

SAGINAW VALLEY STATE UNIVERSITY

BOARD OF CONTROL  
DECEMBER 18, 1992  
REGULAR MEETING  
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# MINUTES

## BOARD OF CONTROL

Regular Meeting

1:30 p.m.

Board of Control Room - Wickes Hall

December 18, 1992

Present: Braun  
Curtiss  
Gilbertson  
Revilla  
Roberts  
Ward

Absent: Clark  
Rush

Others

Present: G. Corser  
G. Eastland  
S. Fales  
J. Fallon  
M. Flatt  
M. Frahm  
T. Grobaski II  
J. Kerman  
C. Lange  
J. Lyddon  
W. Mackie  
J. Mitchell  
J. Muladore  
R. Payne  
R. Ruffin  
P. Saft  
J. Stanley  
R. Thompson  
J. Vogl  
J. Woodcock  
R. Yien  
Press (1)

I. CALL TO ORDER

Chairperson Ward called the meeting to order at 1:38 p.m. He noted that a quorum was present.

II. PROCEDURAL ITEMS

A. Approval of Agenda and Additions and Deletions to Agenda.

President Gilbertson asked that a resolution relative to the remodeling of the Cardinal Gymnasium lobby be added to the agenda as Action Item 12. Hearing no objections, Chairperson Ward ordered the agenda approved as amended.

B. Approval of Minutes of October 12, 1992 Regular Monthly Meeting

It was moved and supported that the minutes of the October 12, 1992 regular monthly meeting be approved.

The minutes were unanimously APPROVED as written.

C. Recognition of the Official Representative of the Faculty Association

Chairperson Ward recognized Professor George Corser, President of the Faculty Association, who read the following statement:

Costs of Value Added

We most often hear in discussions of costs, the equating of value with the dollar costs of a product or procedure. However, when higher education is the topic for deliberation, there is a serious distinction to be made between costs of obtaining and providing an education and value-added by achieving an education. It is important to be aware of the paradigm shift from judgement based on value acquired to judgement based on costs.

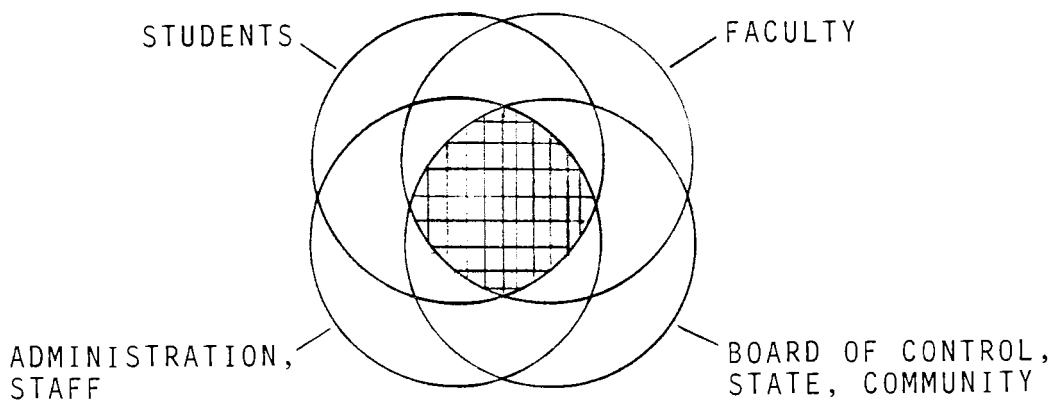
According to one of my dictionaries, cost is essentially "an amount paid for a purpose." The many parts of cost, such as tuition, fees, books, salaries, buildings, and so on, can be written down on a sheet of paper and totalled. It is a cognitive knowledge based activity which can be programmed into a computer once a model is chosen.

Value, on the other hand, has several meanings. The one that seems to me to best fit with higher education is "a principle, standard, or quality considered worthwhile or desirable." It is an affective attitudinal selection of mission, goals, and objectives. It comes from a shared vision of spirit that only human beings can evoke, enunciate and record. It guides, consciously or sub-consciously, the choice of model(s) for determining cost.

Is the value of a work of art, the life of a newborn child, or the quadruple bypass surgery on an octogenarian worth the cost? (Or should we say is the cost worth the value?) Who selects values and how are values clarified? The answers to these two questions determine the *esse* or *Zeitgeist* of an institution. But, whomever and however value is determined, there will be a sharing of it by the parties to it as indicated with this Venn diagram. The shaded intersection of four sets represents a kernel of value shared by committed parties.

An institution may choose a high quality education for baccalaureate degree students as its primary value. The attitudes, skills, and knowledge acquired by these students constitute value added by having graduated from the institution.

Is the value added worth the cost? Each of the four groups, or individuals with these groups, will have somewhat different cost criteria, even when the answer is "Yes" for each group. This seems to me to be the current situation here at SVSU.



If minimizing costs becomes a predominant value, we can expect mediocrity as a result. If research and publication become predominant, we can expect a shift in value added. If micro-management of instruction becomes a

predominant value, we can expect a loss of academic freedom and a narrowing of value added. Many other practices could creep in and tend to diminish or enhance the value of high quality education for baccalaureate degree students.

The challenge is to maintain a continuous process by which the parties review, recommend and implement policies by which short term decisions support long term goals. Perhaps Shakespeare captures some of the cost/value choices by the phrase "the heart hath reasons that reason knows not of."

Speaking of affairs of the heart might suggest something of the meaning inherent in this holiday season. On behalf of the Faculty of SVSU -- Happy Holidays!

