had an abbreviated report in the press), he had talked with some people who had seen copies of the Governor's detailed message and it appeared that the Governor had taken a very positive stance towards higher education and its importance in the future of this state, particularly in the areas of high technology development. Also, and as reported in the press, the Governor had pointed out that he would be making specific recommendations for selected areas of program.

Overall, Dr. Ryder concluded, from what he had learned, it appeared to be perhaps the most positive statement concerning the importance of, and the need for the development of higher education in this state that he had seen for some time...he

hoped that that would be translated into the budget message which would be coming out in the next couple of weeks.

III. ACTION ITEMS

5. Recommendation for Faculty Sabbatical Leaves

Dr. Ryder stated that copies of a proposed resolution regarding Faculty Sabbatical Leaves were mailed to Board members and asked Dr. Yien to comment.

Dr. Yien explained that faculty members with the rank of Assistant Professor or above and who had served more than six consecutive years were eligible for sabbatical leaves. For 1980-81, he reported that of the seven listed, the first four were eligible for their first sabbatical leaves and the remaining three were eligible for their second sabbatical leaves.

He presented the highlights of the specific proposals by the professors as follows:

Dr. Brown--is in preparation of some articles to be published in the Jazz Education Journal and also is working with a professor at Clemson University in the area of Colombian Sacred Music.

Dr. Gillespie--is going to work with a professor at Lehigh University in the area of fluid mechanics.

Dr. Hearron--Has finished a book entitled "Nothing" and is going to work on two more books, one of which will be entitled "Splitting."

Dr. Herkstroeter--is going to study individualized instruction in French at Ohio State University.

Dr. Weaver--if he gets support from a National Humanities grant, he will take a full year sabbatical leave. If not, he might possibly take only one semester, to

study at the National Humanities Center in the area of leadership.

Dr. Gorden and Dr. Plaush--are currently negotiating with the University of Michigan and Michigan State University as to their research activities. No specific information is available at this time.

Mrs. Arbury expressed concern about two professors in Chemistry being away on sabbatical leaves during the same year and questioned how many back-ups there were in the department. Dr. Yien pointed out that the two professors would not be gone during the same semesters...the department currently had one part-time instructor, and the department would probably depend upon part-time instruction as replacement for each of the two sabbatical leaves...he did not anticipate any disruption whatsoever.

Chairman Curtiss asked if anyone would care to offer the resolution.

RES-444 Mrs. Arbury offered the following resolution for adoption:
WHEREAS, The Saginaw Valley State College Professional Practices Committee recommended the following faculty members for sabbatical leaves, and
WHEREAS, The Saginaw Valley State College Administration has reviewed and recommended these individuals for sabbatical leaves for the fiscal year of 1980-1981;
NOW, THEREFORE, BE IT RESOLVED, That the following faculty members be granted sabbatical leaves for the periods specified:

Dr. Charles Brown, Associate Professor of Music
Winter 1981

Dr. Thomas Gillespie, Professor of Engr. and Tech.
Winter 1981

Dr. Thomas Hearn, Associate Professor of English
Summers 1980-1982

Dr. Lynn Herkstroeter, Associate Professor of Modern
Foreign Languages
Winter 1981

Dr. David Weaver, Associate Professor of Political
Science
Fall/Winter 1980-81

Dr. Berner Gorden, Associate Professor of Chemistry
Fall 1980

Dr. Albert Plaush, Associate Professor of Chemistry
Winter 1981

Dr. Gilmore supported.

Ayes: Arbury, Curtiss, Darin, Gilmore, Kendall, Saltzman, Zahnow
Absent: Majewski

Resolution unanimously adopted.

Dr. Yien informed the Board that during 1981-1982, between 20 to 25 faculty members would become eligible for the first or second sabbatical leaves. Dr. Ryder noted that this was due to the fact that as a young institution, a large number of faculty were employed all at once.

6. Recommendation for the Appointment of Yeo & Yeo, CPAs, Auditors for 1979-80

Dr. Ryder indicated copies of a proposed resolution regarding this item had been mailed to the Board and called upon Mr. Woodcock to comment.

Mr. Woodcock stated he thought this was a pretty straightforward resolution, recalling that last fall the Board had accepted the audit of Yeo & Yeo for 1978-79, and that it was now appropriate to name auditors for 1979-80.

Mr. Zahnow suggested that since there was always confusion when they said "1978-79" or "1979-80" that there be a minor change in the resolution...that the wording be changed "conduct its annual financial audit for the year ending rather than ended."

The Board members agreed to the change.

RES-445 Mr. Zahnow offered the following resolution for adoption:
WHEREAS, It is considered a good management practice to have conducted annually an independent financial audit;
NOW, THEREFORE, BE IT RESOLVED, That the C.P.A. firm of Yeo & Yeo be reappointed to conduct the annual financial audit for the year ending June 30, 1980, subject to their acceptance.
Mrs. Saltzman supported.

Ayes: Arbury, Curtiss, Darin, Gilmore, Kendall, Saltzman, Zahnow
Absent: Majewski

Resolution unanimously adopted.

7. Review and Act upon April and May Board Meeting Dates

Dr. Ryder requested Board members to look at their copies of the published Schedule of Board of Control Meetings which had been mailed them, and to review it with him. Mr. Curtiss observed that the question before the Board was with regard to the April and May meeting dates which had not been definitely decided upon. Discussion revealed that the preference for the May meeting date was Friday, May 2, the day before Commencement.

BM-564 Mr. Kendall moved that the May Regular Meeting of the SVSC Board of Control be scheduled for Friday, May 2, 1980, the day before Commencement.
Mrs. Saltzman supported.

It was decided that no action would be taken at this meeting with regard to the April meeting. Administration is to come back to the Board by the March meeting with a recommendation about the date of the April meeting.

Dr. Ryder advised that the SVSC administration had been trying to work out a date for a joint meeting of the SVSC and Delta College Boards...Delta College administration had suggested a May 12 joint meeting, but that didn't mean they couldn't meet in June...when a date was firm, he would advise the Board members.

7A. Resolution for Facsimile Signature Authorization

Dr. Ryder noted he had added this item to the Agenda and called upon Woodcock to explain.

Mr. Woodcock distributed copies of a proposed resolution relating to this topic. He recalled that the Board had previously adopted a similar resolution for the Peoples National Bank of Bay City and now had a request from the Michigan National Bank of Saginaw this month for a facsimile signature authorization...that was the reason it was added to today's Agenda without having had prior discussion. He described a facsimile signature as looking somewhat like a rubber stamp, but it was not, and that it was used to sign checks en masse rather than individually.

RES-446 Mrs. Saltzman offered the following resolution for adoption:
WHEREAS, Saginaw Valley State College had received a request from the Michigan National Bank, Saginaw, Michigan, for facsimile signature authorization;
NOW, THEREFORE, BE IT RESOLVED, That Michigan National Bank be, and it is hereby authorized and directed to honor as genuine and authorized instruments of Saginaw Valley State College any and all checks, drafts and/or other orders for the payment of money drawn in the name of Saginaw Valley State College and bearing or purporting to bear the facsimile signature (s) of any of the following:
President of the College
Vice President for Business Affairs
regardless of by whom or by what means the actual or purported facsimile signature thereon may have been affixed thereto so long as such signature (s) resembles the facsimile signature specimens duly certified to or filed with the said Bank by the Secretary or other officer of the corporation, and
BE IT FURTHER RESOLVED, That the Vice President for Business Affairs of Saginaw Valley State College is hereby authorized and directed to deliver to the said Michigan National Bank specimens of the facsimile signature (s) of the person (s) above named.
Mr. Zahnow supported.

Ayes: Arbury, Curtiss, Darin, Gilmore, Kendall, Saltzman, Zahnow
Absent: Majewski

Resolution unanimously adopted.

IV. INFORMATION AND DISCUSSION ITEMS

8. Registration, Admissions and Dorm Occupancy Report

Dr. Ryder called upon Mr. Richard P. Thompson, Director of Admissions, for this report.

Mr. Thompson distributed copies of the "Winter '80 Admissions Preliminary Report" and "Winter '80 Registration Preliminary Report" (see Attachments). He pointed out that these reports were as of Friday, January 11, 1980, and stressed SVSC had two more days of registration and another day or two for payments, and thus, the figures reflected were not final. He reviewed both reports in detail. He concluded that he would estimate that at the close of registration SVSC would have in the neighborhood of 3,500 to 3,550 students and perhaps a generation of credit hours totaling 32,400 which would probably project to around a 6% increase over last year...something they should all be happy about. He recalled that the final count for student enrollment for Winter '79 was 3,353 and 30,487 credit hours.

In terms of housing, Mr. Thompson indicated he did not have a written report but would just verbally say that at this time SVSC had 465 students who were now under contract and checked into the dorms versus 391 last year and was still enjoying a large increase in the number of students from Fall to Winter. Dorm occupancy was at about capacity...the housing personnel were still working on a waiting list, so the 465 may go up to 472 or 476 (full capacity) for Winter. Until last semester, he said, SVSC had not enjoyed full occupancy of the dorms...and then to do it again for Winter semester, it made administration even happier.

Dr. Ryder commented he thought the Board, as well as he, was very pleased at

W I N T E R ' 8 0 A D M I S S I O N S

P R E L I M I N A R Y R E P O R T

NEW STUDENT ADMISSIONS AS OF JANUARY 11, 1980COMPARISON OF WINTER '79 TO WINTER '80 - ON AND OFF CAMPUS
NEW ADMISSIONS (AS OF JANUARY 11, 1980)

<u>A. NEW STUDENT APPLICATIONS & ADMITTANCE</u>	<u>PERCENT INCREASE/DECREASE</u>
1. F.T.I.C. APPLICATIONS RECEIVED	
WINTER '79 - 134	
WINTER '80 - 145	+ 8%
2. F.T.I.C. STUDENTS ADMITTED	
WINTER '79 - 100	
WINTER '80 - 110	+ 10%
<u>B. TRANSFER STUDENT APPLICATIONS & ADMITTANCE</u>	
1. TRANSFER APPLICATIONS RECEIVED	
WINTER '79 - 319	
WINTER '80 - 367	+ 15%
2. TRANSFER STUDENTS ADMITTED	
WINTER '79 - 251	
WINTER '80 - 290	+ 16%
<u>C. NON-DEGREE APPLICATIONS & ADMITTANCE</u>	
(INCLUDES: IN HIGH SCHOOL, GUEST, POST BACCALAUREATE, AND TEACHER CERTIFICATION CANDIDATES.)	

- 2 (WINTER '80 ADMISSIONS CONTINUED)

(SECTION "C" CONTINUED)

PERCENT INCREASE/DECREASE

1. NON-DEGREE APPLICATIONS RECEIVED

WINTER '79 - 100

WINTER '80 - 136

+ 36%

2. NON-DEGREE STUDENTS ADMITTED

WINTER '79 - 85

WINTER '80 - 125

+ 47%

D. GRADUATE APPLICATIONS & ADMITTANCE

1. GRADUATE APPLICATIONS RECEIVED

WINTER '79 - 139

WINTER '80 - 121

- 13%

2. GRADUATE STUDENTS ADMITTED

WINTER '79 - 123

WINTER '80 - 105

- 15%

E. TOTAL APPLICATIONS & ADMITTANCE

1. TOTAL APPLICATIONS RECEIVED

WINTER '79 - 692

WINTER '80 - 769

+ 11%

2. TOTAL STUDENTS ADMITTED

WINTER '79 - 559

WINTER '80 - 630

+ 13%

COMPILED BY: RICHARD P. THOMPSON
DIRECTOR OF ADMISSIONS
1/14/80

W I N T E R ' 8 0 R E G I S T R A T I O N

P R E L I M I N A R Y R E P O R T

A S O F J A N U A R Y 1 1 , 1 9 8 0

I. COMPARISON OF WINTER '79 TO WINTER '80
ON AND OFF CAMPUS ENROLLMENT

PERCENT INCREASE

A. TOTAL STUDENT ENROLLMENT

(AS OF JANUARY 11, 1980)

WINTER '79 = 3224

+ 8%

WINTER '80 = 3468

B. TOTAL CREDIT HOURS GENERATED

(AS OF JANUARY 11, 1980)

WINTER '79 = 30,038

+ 7%

WINTER '80 = 32,061

II. BREAKDOWN OF WINTER '80 ENROLLMENT BY NEW, READMITTED, AND RETURNING
STUDENT CATEGORIES (AS OF JANUARY 11, 1980)

STUDENT ENROLLMENT BY CATEGORY

PERCENT OF TOTAL

NEW ENROLLMENT = 540

16.0%

READMITTED ENROLLMENT = 121

3.0%

RETURNING ENROLLMENT = 2,807

81.0%

COMPILED BY: RICHARD P. THOMPSON
DIRECTOR OF ADMISSIONS
1/14/80

this kind of response and that it bore out the observation that he and others had made that as the economy goes down, the enrollment goes up...and as the economy goes down, the state resources go down and the enrollment goes up. How to add those things together, he said, he didn't know...this was their problem and a challenge for the administration. He concluded that he hoped the Governor had found the key to this and that would come out in his budget message.

Relating to capacity dorm occupancy and the waiting list, Dr. Ryder advised that administration had been doing some preliminary work in looking into the possibilities of how SVSC could accommodate more students through housing and noted he would like to get the views of the Board with respect to it...should administration press ahead to come to the Board, perhaps by the February meeting, with a specific proposal for addressing themselves to this problem?

He suggested there were a number of different possibilities: (1) to do nothing or (2) do something, which could take a number of forms such as (a) develop apartment-type facilities where married students or two or more students of the same sex, could be housed per unit, or (b) construct dorms to complete the west side dorms per the original plan. There were alternatives as to whether the College would build, or sell or lease land to people.

Mrs. Arbury asked if anything more had been said about the Economic Development group looking at some low cost housing.

Dr. Ryder responded there was nothing firm on that yet.

Chairman Curtiss called for the Board's reaction to expanded housing.

Lengthy discussion revealed the following:

Mr. Zahnow felt there was more to the increased enrollment at SVSC than unem-

ployment when they were talking about dorm students. This increased enrollment of "outside" students was not a "flash in the pan" but rather a good, solid thing that was coming to SVSC. For the long term, he said, they had to face up to the fact that they needed more residences of one type or another. He stressed that if additional dorms were built, he would want a four-to-a-suite occupancy, rather than eight. He pointed out he felt that with the present interest rate, it would probably be very difficult for SVSC to build anything.

Mr. Zahnow urged that Saginaw Valley State College move forward on a strong basis and seek the support of government in any program it might have, as well as private financing. He concluded he felt that Saginaw Valley State College should be aggressive about it.

Mrs. Saltzman noted it had only been two years that the demand for dorm space had been increasing and she didn't think that was quite a trend. Until SVSC were in better shape financially on its dorms, she said, it should really have a good determination on whether this were just a momentary thing or whether there really was a trend toward higher dorm occupancy for the future...she would hate to see SVSC with empty dorms again. She suggested perhaps married housing should have priority and asked if administration knew how many married students SVSC had who would be interested in housing.

Dr. Ryder recalled that SVSC did a study about three years ago. Mr. Rummel advised that Dr. Shiv K. Arora's class had just completed a study which could be made available to the Board. Dr. Ryder indicated he would see that copies were sent to the Board.

Dr. Gilmore observed he felt that married housing probably would not add a

substantial dimension to campus life...it would be something that was divorced somewhat from students who lived on campus...those who functioned in the cafeteria, other projects, entertainment and social things. It seemed to him, he stressed, that it would be more beneficial to the institution to develop that aspect, and if he had a choice between married housing and dorm construction, he would choose the latter. The additional cost related to dorm construction, he pointed out, could be spread among all the residential students.

Mrs. Saltzman observed she, too, favored the dorm development, but if SVSC had a reasonable percentage of married students who wanted campus housing...and if it would bring students to SVSC, then she felt it was something worth exploring.

Chairman Curtiss noted there was one other general area of concern they were going to have to address, and that was the political risks of building any dorms. He pointed out there was a strong feeling across the state that college enrollment was going to go down and SVSC would be criticized if it, as an institution, constructed anything to try to pull students away from the other colleges that have dorms in place...it was a risk they ought to be aware of and ought to address directly. If SVSC were to build another 100 beds, he said, he would find it very difficult to believe that it was going to wreck higher education in the state of Michigan...nevertheless, SVSC would be accused of it.

Continuing, Mr. Curtiss said that he was not willing to say that SVSC's on-campus enrollment was going to be declining over the next two years...it was a small percentage of the college enrollment...but a vital percentage of SVSC's total enrollment, and they had to serve that percentage.

Mr. Zahnow added he thought it would give SVSC a better mix and it would have

some talking points on it, so long as they didn't go beyond 20%...they were only at about 10% now.

Mr. Curtiss concurred and noted their planning was for a maximum of 20% and he doubted it was going to get that high in the foreseeable future. He stressed SVSC did need some alternative to the present eight-person suites, and he thought some apartments, where people could do their own cooking if they chose to, would be something well worth considering.

Mrs. Saltzman called attention to the idea of statewide registration and indicated it bothered her for the reason that it would determine where students would be forced to go...Northern Michigan University, she said, had had empty dorms for years, and there has been the kind of thinking in the state that instead of colleges and universities in the state building new dorms, students should be forced to go where there were empty dorms...in essence, treating students like units.

Dr. Ryder indicated there were all kinds of reasons why they couldn't, in his judgment, make decisions that said a student had to go off to Northern Michigan, or wherever.

Mrs. Saltzman asked Dr. Ryder if the Board had given him the response he had asked for at the beginning of the discussion. Dr. Ryder stated that he had wanted to be sure that this Board was of the mind that SVSC should move ahead as expeditiously as possible...face the concern on the statewide level of the question of whether it should build dorms or not...and if they were willing to face up to that and the answer to that was "yes" then administration should come to the Board with some specific proposals on moving ahead as rapidly as possible.