D. Communications and Requests to Appear Before the Board

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

II. ACTION ITEMS

1) Resolution to Grant Baccalaureate and Master's Degrees

RES-1016 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University is granted the authority to confer Baccalaureate and Master's Degrees as outlined in Section 5 of Public and Local Acts of Michigan - 1965; and

WHEREAS, Operating policy 3.101 Article III of the Board reserves to the Board the authority to grant degrees;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University approve the awarding of Baccalaureate and Master's Degrees at the December 6 (Taiwan MBA Program) and December 18, 1992 Commencements as certified by the faculty and Registrar.

President Gilbertson told the Board: "We had a quite splendid commencement in Taipei. Dr. Yien (Vice President for Academic Affairs), Dr. Mitchell (Dean of the College of Business and Management) and I were there. We now have 27 eager, energetic alumni in the Far East Chapter of the SVSU Alumni Association. At the end of the commencement they excused us for an hour so that they could have their first meeting --

they are interested in ways they can contribute to this institution. It was very gratifying. We are very proud of them, as we are of those graduates who will cross the stage here tonight."

The motion was APPROVED unanimously.

2) Resolution to Change Board of Control Meeting Dates

RES-1017 It was moved and supported that the following resolution be adopted:

WHEREAS, Article II of the SVSU Board of Control Bylaws stipulates that unless otherwise provided by action of the Board of Control at least one month in advance, the Board shall meet on the second Monday of the month, and

WHEREAS, A recommendation for approval to change the March 8, 1993 Regular Board meeting and the April 12, 1993 Committee meetings to a March 29, 1993 Regular Board meeting has been proposed;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control give formal approval for the change of date.

Chairperson Ward asked for discussion. There was none.

The motion was APPROVED unanimously.

3) Resolution to Reappoint Auditors for Fiscal Year 1992-93

RES-1018 It was moved and supported that the following resolution be adopted:

WHEREAS, It is a good management practice to have conducted an annual independent financial audit; and

WHEREAS, The Finance and Audit Committee has considered the reappointment of Ernst & Young for the 1992-93 fiscal year;

NOW, THEREFORE, BE IT RESOLVED, That the CPA firm of Ernst & Young be reappointed to conduct the financial audit for the 1992-93 fiscal year.

Chairperson Ward asked for discussion. There was none.

The motion was APPROVED unanimously.

4) Resolution to Approve Faculty Sabbaticals for 1993-94

RES-1019 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University is committed to quality education and

provides the faculty with opportunities to maintain and enhance their professional knowledge and expertise, and

WHEREAS, The University administration supports faculty sabbatical leaves as an integral part of the SVSU Faculty Development Program;

NOW, THEREFORE, BE IT RESOLVED, That the following faculty members be granted sabbatical leaves as specified below for the academic year of 1993-94.

<u>Cheek, Dr. Robert</u>	<u>Management</u>	<u>Fall/Winter (half) 1993-1994</u>
<u>Corser, Mr. George</u>	<u>Mech. Engr.</u>	<u>Winter, 1994</u>
<u>Gourd, Dr. William</u>	<u>C&amp;T</u>	<u>Fall, 1993</u>
<u>Harley, Dr. Kay</u>	<u>English</u>	<u>Winter, 1994</u>
<u>Kihata, Mr. Hideki</u>	<u>Art</u>	<u>Summers, 1993, 1994, 1995</u>
<u>Matti, Dr. Joseph</u>	<u>Math</u>	<u>Fall/Winter (half) 1993-1994</u>
<u>Ofori-Dankwa, Dr. Joseph</u>	<u>Management</u>	<u>Fall/Winter 1993-1994</u>
<u>Raz, Dr. Ghulam</u>	<u>Elec. Engr.</u>	<u>Winter, 1994</u>
<u>Renna, Dr. Thomas</u>	<u>History</u>	<u>Fall, 1993</u>
<u>Segel, Dr. Kerry</u>	<u>English</u>	<u>Summers, 1993 1994, 1995</u>
<u>Wiseman, Dr. Donald</u>	<u>Accounting</u>	<u>Fall, 1993</u>

President Gilbertson reminded the Board that the applications for faculty sabbatical leaves are scrutinized according to policies set forth in the terms of the Collective Bargaining Agreement with the Faculty Association....The individuals listed in Resolution 1019 are recommended to the Board, having met the terms of eligibility and submitted worthy proposals. (See Appendix One: Sabbaticals)



The motion was APPROVED unanimously.

5) Resolution to Approve Honorary Degree Policy

RES-1020 It was moved and supported that the following resolution be adopted:

WHEREAS, Saginaw Valley State University recognizes excellence in service or vocation by awarding honorary degrees to deserving recipients present at Commencement and/or other special University occasions;

NOW, THEREFORE, BE IT RESOLVED, That the attached honorary degree policy be adopted. (See Appendix Two: Policy)

President Gilbertson stated: "We have been awarding honorary degrees for a number of years....to a quite splendid array of people. But we were doing this without a formal set of guidelines -- so, at the Board's behest and at your instruction, we have developed this policy and have discussed it with you. It will give us a framework for thinking about this in the future."

The motion was APPROVED unanimously.

6) Resolution to Approve Bachelor of Applied Studies Degree Program

RES-1021 It was moved and supported that the following resolution be adopted:

WHEREAS, Extensive discussion among faculty and administrators have been held concerning the usefulness of a baccalaureate completion program for persons with technical and applied associate degrees; and

WHEREAS, A survey of area industry and inquiry among area 2-year institutions has established the attractiveness of such a program to employers and potential students; and

WHEREAS, The appropriateness of a baccalaureate completion program for persons with technical and applied associate degrees has been established through similar programs at institutions with similar missions; and

WHEREAS, The Bachelor of Applied Studies will provide persons with technical and applied associate degrees with significant opportunities for intellectual growth and professional mobility; and

WHEREAS, The Bachelor of Applied Studies is in keeping with the mission of Saginaw Valley State University to serve the educational needs of the University service area; and

WHEREAS, The faculty of Saginaw Valley State University has ratified the program

by a majority vote, on February 27, 1992; and

WHEREAS, The academic officers of Michigan have unanimously approved the program on October 7, 1992;

NOW, THEREFORE, BE IT RESOLVED, That the Saginaw Valley State University Board of Control give formal approval of the Bachelor of Applied Studies Degree Program.

(See Appendix Three: BAS Program)

President Gilbertson stated: "The Board has been involved in discussions on this matter for several months. We have been through the committee structure with this and now the process has taken us to the point at which we are seeking final approval. The process includes a review by the academic officers of Michigan's state universities....Dr. Robert Yien, (Vice President for Academic Affairs), and Dr. Judith Kerman, (Dean of the College of Arts and Behavioral Sciences), took it to that group -- they made some suggestions which we subsequently thought about and worked through. That group is now wholeheartedly supportive of the adoption of this program."

Dean Kerman outlined the new degree program. She explained that the Alternative Baccalaureate Committee (consisting of one faculty member from each College and Dr. Kerman), will review associate degree programs offered by eligible institutions and determine whether their content is appropriate for admission to SVSU's Bachelor of Applied Studies (BAS) program. Once a student's associate degree program has been approved, he or she can receive a maximum of 60 hours of transfer credit, which would sit in lieu of a major. The student would then have to complete the full general education requirement (39 hours) a full minor (a regular minor regularly offered by one of the degree programs -- generally about 18 hours) and all Basic Skills requirements (if needed). A total minimum of 124 hours is required. At least half the credit hours of the minor must be taken at SVSU.

The associate degree and the minor together replace the major sequence required in other bachelor's degrees. The BAS program also must include 42 hours of upper-division course work.

The BAS will serve persons with technical and applied associate degrees, enabling them to enhance their credentials. The faculty have ratified the program, which also received unanimous approval of the academic officers of Michigan's public universities.

Because the committee must review several associate degree programs offered by community colleges, the BAS program will not be available immediately. It is anticipated that it will be phased in gradually.

In response to questions from the Board, Dr. Kerman stated that it would take close to three years to complete a BAS degree, if many of the student's associate degree courses transfer to SVSU. This is a much shorter period of time than would be required to receive a regular degree.

Oakland University and U/M Flint, among others, already offer the BAS.

Employers in the area who have been surveyed are quite enthusiastic about this program. They see it as a good opportunity to encourage people who already have an investment in their education to invest further.

The motion was APPROVED unanimously.

7) Resolution to Reconcile the 1991-92 General Fund Budget and Actual Revenue and Expenditure Patterns

RES-1022 It was moved and supported that the following resolution be adopted:

WHEREAS, The audited financial statements for the 1991-92 fiscal year are completed, and;

WHEREAS, The variances in actual revenue and spending patterns have been reviewed with the Finance and Audit Committee in accordance with Resolution 535 approved March 8, 1982;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control receive this report and approve variances in revenue and spending patterns from the fiscal year 1991-92 General Fund Operating Budget. (See Appendix Four: Budget Reconciliation)

President Gilbertson stated: "The Board usually touches the budget in a significant way on four different occasions. The first is when we adopt it, typically in the May or June meeting, prior to the beginning of the fiscal year. You are then asked to modify it at least twice as we come to understand what our true revenues are likely to be both in terms of State support and tuition income....We will ask you in a resolution later today to modify the current year's budget....The resolution you are voting on now is the final action you will take on the budget for the year that has just passed. It is the final reconciliation of the budget, now that we know in fact what all the revenues and expenditures were for last year (the year ended July 1, 1992)."

President Gilbertson then reviewed the General Fund Budget Summary. He concluded: "This was a successful year. We were able to do some one-time projects and still end with a positive cash balance at the end of the year. We kept pretty close to where we expected our income and expenditures to fall."

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

The motion was APPROVED unanimously.

8) Resolution to Modify General Fund Operating Budget for FY 1992-93

RES-1023 It was moved and supported that the following resolution be adopted:

WHEREAS, The Board of Control adopted on June 8, 1992 the general fund operating budget for fiscal year 1992-93; and

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

NOW, THEREFORE, BE IT RESOLVED, That the attached schedule indicating a recommended revised base budget be adopted for fiscal year 1992-93. (See Appendix Five: Budget Modification)

President Gilbertson stated: "To draw back on what I said earlier, this resolution is the Board's second pass at the current fiscal year's budget. You adopted this budget earlier -- we now have a better sense of what our revenues were to date, and we are asking you to modify it to bring the formal budget more closely in line with what we now know our revenues to be. The principal changes between the Board approved budget of June 8th and what we are asking in terms of revisions today involve a small increase in the State appropriation (approximately \$62,000)....and a relatively significant increase in tuition income....Enrollments were up about seven percent -- we had originally budgeted for a four percent increase....On the expenditures side, of course, having additional enrollments was an additional burden to us. Those burdens show up in a lot of ways. If the Registrar's Office is dealing with three percent more students, then they're turning out three percent more pieces of paper, and there are three percent more bills coming out of the Controller's Office. More supplies are needed....We also made permanent additions to the faculty and staff....We added four new full-time faculty positions. Two of these were added to service the new program in Occupational Therapy, one was added in Mathematics, and one in Communications....We also added one new staff position, which was a technical position in the Library. These positions have not been filled yet, but they were added to the base budget."