Mr. Curtiss pointed out he would like to see something fairly specific in a

couple of different areas: (1) whether or not the College could feasibly construct additional dorm units for non-married students...what would that do to their total rate structure? That would take some wild guessing on precise construction costs, but they could come pretty close to pinning it down, and (2) with regard to the question of apartments, which he thought was a separate but parallel question which should be addressed...he would like to see some analysis of the feasibility of the College constructing apartments versus a totally private or independent developer and operating them. If the apartments were developed privately, would the College manage them, or would the developer manage them? Also, there was the question of whether or not they could find a private developer interested in constructing those units.

He listed three different lines they would have to be moving along (1) more units on campus (2) college owned apartment units and (3) private developer, somehow managed, apartment units.

Mr. Curtiss concluded they had to take a look and analyze those alternatives so they could make some choices promptly...he didn't mean in February...but if Dr. Arora's study could be provided the Board in February, it might shed some light on the directions SVSC ought to be taking. He stressed the resident problem was one they couldn't just "sweep under the table" and he didn't think it would serve the institution well if they ignored it.

Mr. Thompson concurred and noted that with respect to Fall '80, there was one category in Admissions they felt fairly comfortable with right now, and that was the first time in college student. About 65% of SVSC's admissions, he said, were in this category, and SVSC was showing an increase in applications of 7%. For

the last three years, this category had been probably more consistent than any other category in Admissions, so he thought that was in support of Mr. Zahnow's statement that more than unemployment was involved in SVSC's enrollments. He indicated, however, he did feel that unemployment had a lot to do with the Winter enrollment. But with this consistency pattern continuing on into Fall '80, Mr. Thompson stressed, it was beginning to set a trend for SVSC. He concluded that with the dorm situation as it was now, it would be difficult for him to predict that SVSC would be able to fulfill the needs of its "Other Michigan" students coming into this college next Fall, and this could lead to limiting admissions.

Mrs. Saltzman indicated she didn't like the policy of some of SVSC's sister institutions in Michigan which had been packing their dorms by putting three or four students in a room that were only supposed to hold two...that was unfair to all the students and she thought it probably reduced their chances of being good students. She indicated this had not been proposed at SVSC, and she would have serious reservations about it if it were.

Dr. Ryder advised that the Attorney General did rule on this and indicated it was illegal, based upon cubic footage of space, etc. for people to put more in a room than the room was designed for...this ruling had been appealed. He said he knew of some institutions, however, that had now cut back on that as a result of the Attorney General's opinion.

With relation to building additional dorms, Mr. Gill, President of Student Government, said he was concerned about student life on the campus and wondered if the cafeteria in Doan Center would be able to handle additional dorm students.

Dr. Ryder noted that Mr. Gill's concern was well founded...SVSC used Doan as a Community Center. If it didn't have to use Doan Center for anything but the dormitories, it would be just great. However, as it is being used, he said, with additional students in the dorms right now, and if more were added, it would really place a tremendous burden on the College, unless another facility were developed...it was in the planning, but right now, he concluded, he didn't see that for quite some time, unfortunately.

Chairman Curtiss asked if there were any other comments and none were voiced.

Dr. Ryder thanked the Board members for their input and indicated he would pursue on the basis of the discussion.

Chairman Curtiss called a recess at 11:05 a.m. and the meeting reconvened at 11:30 a.m.

9. Kochville Township Zoning and Traffic Plans

Dr. Ryder announced that Mr. Albert E. Trautner, Kochville Township Supervisor, and also a member of the SVSC Board of Fellows, was present today to talk about the Kochville Township Zoning and Traffic Plans. He recalled that Mr. Trautner had made a report here a year or so ago about the proposed Kochville Zoning Plan. He advised that had been adopted now and Mr. Trautner was prepared to review it with them.

He called upon Dr. Gilbert for comments. Dr. Gilbert stated that he had asked Mr. Trautner to talk about a couple of other areas also...the road system and what the plans were in the township...the expansion and construction plan north of Tittabawassee, and any comments he had on the expansion of the sewer system in terms of Kochville Township. He said Mr. Trautner had just returned from Florida and he didn't know whether he was "with them" or not yet this morning.

Mr. Trautner noted that he had been back from Florida just a week and he was well informed on how far behind he was. He thanked Dr. Gilbert for providing the Board copies of the Kochville long-range plan on which certain areas had been colored in (see Attachment) that outlined what was happening around the College. He reviewed in detail and described the areas colored in as follows:

Yellow Areas--commercial related to the College, such as bookstores, restaurants, light garment shops, etc.

Blue Areas--development of office/business complex exactly to the west of the College entrance

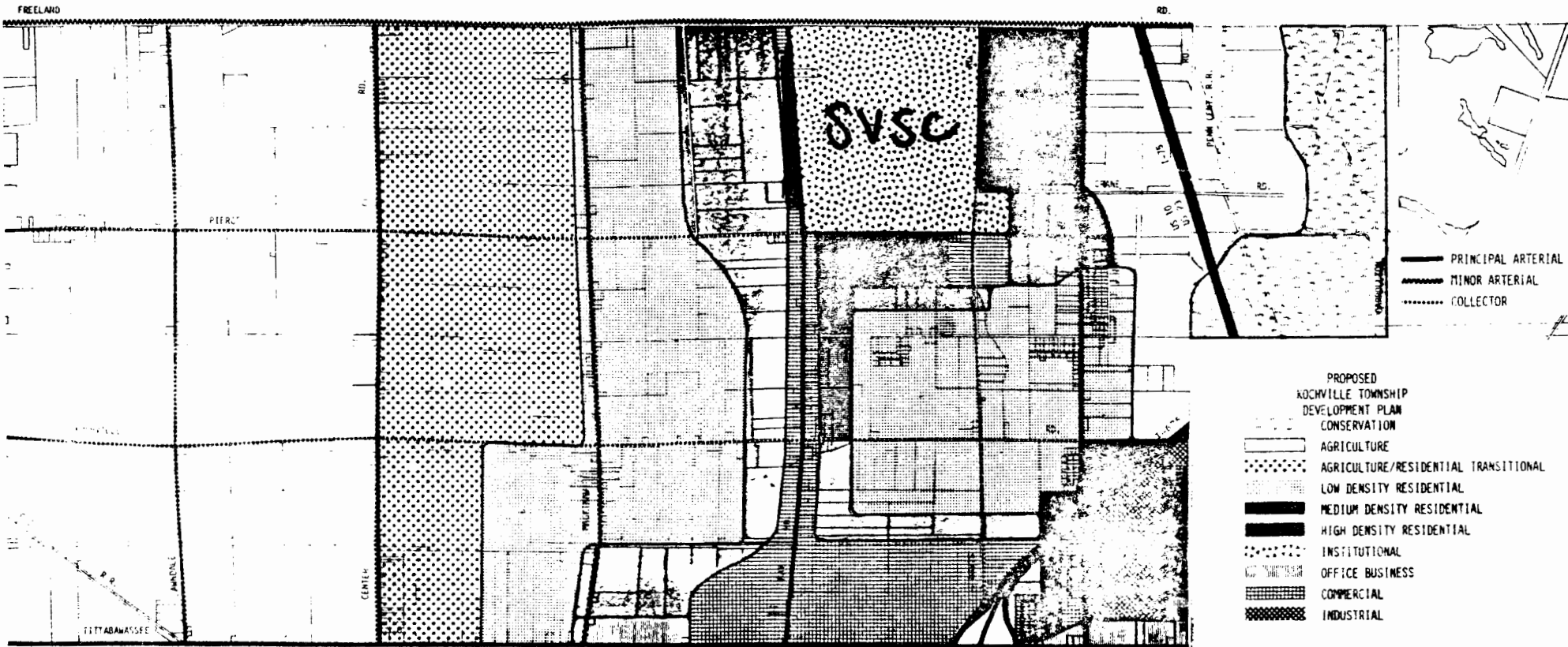
Red Areas--living quarters...high, medium and low density

White Areas--agriculture

With respect to the development of the land at the corner of Tittabawassee and Bay Roads, Mr. Trautner said Meiers had encumbered 38 acres west of Bay Road on Tittabawassee Road for development of a complex which it hoped to open in the Fall of 1980.

To the east on Tittabawassee Road at the intersection where Toys R Us was located, and then on to the north, GRAFCO of the Ramus Group, Kansas City, Missouri, planned to build a large mall which was going to be about one-third again as large as Fashion Square Mall when completely developed. Montgomery Ward and Woolco were already signed up for occupancy and many smaller stores would be located there too.

Mr. Trautner explained that Kochville Township could not pursue the last phase of its sewer development because of the Headlee Amendment and until a determination was received from the Attorney General. The Headlee Amendment stopped



— PRINCIPAL ARTERIAL
 - - - MINOR ARTERIAL
 ····· COLLECTOR

PROPOSED
 KOCHVILLE TOWNSHIP
 DEVELOPMENT PLAN
 CONSERVATION

□ AGRICULTURE
 ····· AGRICULTURE/RESIDENTIAL TRANSITIONAL
 ····· LOW DENSITY RESIDENTIAL
 ■ MEDIUM DENSITY RESIDENTIAL
 ■ HIGH DENSITY RESIDENTIAL
 ····· INSTITUTIONAL
 ■ OFFICE BUSINESS
 ■ COMMERCIAL
 ■ INDUSTRIAL

11-21-78

SAGINAW COUNTY METROPOLITAN
 PLANNING COMMISSION

FILE NO.

the township's sewer construction completely.

He described the location of the sewers in place now as going one and one-half miles west on Kochville Road from N. Michigan Road to Bay Road, one-half mile north on Bay Road from Kochville Road to Liberty Road and ending there, and all the way south on Bay Road to Tittabawassee Road. The sewer ended just one-half mile from the College at Bay Road and Liberty Road. It also was installed south on Davis Road for about one-half mile from Kochville Road.

The last phase of sewer installation, when they could go ahead again, Mr. Trautner added, would start at the intersection of N. Michigan Road at Kochville Road and go north to Pierce Road, taking into consideration sewers for the subdivisions along the way...that was their primary concern now. Then they would go from the corner of Liberty Road and Michigan Road west to Bay Road to catch all the residential in the sub-division in that area, and then perhaps north on Bay Road.

Mr. Trautner advised that the roads in the township cost many, many dollars. He had an estimate dated September 21, 1979 for updating Pierce Road from Davis Road to Bay Road in the amount of \$49,509. In checking today with the Road Commission, he was told today's figure was 20% more, or a new cost of \$60,000 to the township...the total cost would be pretty close to \$100,000, with the Road Commission picking up the difference. Because of decreased township revenue, he indicated he did not know when this road would be fixed up.

Dr. Ryder pointed out that he foresaw a potential problem, assuming SVSC's Heating and Cooling Plant was built on the west side of Davis Road across from the football field. He was looking two years ahead or so, but the likelihood would be

that SVSC would be bringing coal to that location by some type of hopper trucks... fairly good size trucks...and it wouldn't take too long, if there were a lot of them, to tear up the roads. He indicated he just thought he should mention this so Mr. Trautner could keep it in the back of his mind.

Mr. Trautner advised that at the township level they had taken a stand that they would like to reroute the main traffic coming from 675 from Davis Road, where the current direction signs lead it to SVSC, to Bay Road and then north to SVSC's main entrance, to avoid the heavy use of Pierce Road...he realized that what Dr. Ryder was saying was that the coal trucks would be using Pierce Road and Davis Road.

Dr. Ryder asked if there were any plans to improve Davis Road and Mr. Trautner indicated there were none at this time.

This concluded Mr. Trautner's presentation and discussion. Dr. Ryder thanked him for coming.

10. Report on Comprehensive Planning Model for SVSC

Dr. Ryder called upon Dr. Ann K. Dickey, Director of Institutional Research and Planning, to report on this topic.

Dr. Dickey distributed copies of the joint memo by Dr. Ryder and herself to the Ad Hoc Committee on Planning, dated January 11, 1980, and the attached document entitled "Model for Long Range Planning" (see Attachments).

Dr. Dickey gave an in-depth review of the document and indicated she knew the Board members had not had a chance to read it, but she would be very glad to answer any questions.

Mr. Curtiss asked if there were any linkage between this process and the



ATTACHMENT

IV. 10. Report on Comprehensive Planning Model for SVSC

Saginaw Valley State College

MEMO

TO : ARTHUR ANDREWES, WILLIAM BARNETT, PHILIP BEAL, LOIS DELERUYELLE, GAMAL ELASHHAB, LARRY FITZPATRICK, EMERSON GILBERT, RICHARD GILL, DOUGLAS HANSEN, ANN KOZAK, CRYSTAL LANGE, GUY LEE, DWIGHT MEANS, JAMES MITCHELL, DONALD NOVEY, HAROLD PETERSON, JANET ROBINSON, JOHN RUMMEL, JEFFERSON SHARP, CY SMITH, RICHARD THOMPSON, EARL WARRICK, LESLIE WHITTAKER, JERRY WOODCOCK, AND ROBERT YIEN

FROM : JACK M. RYDER, PRESIDENT *JMR*
ANN K. DICKEY, DIRECTOR *A*
INSTITUTIONAL RESEARCH AND PLANNING

DATE : JANUARY 11, 1980

RE : MODEL FOR AN SVSC PLANNING PROCESS

On January 9 the Executive Committee finished its discussions of the planning questionnaire which you completed and the proposals subsequently placed before them by Ann Dickey. In our best judgment the plan which is outlined in the attached document represents a workable general model for this college at this time. Many important details remain to be filled in by the Planning Resource Council which will soon be appointed. We will be describing this plan to the Board of Control at its Monday meeting, and we expect to begin implementation within a few days if no major reservations are expressed by them or by you.

A first step will be to solicit volunteers and nominations for membership on the Planning Resource Council, duties of which are described in the document. Since you have given more thought to planning than most members of the College community have yet had occasion to do, it is hoped that some of you will be among the volunteers.

Thank you most sincerely for your service on the Ad Hoc Committee.



Saginaw Valley State College

MODEL FOR LONG RANGE PLANNING

As the 1980s begin, a growing concern in the nation's colleges and universities is whether excellent or even adequate educational services can possibly be maintained. Financial resources face continuing erosion from inflation at a time when "discretionary" expenditures (library acquisitions, equipment purchases, building maintenance, etc.) have long been neglected. The income of publicly-supported institutions of higher education is constrained by citizen belief that the tax burden is too heavy, and is suffering diversion of tax revenues from education to social services.

In this situation considerable attention is appropriately focusing on the need to persuade the public that it is important adequately to fund higher education with both taxes and voluntary support, but it is evident that this approach alone is not a sufficiently reliable remedy. There is widespread agreement that institutions which hope to maintain or improve the quality of their educational offerings will have to find ways of adapting programs to shifting societal needs and tastes despite scarce resources. In order to add courses, curricula or services, they will more often than not be obliged to reduce the variety or costs of existing ones. Those which resist change are not expected to remain viable during a period when the pool of 18 year olds will shrink and competition for students will intensify.

The decision to inaugurate a formal long-range planning process at Saginaw Valley State College, announced in 1979 by President Jack M. Ryder, is grounded in the belief that this institution should consciously and continuously seek self-renewal. Adaptation to the changing needs of constituents is more likely to be orderly, creative, timely and constructive if the need for change is examined at regular intervals by the faculty and professional staff, assisted by students.

In March 1979, the President of the College appointed an ad hoc committee of 20 faculty, staff and students to consider and advise on the form which an SVSC planning process should take. Three different planning models were described to the committee in separate all day visits between March and May by consultants recommended by the American Association of State Colleges and Universities, the National Association of College and University Business Officers, and the Kellogg Foundation.

In the Fall, President Ryder asked Ann Dickey, then Director of Institutional Research, to accept in addition to the duties of that office the responsibility for administration of long-range planning activities, with a change of title to Director of Institutional Research and Planning. Dr. Dickey scheduled two meetings of the Ad Hoc Committee on a Planning Process in November and December, requesting the new Deans and Student Government President to join those appointed earlier in the year. She also met individually with Committee members, obtaining ideas for a questionnaire which identified elements of alternative

planning models and inquired about their desirability. The questionnaire showed that Committee members' opinions on some issues were quite divided, but a useful degree of consensus emerged. The Fall activities also included a second visit from Dr. David Alexander, Professor of Physics and Coordinator of Kellogg (planning) Activities at Wichita State University.

Relying upon concepts developed during nine months of discussion, the Executive Committee approved on January 9, 1980 and is ready to implement a long-range planning process. It creates no new decision-making structures. Planning will occur within existing organizational units (academic departments, Student Services departments, etc.) and will follow normal routes for making decisions.

In the first year of formal planning, which is expected to begin almost immediately, the following departments will be asked to participate: all of the academic departments, the Division of Placement and Continuing Education Services, Academic Advisement and Career Counseling, the Health Service, the Department of Residence Halls, Student Activities, and the Athletic Department. In subsequent years, additional departments will probably be included; and from the outset, individuals working in other departments will be asked to assist with planning.

Support for the planning process will come from a new committee, to be designated the Planning Resource Council, which will be appointed by the President and chaired by the Director of Institutional Research and Planning. Its members will include two members of the Academic Deans and Directors meeting, four faculty members, a member of the Student Services staff, a member of the Business Affairs staff, and two students. Initially (to provide for future continuity) half the members will be appointed for one year and half for two years, which will be the normal term. Reappointment may occur if a member contributes a somewhat unique expertise which continues to be needed. Volunteers and nominations will be solicited throughout the College community.