Chairperson Ward asked for discussion. There was none.

The motion was APPROVED unanimously.

9) Resolution to Approve Auxiliary Services/Bonded Facilities Operating Budget for 1992-93

RES-1024 It was moved and supported that the following resolution be adopted:

WHEREAS, Revenues and expenditures have been forecasted including adequate provisions for debt service and contributions to required reserves,

NOW, THEREFORE, BE IT RESOLVED, That the attached Operating Budget be adopted for the 1992-93 fiscal year, and

BE IT FURTHER RESOLVED, That the Administration is authorized to make capital expenditures as considered appropriate from the Repair and Replacement Reserve with the understanding that a minimum of \$200,000 is to be retained in the Reserve Account as of June 30, 1993. (See Appendix Six: Operating Budget)

President Gilbertson reminded the Board that the University has two major budgets related to operating purposes: the General Fund Budget, which includes tuition and fees, State appropriations, maintenance of the physical plant, salaries, and the library; and the Auxiliary Services/Bonded Facilities Operating Budget, which includes a series of operations that are run almost as a subsidiary corporation, such as the bookstore and the dormitory dining system.

President Gilbertson added: "Every year we ask the Board to approve a budget for these auxiliary operations. The principal policy decisions that are involved are rates for the residence halls and apartments and dorm dining....The budget we have brought to you for approval contemplates a 3.97% increase in those rates. This is roughly on par with inflation. We have debt service on those facilities that must be continued. We also have significant utility budgets that drive our costs. This is an attempt to have a balanced budget and to keep the rate increases at a fairly minimal level for the students living in those facilities."

The motion was APPROVED unanimously.

10) Resolution to Approve College of Business and Management Mission Statement

RES-1025 It was moved and supported that the following resolution be adopted:

WHEREAS, The College of Business and Management faculty, under the leadership of Dean James L. Mitchell, have recently completed a mission statement in preparation for program accreditation by the American Assembly of Collegiate Schools of Business (AACSB) in the future, and

WHEREAS, The Business and Management faculty voted unanimously on August 28, 1992 in support of the proposed College Mission Statement and presented the Statement to the President and the Board of Control for approval,

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control approve the College of Business and Management Mission Statement, and

BE IT FURTHER RESOLVED, That Dean Mitchell and the Business and Management faculty be commended for a well considered and appropriate College Mission Statement. (See Appendix Seven: B&M Mission Statement)

Dr. Mitchell told the Board that the faculty of the College of Business and Management had been working on the proposed Mission Statement over a long period of time. He stated: "The Mission Statement gives a very detailed description of what we perceive the College of Business and Management is about -- that we are essentially goal driven and that our goals come from the students' needs. It describes the processes by which we supply the students' needs. It also provides the needs of assessment, which is perhaps a unique feature of most Mission Statements -- a built-in procedure to determine whether we are effective at what we say we are doing....This has been a very beneficial experience for the faculty. Without any prompting or prodding, a number of them have scurried about to see what colleagues are doing at other institutions, examined the content of our core courses, and looked at the structure of our curriculum. A lot of good things have happened....I for one am quite proud of the accomplishment of the faculty in putting

this together."

Chairperson Ward stated: "We have seen a number of different versions of the Mission Statement, and I think that as it emerged and evolved it became a very fine document. I commend those who worked so diligently on putting it together."

The motion was APPROVED unanimously.

11) Resolution Naming James L. Mitchell, Dean Emeritus, College of Business and Management

RES-1026 It was moved and supported that the following resolution be adopted:

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

WHEREAS, Dr. James L. Mitchell joined SVSU as Professor of Accounting in 1977, and was named Dean of Business and Management in 1979; and

WHEREAS, During Dr. Mitchell's tenure and under his leadership, faculty and program development were the most significant undertakings in the College of Business and Management; and

WHEREAS, Dr. Mitchell was instrumental in initiating the University's Master of Business Administration Program as well as implementing the MBA Program for Taiwanese students; and

WHEREAS, Dr. Mitchell guided development of the college's undergraduate business core and cognate requirements; and

WHEREAS, Dr. Mitchell's accomplishments and importance to the University are directly attributable to his leadership, commitment and dedication;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Control of Saginaw Valley State University bestow on Dr. James L. Mitchell the title of "Dean Emeritus" with all the rights and privileges appertaining to this distinction.

President Gilbertson stated: "We have been enormously fortunate to have had the leadership of Jim Mitchell at an acute point in the development of one of our key academic units. We also have been enormously fortunate to have him as a friend and colleague. He has more than met the formal criteria for emeritus status. But even beyond that I think it's fair to say that the rank of emeritus status was created for people just like Jim Mitchell."



Chairperson Ward added: "I couldn't agree more. He's a fine scholar, a fine leader, an unfailing gentleman, and a great guy."

The motion was APPROVED unanimously.

12) Resolution to Authorize Remodeling of Cardinal Gymnasium Lobby

RES-1027 It was moved and supported that the following resolution be adopted:

WHEREAS, The Board of Control on December 13, 1991, authorized \$65,000 for the Cardinal Gymnasium lobby for rental office space, and

WHEREAS, Subsequently, the intended use has changed and it is now desirable to utilize that space for a classroom and faculty offices,

NOW, THEREFORE, BE IT RESOLVED, That the administration is authorized to enter into contracts up to \$140,000 to renovate the Cardinal Gymnasium lobby for a classroom and faculty offices.

President Gilbertson stated: "When we brought this matter before you last year, we really didn't have a clear plan formed as to what we wanted to do with this space. We have very little unused space on the campus....The Cardinal Gym lobby is one of those spaces. As cramped as we are now, we simply must make some use of that space....We subsequently developed a more thorough plan for its use, which will include a classroom and some faculty offices. As our plans were changed and developed, the cost estimates to bring those plans to fruition also changed. We had set aside the amount of \$65,000. It now appears that the remodeling will cost around \$140,000 -- perhaps a little less than that, but we would like that level of authorization to proceed with the budget."

In response to a question from a Board member, President Gilbertson noted that it would not be necessary to borrow any money for this project. It is hoped the remodeling will be done by late February.

The motion was APPROVED unanimously.

IV. INFORMATION AND DISCUSSION ITEMS

13) Presentation on Winter Enrollment

Paul Saft, Registrar, told the Board: "The regular registration period ended December 2nd. At that point in time we had about 5,900 students enrolled, which is about 4% ahead of the same time last year. In the following week we dropped only about 140 students who had not made arrangements to pay for their classes....Since that time we have been contacting and registering special groups of students -- so, as of right now, we have over 6,000 students registered and nearly 60,000 credit hours. The official count from last year was 6,223 students and 59,473 credits hours -- so we are already ahead of last year's official credit hour count, and we're only about 200 students away from last year's official headcount. We still have registration January 5th, 6th, and 11th....We expect to finish this semester with an overall increase of about 5%."

14) Staff Member of the Month

The Staff Member of the Month for November, Thomas C. Grobaski II, Assistant Custodial Foreman of the Ryder Center, was presented to the Board. (See Appendix Eight: Grobaski)

15) Presentation on University Mission Statement

President Gilbertson stated: "We are going through our Self-Study for reaccreditation purposes with the North Central Association of Schools and Colleges. Dean Crystal Lange chairs the Self-Study Committee. Under the auspices of that committee, she has appointed a structure of subcommittees to take on various tasks. One of the most important of these tasks is to review and redevelop the University's Mission Statement....The first thing we must

talk about with the accreditors is our Mission -- how we went about deciding what it is, and then we are judged on whether or not we are accomplishing that Mission. This important subcommittee is chaired by Professor Margaret Flatt of the College of Nursing. We have asked her to give you an initial presentation on the draft Mission Statement that has come through her subcommittee....We also have this as an agenda item on the Board Retreat in January, where we expect to explore it in some greater depth."

Professor Flatt reviewed the membership of the NCA Mission Subcommittee. (See Appendix Nine: University Mission Statement) She told the Board: "We initially looked at the Self-Study criteria, we looked at what's supposed to be in a mission and what's supposed to be in the purposes. The mission is supposed to be a short, concise statement of why we exist. The purposes are supposed to flow from the mission. They are supposed to be related to the objectives of various programs and units within the institution, and they are supposed to be related to the community that we serve. When we looked at the....last Mission Statement, we found that it had a lot of descriptive material that wasn't necessarily needed, that just confused the mission....We also found that the purposes in the last Self-Study were rather vague....So we decided that we had to compress the mission and clarify the purposes....We met several times, we reviewed data from a variety of sources, we looked at what programs across the campus had in their description of their own mission in terms of departments, we looked at the goals of the Board of Control in "Promises to Keep" and other documents related to the University. We came up with a draft proposal, which we sent to the faculty and staff across campus, gave them some time to look at it, and had an Open Forum on October 29th. There was a good representation from the faculty, there

were staff members from various departments, there was a student from the newspaper. We had a lot of open discussion at the Forum. What I perceived from that meeting was that there tended to be a good deal of support for the proposed mission. There were some questions with regard to wording, and with regard to sequencing....We took the information from the Forum, returned to our group and rewrote the proposed Mission Statement....Now it's time for the Board of Control to look at it and determine if indeed you think that this is reflective of what the University is doing. We did not feel that we were substantially changing the mission or the purposes, but rather that we were clarifying what they are -- making sure they were presented in a concise manner. We were looking not only at what we are doing now, but also at what we're planning to do with regard to the future."

President Gilbertson stated that he appreciated the hard work of the committee and looked forward to further review of the draft document at the Board's Retreat in January.

In response to questions from the Board, Professor Flatt stated that the new Mission Statement was substantially shorter than the previous one. She stressed that the current draft did not significantly alter the mission of the University. She added, "There are some new things in the purposes, but those were never spelled out clearly before....The material pertaining to representing the ideals and values of higher education in a democratic society may have been intended in the prior Mission Statement, but it wasn't clearly stated. And the section related to how we contribute to the quality of life of people in the region has been elaborated on."

President Gilbertson noted that the matter of excellence in teaching, learning, research, service and creative endeavors also contained new thoughts.

16) Personnel Report

The Board received the Personnel Report (See Appendix Ten: Personnel)

V. REMARKS BY THE PRESIDENT

President Gilbertson stated that the Winter Commencement ceremony would begin at 7:30 p.m. and that everyone was looking forward to that and to the Holidays. It has been an exciting semester and a great deal has been accomplished.

VI. OTHER ITEMS FOR CONSIDERATION

17) Motion to Move to Executive Session to Discuss Personnel Evaluations

BM-824 It was moved and supported that the Board move to Executive Session for the purpose of evaluating the President and Vice Presidents.

Braun - yes  
Clark - absent  
Curtiss - yes  
Revilla - yes  
Roberts - yes  
Rush - absent  
Ward - yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 2:52 p.m.

18) Motion to Reconvene in Public Session.

BM-825 It was moved and supported that the Board reconvene in Public Session.

The motion was APPROVED unanimously.

The Board reconvened in public session at 4:11 p.m.