The most important responsibility of the Planning Resource Council will be to develop each year a statement of "planning assumptions," a well-researched paper which will describe the environment in which the College is expected to function during the five year period for which departments will be planning. The statement will discuss such matters as enrollment expectations, the labor market for college graduates, educational and organizational issues which need to be faced, funding prospects, and other factors which constitute problems or opportunities for the institution.

In addition, the Planning Resource Council will draft a schedule of planning activities and a set of questions around which the departments will be asked to organize their planning statements. In the development of these documents (which will be approved by the Executive Committee before they are distributed to departments) many individuals inside and outside the College are likely to be asked for input.

The Planning Resource Council will thus serve both as a committee of experts charged with helping departments develop sound plans, and as a liaison group.

In the latter capacity the members will report on planning activities in faculty meetings, Student Government meetings, and various staff meetings, and will make use of ideas expressed in these groups. It is anticipated that they will also be called upon, at least in the first year or two, to advise departments which are experiencing some difficulty in preparing planning statements.

Academic departments' plans will be submitted to their dean, who will then prepare a five year plan for the entire school, with departmental statements appended. (In small, undifferentiated Schools, e.g. Nursing and Allied Health, it may be more workable to combine these steps, with the faculty and the Dean working together from the outset to develop a single planning statement.) Planning statements of other units reporting to the Academic Vice President will go directly to him. The Vice President will comment upon statements and on academic planning issues which cannot be addressed within existing units.

Within the Student Services area, all departments reporting to the Dean of Students will participate in the first year of formal planning activities. They will prepare individual departmental plans and will submit them to the Dean of Students, who will then prepare an integrated plan for his area (with departmental statements appended) and submit it to the Vice President for Administration and Student Services for comment.

The only other department designated for participation in the first year is the Athletic Department, where the Athletic Director will prepare a planning statement in consultation with his staff.

Planning statements will flow from the Vice President for Academic Affairs, the Vice President for Student Services and the Athletic Director to the Planning Resource Council, which will then perform its final major function of the annual planning cycle. This will be the preparation for the Executive Committee of an analysis of the planning statements. Common themes will be identified, conflicts will be noted, and issues which the Council believes the Executive Committee should address will be listed and explained.

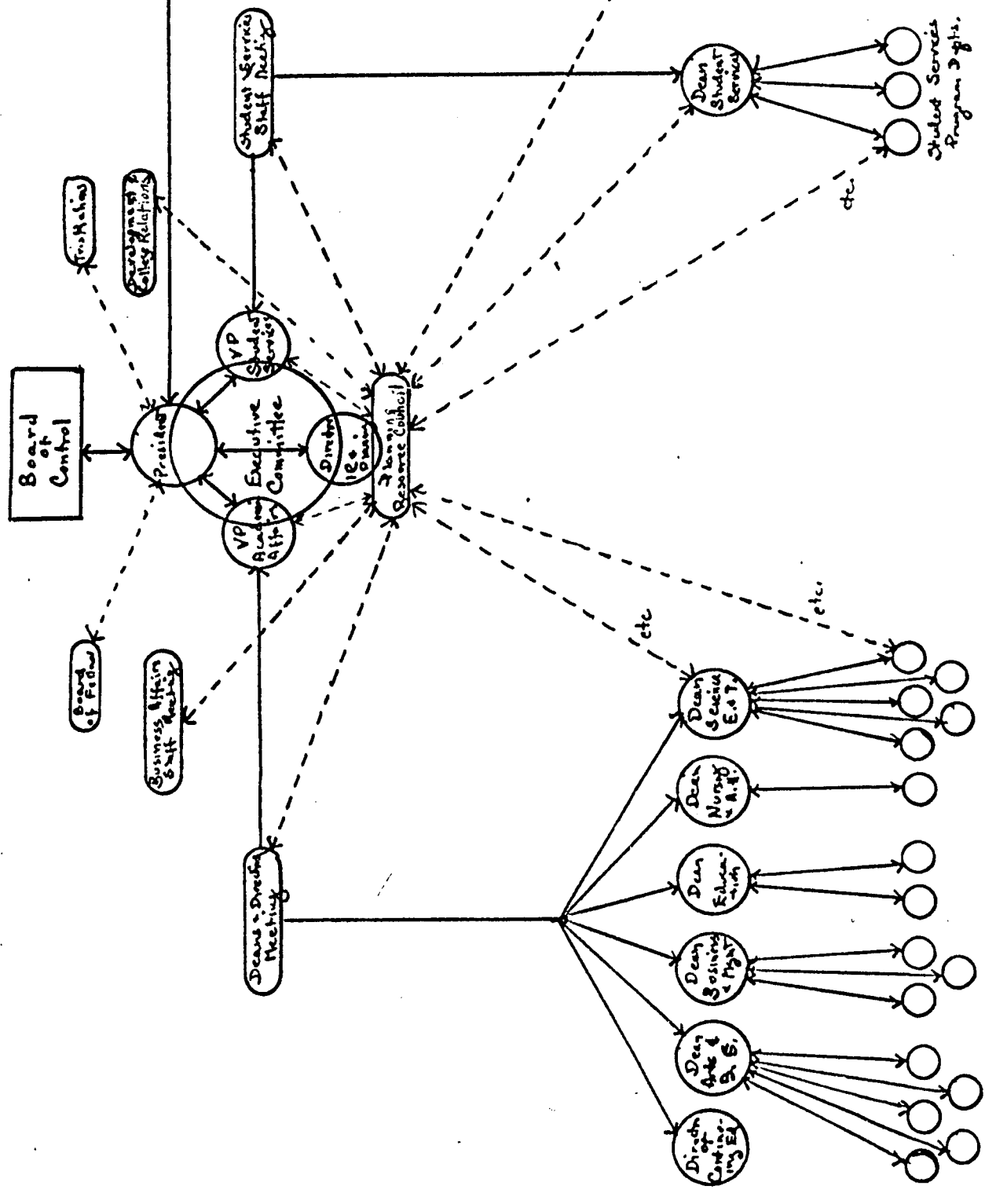
The Executive Committee will study this analysis and the planning statements themselves, and will produce a document which details a five year plan for the institution. Proposed changes will first be submitted to the Board of Control for approval.

The five year plan will be updated every year, dropping and adding one year, using a process similar to the one described but probably modified on the basis of experience.

The diagram which is attached connects with solid lines the departments involved in planning with their administrators. These are the lines of authority and responsibility for planning. The dotted lines represent channels of communication about, and assistance with, planning. Most of them connect the Planning Resource Council with the units which are engaged in planning and with staff meetings where concerned groups can provide input.

OIR&P:saa
1/11/80

MODEL FOR AN SVSCE PLANNING PROCESS



Academic Departments

Solid lines represent responsibility and authority
 Dotted lines represent communication and assistance

Mission Statement.

Dr. Dickey responded that at the time the Planning Research Council put out a set of questions, there would be linkage, because one of the questions which departments would be asked to address was "what is it you intend to do within the framework of this Mission Statement? How do you intend to translate this Mission Statement into departmental goals?" A further question, she said, which would not be her intention to emphasize in the first year, but it was certainly lurking there for the second year, would be "what is wrong with this Mission Statement? What is it that you want to do that this Mission Statement won't let you do?" So, it was in the long run an annual renewal of the Mission Statement. When enough things were identified that were wrong, then it would be time to rewrite the Mission Statement.

Mr. Curtiss observed that over the next couple of years, they were going to be doing a much more careful analysis of the results of their efforts on behalf of the students, and asked if this was addressed in the planning process at all.

Dr. Dickey indicated that program evaluation, as they knew, was different from planning, but she thought it was quite likely that a strong feeling would emerge that one of the things they had to plan for was a regular process of program evaluation.

Dr. Ryder distributed copies of Dr. Dickey's "Questionnaire to SVSC Graduates" (see Attachment) which, he said, touched on this subject and which would be helpful to the Planning Resource Council as well as administrative areas of SVSC.

Board members were asked by Dr. Dickey to read their copies of the document, and if they had comments, to get them back to Dr. Ryder or her by Friday,



ATTACHMENT
 IV. 10. Report on Comprehensive Planning Model for SVSC
Saginaw Valley State College

Dear SVSC Graduate:

Information about our graduates is important to the deans who are responsible for the quality of academic programs, to the individuals who send alumni communications, and to faculty and staff who advise current students about careers and placement opportunities. Rather than bombard you with a number of different questionnaires, we have prepared this brief survey form which combines the information needs of several college offices.

Most of you are asked to complete only Parts One and Two. In addition, School of Education graduates are requested to complete Part Three, which asks for the information which must be reported each year to the Michigan Department of Education.

Your willingness to complete and return the questionnaire will be greatly appreciated. Please try to do so within the next three or four days.

With best wishes and sincere thanks,

Ann K. Dickey, Director
 Institutional Research and Planning

Part One - Alumni Directory Information

Your Name and Home Address: (please print)

Mr. Mrs. Ms. Dr. _____
 (circle one) First name Middle initial Last Name

Street Address _____

City _____ State _____ Zip Code _____

Your name when you were a student, if it has changed _____

Job Title and Business Address: (please print)

[1,20-51] Job Title or Description _____

[1,52-80] Firm or Organization _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone Numbers:

Home: _____ - _____ Business: _____ - _____
 Area Number Area Number

Part Two - Evaluation of Your SVSC Experience

1. Have you enrolled as a student in any college or university since graduation?
(please check one)

[2,10-10]

- (1) No (SKIP TO QUESTION 3)-----
- (2) Yes, at SVSC, but not in a graduate level program
- (3) Yes, at SVSC, in the MAT or MBA program
- (4) Yes, at another college or university

[2,11-37]

Institution: _____

[2,38-57]

Type of program: _____

2. How well did your SVSC education prepare you for the courses or program in which you have enrolled since graduation?

[2,58-58]

- (please check one)
- (1) Very well
 - (2) Fairly well
 - (3) Not very well

3. During your last term before your graduation, were you employed? ←-----

[2,59-59]

- (please check one)
- (1) Yes, I worked full-time in an off-campus job
 - (2) Yes, I worked full-time on the SVSC campus
 - (3) Yes, I worked part-time on the SVSC campus
 - (4) Yes, I worked part-time in an off-campus job
 - (5) I was not employed during my last term (SKIP TO QUESTION 5)-----

4. Was your job arranged by or with the SVSC Cooperative Education Office?

[2,60-60]

- (please check one)
- (1) Yes
 - (2) No

5. Have you taken a new job since graduation? ←-----

[2,61-61]

- (please check one)
- (1) Yes, I have a new job, but with the same employer
 - (2) Yes, I have a job with a different employer
 - (3) No, my job has not changed (SKIP TO QUESTION 7)-----
 - (4) I did, but am not presently employed
 - (5) I have not been employed since graduation
- } (SKIP TO QUESTION 11)-----

6. How many job offers did you get before accepting your present job?

[2,62-62]

- (please check one)
- (1) Just the one I accepted
 - (2) Two
 - (3) Three or more

7. Is your present job related to your SVSC major? [2,63-63]
 (please check one)
 (1) Yes, closely related
 (2) Yes, to a limited extent
 (3) No, not in any very significant way

8. What knowledge gained in SVSC classes or extracurricular activities has been especially helpful in your job? _____

9. What knowledge or skills are needed in your present job which your SVSC education did not help you acquire? _____

10. (Optional, but helpful to those advising current students) [2,64-64]

Please check the category which includes your present annual salary or personal (not family) income:

- | | |
|---|---|
| <input type="checkbox"/> (1) Under \$6,000 | <input type="checkbox"/> (5) \$15,000 to \$16,999 |
| <input type="checkbox"/> (2) \$6,000 to \$9,999 | <input type="checkbox"/> (6) \$17,000 to \$19,999 |
| <input type="checkbox"/> (3) \$10,000 to \$12,999 | <input type="checkbox"/> (7) \$20,000 to \$24,999 |
| <input type="checkbox"/> (4) \$13,000 to \$14,999 | <input type="checkbox"/> (8) \$25,000 or more |

11. Did you ask the help of the SVSC Placement Office in finding a job? [2,65-65]
 (please check one)

- (1) Yes, and I did obtain a job through the Placement Office
 (2) Yes, but I obtained a job in another way
 (3) Yes, but after that I dropped out of the job market
 (4) Yes, but I haven't been able to find a job
 (5) No, I never registered with the Placement Office

12. Please provide the information requested below to enable us to assess how well the College has served various groups among our graduates.

(check one response in each category)

- | | | |
|---------------------------------------|--|---|
| Age at Graduation: | Sex: | Civil Rights Category: |
| <input type="checkbox"/> (1) Under 23 | <input type="checkbox"/> (1) Male | <input type="checkbox"/> (1) Non-resident alien |
| <input type="checkbox"/> (2) 23 or 24 | <input type="checkbox"/> (2) Female | <input type="checkbox"/> (2) American Indian or Alaska native |
| <input type="checkbox"/> (3) 25 to 29 | Did you ever live in the SVSC residence halls? | <input type="checkbox"/> (3) Black, non-Hispanic |
| <input type="checkbox"/> (4) 30 to 39 | | <input type="checkbox"/> (4) Asian or Pacific islander |
| <input type="checkbox"/> (5) Over 39 | <input type="checkbox"/> (1) Yes | <input type="checkbox"/> (5) Hispanic |
| | <input type="checkbox"/> (2) No | <input type="checkbox"/> (6) White, non-Hispanic |

Part Three - To Be Answered Only by Teacher Education Graduates

[2,70-71] 13. Please check below the major(s) which appear on your teaching certificate. Omit minors.

- [2,72-73] ___ (01) Regular elementary instruction Secondary (continued):
- [2,74-75] K-12 Areas (elementary and secondary): ___ (07) English
- ___ (02) Music ___ (08) French
- ___ (03) Physical Education ___ (09) History
- ___ (10) Mathematics
- Secondary: ___ (11) Natural Science
- ___ (04) Art ___ (12) Physics
- ___ (05) Biology ___ (13) Spanish
- ___ (06) Chemistry Other: _____

14. What was your status with respect to teaching as of January 1?

- [2,76-76] (please check one)
- ___ (1) I had a regular elementary or secondary teaching job
- ___ (2) I was a permanent K-12 substitute with a contract
- ___ (3) I had no contract, but was doing some substituting
- ___ (4) I was a college faculty member, or was teaching in
- a community education program, industry, or some
- other professional setting
- ___ (5) I was a graduate student and a teaching assistant
- ___ (6) I was not doing any professional teaching
- } GO TO QUESTION 15
- } SKIP TO 16-----
- } SKIP TO 17-----

15. Were you working primarily in public or non-public schools?

- [2,77-77] (please check one)
- ___ (1) Public school(s)
- ___ (2) Non-public school(s)

16. As of January 1, were you teaching in or outside of Michigan?

- [2,78-78] (please check one)
- ___ (1) In Michigan
- ___ (2) Outside Michigan
- } OMIT Questions 17 and 18

17. After qualifying for certification, did you try to find a teaching job?

- [2,79-79] (please check one)
- ___ (1) Yes, and I was offered at least one, but did not accept
- ___ (2) Yes, I tried but could not find a teaching job
- ___ (3) No, I have not tried to obtain a teaching job

18. Are you now seeking or planning to seek a teaching job?

- [2,80-80] (please check one)
- ___ (1) Yes, I am actively looking for a teaching position
- ___ (2) I plan to make applications sometime within the next year
- ___ (3) I have no early plans to seek a teaching job

THANK YOU FOR RESPONDING! PLEASE MAIL PROMPTLY, USING THE ENCLOSED ENVELOPE.

January 18, 1980, so that they could begin to make appointments.

11. Review of Board of Control Related Recommendations and Progress in Connection with the Presidential Evaluation

Dr. Ryder indicated he had distributed copies of the "Presidential Evaluation Progress Report II" to members of the Board of Control last month (see Attachment).

Mr. Curtiss advised that this report was a joint effort between Dr. Ryder and himself...although the comments were those of Dr. Ryder, the two of them had talked about their content.

A lengthy review and discussion of the entire report followed.

With respect to Item "C" and the response, Mrs. Saltzman asked that it be recorded specifically in the Minutes, to serve as a reminder to the President, to provide the Board a list of his objectives for 1979-80 and beyond, similar to what he had provided a couple of years ago, and also to serve as a reminder to the Board, as well as the President, that the Presidential Evaluation and subsequent Progress Reports emanating from it, be used as an Agenda for continued review and evaluation of the President and the Board.

Reference was also made by Mrs. Saltzman to the forms she had provided Chairman Curtiss for consideration as an annual evaluation of the chief administrator and Board members, which, she noted, had been used successfully by the Charlottesville, Virginia and Birmingham, Michigan Boards of Education. She observed that some of the content on the forms was not relevant to SVSC, but asked if they could be of any value for an interim evaluation at the College...could copies be made and distributed to all the Board members, and then the Academic, Personnel and Facilities Planning Committee review and see if they could be used at SVSC?

IV. 11. Review of Board of Control Related Recommendations and Progress in
Connection with the Presidential Evaluation
PRESIDENTIAL EVALUATION PROGRESS REPORT II

This is a brief progress report of recommendations more specifically addressed to the Board of Control of SVSC in the Presidential Evaluation conducted by Dr. Barry Munitz and submitted to the Board of Control in December 1978.

To make the report easier to comprehend, the recommendation will be repeated here consistent with the report with responses (R) following each one.