19) Resolution to Approve President's and Vice Presidents' Compensation

RES-1028 It was moved and supported that the following resolution be adopted:

WHEREAS, The Board of Control retains unto itself the authority to establish compensation levels for the University's President and Vice Presidents; and

WHEREAS, The Board has received and accepted favorable performance evaluations from the President for Jerry A. Woodcock, Vice President for Administration and Business Affairs; Robert S.P. Yien, Vice President for Academic Affairs; John A. Fallon, III, Vice President for Public Affairs; and Eric R. Gilbertson, President; and

WHEREAS, In order to establish such compensation levels, to be effective on January 1, 1993, action is required at this meeting;

NOW, THEREFORE, BE IT RESOLVED, That the President's and the Vice Presidents' Base Salaries for the 1993 calendar year be increased by 3.5% for the President and Vice Presidents, plus an additional 1.5% equity adjustment for Vice President Yien on top of the recomputed base.

BE IT FURTHER RESOLVED, That the Board expresses its appreciation to the President and the Vice Presidents for their able and dedicated service.

The motion was APPROVED unanimously.

## VII. ADJOURNMENT

### 20) Board Motion to Adjourn

BM-826 It was moved and supported that the meeting be adjourned.

The motion was APPROVED unanimously.

Chairperson Ward adjourned the meeting at 4:13 p.m.

Respectfully Submitted:

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George E. Ward  
Chairperson

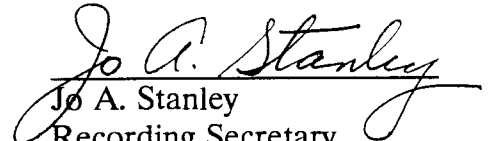
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Thomas E. Rush  
Secretary

BOARD OF CONTROL  
Regular Meeting

December 18, 1992

1992-109

  
Jo A. Stanley  
Recording Secretary

**SABBATICAL REQUESTS FOR YEAR 1993-1994  
SUMMARY**

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TITLE/GOAL OF PROJECT</u>
Cheek, Robert E.	Management	Title: Modernizing Management Curriculum. Integrating Theory of Constraints into the Business Curriculum and University. <b>Fall/Winter</b> (Half)
Corser, George A.	Mech. Engr.	Title: Digital Data Acquisition (DDA) for Mechanical Measurements. Goal: Learn and practice principles and techniques of DDA using the IBM PC and the interface Tutor. <b>Winter</b>
Gourd, William	C&T	Title: Myths, Metaphors, and Themes of Nontraditional Families. Goal: To identify nontraditional families' myths, metaphors, and themes; To present findings; To develop a performance text based on family interviews. <b>Fall</b>
Harley, Kay H.	English	Title: Approaches to Teaching Literature. Goal: Explore alternative approaches to defining teaching and responding to literature in the elementary, secondary and college curriculum. <b>Winter</b>
Kihata, Hideki	Art	Title: Production of a Portfolio and Preparation for Exhibition. Goal: A portfolio consisting of 20 images/exhibition in galleries and museums/introduction of a new course. <b>Summers</b>
Matti, Joseph Thomas	Math	Title: Study of Japanese Language and Culture. Goal: To learn to speak Japanese fluently, to read Japanese with facility and to have an in-depth knowledge of the Japanese culture. <b>Fall/Winter</b> (Half)
Ofori-Dankwa, Joseph	Management	Title: Murray and Reshef Revisited: Towards a General Model of Paradigm Creation and Recreation in National Trade Union Movements. Goal: Write a book and articles on: a general model of paradigm creation and recreation in national trade union movements. <b>Fall/Winter</b>



Raz, Ghulam H.	Elec. Engr.	Title: Stabilization of a Class of Nonlinear System Using Output Feedback. Goal: To pursue more knowledge in the field of nonlinear control system. <b>Winter</b>
Renna, Thomas	History	Title: Jerusalem in Monastic Literature and Art. Goal: To research and write a book. <b>Fall</b>
Segel, Kerry William	English	Title: Project on Middle East Culture and Literature in Translation. Goal: Develop my capability as a department, university and community resource in Middle Eastern literatures and cultures. <b>Summers</b>
Wiseman, Donald E.	Accounting	Title: Current Value Accounting for Compensatory Stock Options--How Operational? Goal: To advance the knowledge of mankind. <b>Fall</b>

## SAGINAW VALLEY STATE UNIVERSITY POLICY FOR GRANTING HONORARY DEGREES

Saginaw Valley State University recognizes excellence in service or vocation by awarding honorary degrees to deserving recipients present at commencements and/or other special University occasions.

The selection of honorary degree recipients shall recognize exemplary achievement in any number of fields of endeavor, including the following:

- Original and creative accomplishment in the arts, sciences and humanities of regional, national or international distinction.
- Exemplary leadership in education, government, business and public service that furthers human relationships or assists in the advancement of knowledge.
- Distinguished service by alumni, faculty or staff whose accomplishments reflect distinction on the University and represent the highest goals of education.

### Eligibility

SVSU Board members, faculty and staff may not be considered eligible for receipt of an honorary degree until three (3) years after their term of service with the University.

The Board of Control will receive recommendations concerning the awarding of honorary degrees from the President.

## BACHELOR OF APPLIED STUDIES

The Bachelor of Applied Studies degree program is limited to students who have completed an associate degree program which is approved by Saginaw Valley State University as acceptable for the B.A.S. program, and who do not have academic needs which dictate pursuit of a regular baccalaureate degree program.

The Bachelor of Applied Studies degree will reside in the College of Arts and Behavioral Sciences. Approved programs must be completed at an accredited community college or two-year program; however, approval of associate degree programs will also depend upon the specific contents and level of rigor of the program.