Page 2, IV. Recommendations to the Board of Control

- A. The Board is responsible for endorsing those policies which establish a general program statement for educational direction of Saginaw Valley State College. If it does not know what the institution stands for and what it requires, and if those desires are not stated first to the chief executive officer, and then with and through him to the institution, there will be no stable basis for college progress, and no meaningful context for assessing the quality of institutional leadership. A board planning committee, supported by a president who drafts materials and analyzes options, can create the initiative for clarifying the college's mission. The Board and the President inevitably will be engaged in a mutual education process. For that process to work trust and good faith are required, but a constant testing of each other's assumptions and desires are even more essential.
- R. The Board of Control adopted a new Mission Statement for SVSC on Sept. 10, 1979, providing the basic foundation for institutional progress and a meaningful context for assessing the quality of institutional leadership. While no Board planning committee has been established per se, representatives of the Board have participated in meetings of an Ad Hoc Committee of faculty, students and administrators involved in evaluating approaches to institutional planning.

The Board of Control has been updated consistently on the progress of development of the institutional planning process and will receive copies of the Minutes of any formal bodies established.

It has, as a result of Board discussion, been generally concluded that representatives of the Board of Control should not serve on formal committees involved in the planning process, but should be kept up-to-date, be called upon when appropriate, as judged by the administration, or should meet and consult with any formal committee as desired upon the request of the Board or a Board committee. In the final analysis, the Board of Control has ultimate authority and responsibility for any major departures in institutional policy and direction.

- B. The nature of the Board of Control is changing (both in type of people and their expectations), and in order to lend credibility to the administrative process each member must encourage public analysis of and response to basic policy issues. The Board cannot see itself as just one of many constituencies confronting the President's office. They are ultimately responsible for the President, just as he is responsible to them. They have a right to expect timely information and firm decision making. They must not and can not be in a position of cajoling or subtly hinting for that information or for those decisions.
- R. Consistent with the Michigan State Open Meetings Act and this recommendation, many more items are now discussed openly by the Board of Control, often-times without any prior discussion in committee. In either event, progress has been achieved in greater public analysis of and response to basic policy issues. This action has improved the quality of Board discussion.

If members of the Board require information or feel the need for a decision they have forthrightly sought the needed response.

- C. Since the Board establishes policy and then leaves implementation to the administration, they must expect from the President a continuing clarification of his short and long run agenda for leading the institution, and a relatively specific timetable for accomplishing each major objective. The President will then periodically review that agenda with the Board, and provide them with an opportunity for revising priorities, assessing progress, and suggesting new areas of concern. Although they serve as guides for executive leadership, and therefore delegate to that leadership the appropriate authority to implement basic policy guidelines, they must also insist that when new areas of concern are raised, they must be followed up by the administration, and the results of such analysis and problem solving must be presented at subsequent meetings and entered into the formal public minutes.
- R. The periodic progress reports, both orally and written, have served as an agenda for change as suggested by the evaluation. Although more detailed analysis could perhaps be provided in the future, goals and objectives have been proposed through adoption of the SVSC Mission Statement and through objectives set forth by the President for accomplishment during 1979-80.

The administration has improved upon its response to questions and concerns expressed by the Board and these are reported at subsequent Board meetings.

- D. The Board's organizational structure and operating procedures must encourage conversation directed toward institutional priorities and the quality of administrative leadership. Its responsibility is to judge whether or not college objectives are appropriate, and then to test periodically the degree to which those objectives are being met.
- R. The Board organizational structure has been modified in response to the evaluation in conformity with the State of Michigan Open Meetings Act and with

the purpose of encouraging appropriate discussion and advice to the administration.

Furthermore, the Board agenda and meeting procedures have been restructured in an effort to provide adequate deliberation on issues. Discussion regarding issues one month preceding consideration for action has been one attempt to address this recommendation.

- E. If the recommendations above are followed, then the President will be placed in a position to administer the institution within the basic planning and policy context approved by the Board. If indications of problems come to individual Board members they should be raised immediately with the President - privately at first, and at public Board meetings if the nature of the issues warrant such treatment. It is not how the Board gathers or receives its information (provided that they do not aggressively seek comprehensive information in a manner that bypasses the President), which becomes a problem for the college, but rather what is done with that information once it is brought to their attention.
- R. While it would be extremely difficult to monitor the behavior of each Board member on this matter, the impression is that each member understands their responsibility to the President regarding information flow and is acting accordingly.
- F. The role of the chairman is crucial in structuring the Board agenda so that it provides a context for consideration of policy issues. He or she cannot be exposed directly by people on the campus to conflicting institutional pressures, or be perceived as working around rather than through the campus decision making structure. The Board and its chairman must remain an ultimate recourse for appeal and revision of policy decisions. There are no longer circumstances at Saginaw Valley State College to justify an extraordinary involvement of the Board or any of its members in the administration of the college.
- R. It appears that all members of the Board are now fully aware of the need to be sensitive regarding their policy making and legislative roles as opposed to the implementation roles of the President and his administration, and further, that the institution has reached a level of maturity as indicated in the Evaluation whereby there is no justification of extraordinary involvement by Board members in administration of the college.

The forthcoming development of Board Operating Policies will define even better the respective roles of the Board of Control members and the administration.

- G. In the formulation of policy decisions, the Board can not be placed continuously in a position of mutual suspicion or ambiguity. If they demonstrate a better understanding of various groups at the college, they can build innate trust in their functions amongst the campus community. They in turn must respond with trust and support for their student, faculty, and administrative

constituencies. The element of ambiguity will be avoided to the extent that the Board publicly debates policy alternatives and publicity provides direction to the administration for the implementation of policy decisions.

- R. The Presidential Evaluation and the agenda it represents for the Board and the President does represent a vehicle for allaying suspicion or ambiguity. The context for mutual trust between the Board, the student, the faculty and administrative constituencies has been established and more extensive public debate of policy alternatives has contributed to that achievement. There is more room for accomplishment in this function and it will require diligence on the part of the Board and the President.
- H. The President's leadership, as suggested in detail in the next section, will be equally crucial in educating and directing the Board through those policy deliberations. He must not be in the position of constant reaction rather than initiative, although there will be legitimate occasions for his response to Board initiatives. If the Board role is to set policy, then it must articulate what it wants to know, and it must periodically insure that its earlier requests have been met. The Board will be, if appropriately involved and educated, an effective buffer and filter system which enhances the institution's relationship with the outside world, and protects it in turn from a less informed set of external pressures.
- R. The President has stepped up his efforts through various means to provide for the education and direction of the Board through policy deliberations. Again, the establishment of Board operating policy and procedure will be helpful in better defining areas of responsibility.
- I. To play its policy role the Board must get its information early, in a concise form, with the background required for analysis. It must have procedures which assure effective establishment and understanding of priority goals, including programmatic as well as fiscal implications for balancing requirements and meeting current needs. In the long run, this balance will depend upon the informal relationship between the Board chairman and the President. However, these procedures will more likely be forthcoming if the administration presents alternatives to the Board for responding to major policy issues, outlines the advantages and disadvantages of each alternative, and then provides supporting material for its own recommendation. Subsequent public review of the alternative finally selected will enhance confidence in further decisions made at Board meetings.
- R. Considerable progress has been achieved in providing policy alternatives for consideration by the Board. These procedures have resulted in better recommendations by the administration to the Board and more background development prior to decision making.
- J. Implications for Board Agenda
 - 1. Materials should be prepared early, including the alternatives and impli-

cations described above, so that administrative recommendations are received by the Board in ample time for comprehensive discussion at the committee level, and for analysis by each Board member prior to the public meeting. The President - chairman relationship is crucial to the formulation of the Board agenda. They must shape its general structure, and identify specific items for consideration. In addition, they must insure the early mailing of complicated material and the timely scheduling of committee meetings.

2. Time must be set aside at each meeting for the Board to discuss general institutional strategy, be updated on current issues, and review priority for institutional goals.
3. Board meetings should not be so driven by the formal agenda that time is not allowed to explore ad hoc or emergency questions.
4. The agenda should reach the Board, after it has been established by the President and the chairman, so that at least one full week is allowed for study and for informal exploration before the public meeting itself. This agenda should include relevant reports from each standing committee of the Board, or an informal discussion of committee discussions undertaken close to the current meeting.

- R. The new meeting procedures initiated in May 1977 are an attempt to provide for adequate committee deliberation one month prior to any formal action by the Board. This does achieve the objectives of this recommendation to a considerable extent but does not account adequately for the importance of timeliness regarding certain Board matters. This should be studied further and specific changes proposed to meet that need.

Sufficient time has been made available in regular Board meetings for adequate discussion of institutional goals and priorities although the Board might profit from one or two days of sustained pursuit of those issues critical to higher education in general and SVSC in particular.

The agenda and supporting documents have, with exceptions, reached the Board at least one full week in advance to provide adequate time for review. Also, the President and chairman of the Board meet regularly in the formulation of the agenda for the upcoming meeting.

Since the standing Board committees are advisory to the administration, the committees do not report as a committee unless directed specifically by the chairman or by resolution of the Board.

- K. Committee Structure and Functioning

1. Each of the principal committees should be supported by the administrator within the presidential team most responsible for the function assigned to that committee.

2. A primary role for each committee is the education of the full Board. They must be able to function and express their concerns without intrusion, and then treat the President as their line connection to each functional area within the institution.
3. The danger of committee organization is over specialization. Therefore, a mechanism must be developed to bring committee material before the full Board so that it can be described and analyzed for each member, without having the committee itself feel that all of their deliberations has been moved back to ground zero. If the trustees are to be informed, active, and aware, so that they can focus upon effective and well informed decision making policies, then they must lean on committees which are chaired by carefully chosen individuals who can be responsible to the full Board for their area of assigned expertise.

- R. Fundamentally the provisions in this recommendation have been implemented through the establishment of the two standing committees and the assignment of the appropriate Vice Presidents.

Also, to prevent over specialization of Board members, the chairman has chosen to rotate members periodically between the two standing committees. All members of the Board receive the discussion notes of each standing committee in an effort to keep all members up-to-date as action items come before the Board.

- L. The Board should consider bringing in an external consultant to advise the President on the initial design of a planning and budgeting system. Such a system would include a process for determining immediate and longer run priorities, for analyzing resources required to support those priorities, for identifying the sources of that support, and then for allocating annually the basic budgets for each programmatic and administrative area.

No modern public college can exist without public priorities and without an up-to-date assessment of academic programs. A long range plan, and a budgeting process which includes cost benefit analysis for each program area, reduce the likelihood for crisis budget decisions, and increase institutional stability when those decisions are inevitable. In addition, a planning and priority setting process encourages the building of an informal general consensus within the academic community regarding college direction and the expectations of its leadership.

- R. This recommendation is in the process of being implemented and the actual comprehensive planning process will be in motion after the first of the year 1980. Dr. Ann K. Dickey has been assigned the responsibility of coordinating this effort and has been given the added title of Director of Institutional Research and Planning to demonstrate commitment to this effort.
- M. The Board must ask whether there are people on the campus who serve as a candid sounding board for the President, who can speak honestly with him about major policy issues, and who then can effectively support and implement his decisions once they are reached.

- R. There are formal bodies and individuals on campus who are capable of functioning as candid sounding boards for the President. Nevertheless, in an environment with a union contract, consultation with those individuals cannot go beyond propriety with respect to the contract. Discussion on a professional basis about institutional goals, objectives, curriculum, resource development and many other such topics are clearly appropriate and the President has no reluctance to discuss such topics with anyone on campus.
- N. An up-to-date and comprehensive policies and procedures manual will strengthen the overall performance of the Board as well as the administration. Similar materials prepared at other institutions and reviewed by the AGB should be studied by this Board's executive committee.
- R. The administration had already initiated an effort to consolidate the institutional policies and procedures into a single manual prior to the Presidential Evaluation. We currently have on hand most of the manuals of other Michigan State Colleges and Universities and we are continuing to make progress both in formulation and consolidation of policy and procedure.
- O. Each term served by a member should be carefully appraised so that only those committed and performing are considered for renewal. When vacancies occur strengths which are absent on the Board should be analyzed carefully, and advice then provided for the governor as to serious requirements for membership.
- R. While there has been some discussion in committee of this recommendation, the general consensus seems to be that each individual Board member should not be bound by a Board decision, but that discussion of experience and other desirable characteristics of a potential Board member should be reviewed.
- P. There should be a detailed orientation process for new Board members, which is shaped by the President and the chairman. At the orientation process the policy manual could be distributed and explained, and an organizational chart with job descriptions of major administrators would be provided as well.
- R. While the process of new Board member orientation has been improved in recent years, including development of a notebook containing By-Laws, Fact Sheet, pertinent policy and procedure, etc., more needs to be done to provide for rapid familiarization with the institution. Additional effort will be expended over the next year.
- Q. There should be some place on campus where the Board members could visit with the administration or other constituencies, or simply rest and read while preparing for a Board or committee meeting.
- R. There has been only limited discussion concerning a place on campus where Board members could rest and read while preparing for a meeting. The lack of dedicated and appropriate available space anywhere on campus has been a drawback. This type of space will be provided for in the development of Instructional Facility No. 2 and the renovation of Wickes Hall.

- R. The President's office should provide to all Board members a weekly summary of media references to the college.
- R. This summary is currently being provided every two weeks instead of weekly. Given our current staffing, this permits better work scheduling. If the Board feels this procedure is not meeting its needs, we shall change the procedure.
- S. The Board will feel comfortable that basic policies and specific problem solutions are being analyzed and implemented in a timely and consistent fashion, if they have the opportunity to review carefully their own agenda as well as the President's. Under the President's leadership they can be placed in a position of initiating and then monitoring implementation of basic policies, instead of responding to or hearing about decisions in a fragmented or ambiguous fashion.
- R. It seems that any perceived problems in this area either have been solved or are in the process of solution.
- T. Ultimately there must be evidence that the Board has clearly defined expectations for the Office of the President. This evidence will include the periodic review of an agenda established by the Fall 1978 presidential evaluation process. There must be particular attention paid to items which are raised by Board members for clarification and review - whether or not they are part of the agenda identified by this evaluation. The President and the Board chairman, who established the agenda for each meeting, should insure that subsequent meetings allow adequate time for the President to report on any item raised concerning the leadership agenda or an immediate problem. It must be understood clearly that a timely response from the President, as well as a satisfactory resolution of major problems raised by any Board member, will become part of the normal evaluation process by the President.
- R. The recommendations inherent in this item have been accomplished to a considerable extent. The periodic review of the Presidential Evaluation has served to more clearly define expectations of the Office of the President. The development of Board operating policy and procedure will further refine those expectations. More can be done to set goals and timetables as the planning process takes shape. Efforts are made to respond on a timely basis to the concerns or items raised by Board members. A special item has been placed in the Board Agenda providing the opportunity for the President to offer remarks concerning the evaluation agenda or any other topics chosen.

It is apparent through this review that much has been accomplished in the past year yet there is still much more to be done. As the recommendations are acted upon and accomplished, new objectives should be established. The evaluation is a process leading to ever increasing refinement with never an end in sight.

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Dr. Ryder suggested that before doing this, he would go over the forms, perhaps making some modifications that would fit SVSC's situation, get copies made, and then mail them out to the Board members. After that, he said, preliminary discussions could be held about them, and then they could make a final decision about their use.

With respect to the Board of Control, in relation to the Presidential Evaluation, Dr. Ryder observed he had a strong feeling that this Board, and the stage it was in right now, was well in advance of what most Boards of Control around the country were in...the evaluation itself, the sensitivity, the discussion of issues, etc. had probably contributed to this Board's development. He added that he believed the development of the Board Operating Policies would define that even more...they were on a very good course, and as long as they kept "sailing in the right direction" they would continue to improve.

12. Sponsored Programs Report

Dr. Ryder advised there was no Sponsored Programs Report this month.

13. Personnel Report

Dr. Ryder distributed copies of this month's Personnel Report and indicated he had no comments to make about it, but suggested Board members review when they had the time.

V. OTHER ITEMS FOR CONSIDERATION

14. Emergencies on the SVSC Campus

Mr. Curtiss asked if administration knew who was in charge in the event that there was another snowball fight here and if it had been resolved where the authority

lay under today's law.

Dr. Gilbert advised they had drafted an agreement and a meeting was being arranged with the Sheriff. He stated he was not sure that it would ever be as settled as SVSC would like it to be, at least from the feedback he was getting from the Sheriff right now.

Mr. Curtiss requested that if there were some sort of an agreement established, that it be brought to the Board so they knew where they stood.

15. Vandalism in Lot "B"

Mr. Curtiss indicated he had been hearing bits and pieces about damaged automobiles in Lot "B" and asked if anyone knew how extensive that damage had been during the last semester and whether there was anything that could be done about it.

Dr. Gilbert responded he wasn't aware of that problem and would have to check it out.

Apparently, Mr. Curtiss said, there had been a number of instances where car windows had been smashed in maliciously without anything being stolen from the car... it might be incorrect information, and he didn't want to suggest that it was going on every night either, but thought Dr. Gilbert might want to take a look at it with respect to their possibly needing more lighting or more supervision, or whether it was something they had to live with...but in any event, bring something to the committee.

16. Report on MAGB Meeting

Mrs. Saltzman observed she should have written Mr. Curtiss so that he would be prepared to make a report on the last meeting of the MAGB. She asked who the new

President of MAGB was.

Mr. Curtiss responded that Kurt Kiedel of Wayne State University was the new President.

Mrs. Saltzman suggested that either Mr. Curtiss or she should report regularly on the MAGB meetings.

17. Rescheduling the Afternoon Committee Meetings

Dr. Ryder asked if they wouldn't want to reschedule the afternoon meetings. It was agreed that the Committee Meetings would begin at 2:30 p.m. rather than at 2:00 p.m.

VI. ADJOURNMENT

There being no further business to transact, Chairman Curtiss adjourned the meeting at 12:50 p.m.

Respectfully submitted,

Charles B. Curtiss--Chairman

Dorothy D. Arbury--Secretary

Opal M. Colvin

Opal M. Colvin--Recording Secretary

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