Associate degrees which are acceptable under the B.A.S. will be approved, and the program in general will be supervised, by the Alternate Baccalaureate Committee. This committee will be chaired by the Dean of Arts and Behavioral Sciences and include one faculty member from each of the five SVSU Colleges, appointed by the appropriate Dean. The Committee, in consultation with appropriate departments, will develop a list of approved and disapproved associate degree programs from institutions which are major "feeder" schools; it will also meet from time to time as needed when programs not on this list are presented for consideration. Disagreements between departments and the Alternate Baccalaureate Committee as to whether a particular associate degree is acceptable will be settled by the Curriculum and Academic Policies Committee, subject to ratification by the faculty.

The Committee will evaluate associate degree programs on the basis of appropriate rigor of the specific program in the context of the known quality of the issuing institution. Programs with appropriate rigor involve critical thinking, scientific subject matter, higher-order skills or a grounding in theoretical concepts. It is possible that a degree which is accepted from one institution might not be accepted from another because of differences in requirements.

The degree program must meet the following standards:

- a) Each B.A.S. degree program must include an approved associate degree consisting of 60 semester hours or more, and a minor which is part of the curriculum at Saginaw Valley State University. At least half of the credit hours of the minor must be taken at Saginaw Valley State University. The associate degree and the minor, taken together, stand in lieu of a major sequence in the baccalaureate degree. The associate degree must be in an applied field; students with an Associate of Arts or Associate of Science degree are expected to pursue a regular baccalaureate. The associate degree must include at least 50 semester hours with a grade of C or better.
- b) The student must complete and submit to the Dean of Arts and Behavioral Sciences a B.A.S. application which indicates the associate degree and minor proposed; an official copy of the associate degree transcript must be attached. At least 15 credit hours of course work must be completed after approval of the B.A.S.

application by the Dean of Arts and Behavioral Sciences. Substitutions for courses in the minor must be approved in advance by the chair of the department and the Dean of the College in which the minor is housed.

- c) The degree program must include all Basic Skills and General Education requirements.
- d) The degree program must include 42 hours of upper-division course work.
- e) The degree program must include at least 31 hours of SVSU credit, 15 hours of which must be completed on campus.
- f) The maximum number of credits transferable from a community college is 62 semester hours. The maximum number of credits transferable from a four-year college is 93 semester hours. The maximum number of transfer credits allowable toward the degree, from no matter what source, is 93 semester hours.
- g) The B.A.S. program may include courses which are otherwise not acceptable for transfer to SVSU, if those courses are part of an approved associate degree. However, if the student later changes major, SVSU is under no obligation to accept these courses for other purposes, including elective credit.
- h) The diploma and transcript will not show a major, but will show Bachelor of Applied Studies and the title of the minor.

SAGINAW VALLEY STATE UNIVERSITY  
 GENERAL FUND BUDGET SUMMARY  
 FISCAL YEAR 1991-92

Appendix Four:  
 Budget Reconciliation

	BUDGET		ACTUAL REVENUES AND EXPENDITURES JUNE 30, 1992		BUDGET VARIANCE
<b>REVENUES</b>					
State Appropriation		\$16,942,533		\$16,942,533	\$0
Tuition & Fees		11,325,000		11,425,796	100,796
Other Revenues					
Indirect Cost Recoveries	400,000		422,372		
Investment Income	90,000		112,154		
Departmental / Other	433,313	923,313	438,252	972,778	49,465
<b>TOTAL REVENUES</b>		<u>29,190,846</u>		<u>29,341,107</u>	<u>150,261</u>
<b>EXPENDITURE ALLOCATIONS</b>					
Compensation	22,099,827				
Less: Unfilled Position Savings	<u>(395,000)</u>	21,704,827		21,423,231	(281,596)
Supplies, Materials, & Services		6,953,139		7,398,687	445,548
Capital Expenditures		532,880		497,130	(35,750)
<b>TOTAL EXPENDITURE ALLOCATIONS</b>		<u>29,190,846</u>		<u>29,319,048</u>	<u>128,202</u>
Revenue over (under) Expenditure Allocations		<u>\$0</u>		<u>22,059</u>	<u>\$22,059</u>
<b>FUND BALANCE</b>					
FUND BALANCE, Beginning of year				427,621	
FUND BALANCE, End of year				<u>449,680</u>	
Less: Amount Obligated by Prior Year					
Contractual Commitments				<u>(121,617)</u>	
<b>UNRESTRICTED FUND BALANCE</b>				<u><u>\$328,063</u></u>	

Office of the Controller & Budget

01-Oct-92

BAF:JMH

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SAGINAW VALLEY STATE UNIVERSITY  
GENERAL FUND BUDGET SUMMARY  
FISCAL YEAR 1992-93

	BOARD APPROVED BASE BUDGET (6/8/92)	REVISED BASE (11/92)
<b>REVENUES:</b>		
State Appropriation	\$16,942,533	\$17,004,533
Tuition and Fees	12,818,000	13,116,000
Miscellaneous	923,313	1,359,313
Total Revenues	<u>30,683,846</u>	<u>31,479,846</u>
<b>EXPENDITURE ALLOCATIONS:</b>		
Compensation	23,031,827	23,201,746
Supplies, Materials & Services	7,067,139	7,668,220
Capital Expenditures	584,880	609,880
Total Expenditures	<u>30,683,846</u>	<u>31,479,846</u>
Revenues Over/(Under) Expenditures	<u>\$0</u>	<u>\$0</u>
<b>FUND BALANCE</b>		
Balance at Beginning of Year, 7/1/92		\$328,063
Resources Over/Under expenditures, FY 1992-93		0
Anticipated Fund Balance at 6/30/93		<u>\$328,063</u>

SAGINAW VALLEY STATE UNIVERSITY  
AUXILIARY SERVICES--BONDED FACILITIES  
OPERATING BUDGET  
FY 1992-93

	RESIDENCE HALLS			APARTMENTS		
	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93
Design Capacity	496	496	496			
Adjusted Design Capacity	485 (1)	486 (1)	486 (1)	120/10	(2) 109/9	(2) 115/10
Occupancy - Fall/Winter Avg.	465	446	460	175/420	(3) 175/420	(3) 180/430
Rate-21 Meal Plan	3,400	3,400	3,535	10/10		5/10
Increase Amount	188		135			
Percent of Increase	5.85%		3.97%	6.06%/2.43%		2.85%/2.38%

	RESIDENCE HALLS			APARTMENTS		
	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93
Revenue:						
Operating Income						
H & FS, Apt.	\$358,580	\$326,303	\$331,400			
Bookstore	135,000	214,241	165,000			
Investment Income	72,000	66,179	70,000			
Investment Income - Sinking Fund	18,000	22,229	20,000			
Debt Service Grant	10,002	10,002	10,002			
Amount Available	593,582	638,954	596,402			
Less: Debt Service Required Payment	(286,240)	(286,240)	(286,865)			
Contribution to Required Reserves	\$307,342	\$352,714	\$309,537			
Debt Service Ratio	2.07%	2.23%	2.08%			

	RESIDENCE HALLS			APARTMENTS		
	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93	BUDGET 91-92	ACTUAL 91-92	BUDGET 92-93
Design Capacity	496	496	496			
Adjusted Design Capacity	485 (1)	486 (1)	486 (1)	120/10	(2) 109/9	(2) 115/10
Occupancy - Fall/Winter Avg.	465	446	460	175/420	(3) 175/420	(3) 180/430
Rate-21 Meal Plan	3,400	3,400	3,535	10/10		5/10
Increase Amount	188		135			
Percent of Increase	5.85%		3.97%	6.06%/2.43%		2.85%/2.38%

- (1) 8 spaces utilized for staff/2 spaces arranged for handicap.
- (2) Single /family utilization.
- (3) Individual/family rates per month.

SAGINAW VALLEY STATE UNIVERSITY  
 AUXILIARY SERVICES--BONDED FACILITIES BUDGET  
 SUMMARY OF REVENUES AND EXPENDITURES  
 FY 1992-93

Appendix Six:  
 Operating Budget

	HOUSING			FOOD SERVICE			APARTMENTS			TOTAL		
	BUDGET	ACTUAL	BUDGET	BUDGET	ACTUAL	BUDGET	BUDGET	ACTUAL	BUDGET	ACTUAL	BUDGET	
	91-92	91-92	92-93	91-92	91-92	92-93	91-92	91-92	92-93	91-92	92-93	
<b>REVENUES</b>												
Contract	\$632,540	\$606,808	\$654,600	\$948,810	\$910,212	\$981,900	\$239,000	\$223,731	\$242,200	\$1,820,350	\$1,740,751	\$1,878,700
Other	11,000	17,305	11,000	6,000	5,416	6,000	23,000	15,757	23,000	40,000	38,478	40,000
Laundry	12,000	10,900	12,000				6,000	5,891	6,000	18,000	16,791	18,000
Snack Bar/Casual Meals				165,000	194,047	185,000				165,000	194,047	185,000
<b>TOTAL REVENUES</b>	<b>655,540</b>	<b>635,013</b>	<b>677,600</b>	<b>1,119,810</b>	<b>1,109,675</b>	<b>1,172,900</b>	<b>268,000</b>	<b>245,379</b>	<b>271,200</b>	<b>2,043,350</b>	<b>1,990,067</b>	<b>2,121,700</b>
<b>EXPENDITURES</b>												
Operating												
Salaries	230,127	238,845	245,686	109,310	112,088	114,555	3,032	0	3,159	342,469	350,933	363,400
Fringe Benefits	46,684	47,845	45,853	12,544	9,662	10,815	873	0	1,132	60,101	57,507	57,800
Equipment		1,222						931			2,153	0
Operating & Misc.	114,480	151,588	118,647	51,820	59,829	53,708	17,700	20,045	18,345	184,000	231,462	190,700
ARA				1,105,000	1,223,602	1,250,000				1,105,000	1,223,602	1,250,000
Utilities	88,625	76,203	91,905	32,300	25,351	33,495	14,075	13,417	14,600	135,000	114,971	140,000
Insurance	10,900	11,213	10,900	10,300	9,203	10,300	6,800	6,099	6,800	28,000	26,515	28,000
Indirect Cost	80,520	80,520	82,500	34,160	34,160	35,000	7,320	7,320	7,500	122,000	122,000	125,000
Continuing Education	1,280	1,280	1,280	1,920	1,920	1,920				3,200	3,200	3,200
Cable T.V.			15,200									15,200
Residence Hall Scholarships	5,000	5,000	12,000	5,000	5,000	12,000				10,000	10,000	24,000
Residential Incentive Scholarships			18,000									18,000
Less: Internal Charges	(50,000)	(63,596)	(50,000)	(255,000)	(409,676)	(375,000)		(5,307)		(305,000)	(473,272)	(425,000)
Conferences												
Other												
<b>TOTAL EXPENDITURES</b>	<b>527,616</b>	<b>550,120</b>	<b>591,971</b>	<b>1,107,354</b>	<b>1,071,139</b>	<b>1,146,793</b>	<b>49,800</b>	<b>42,505</b>	<b>51,536</b>	<b>1,684,770</b>	<b>1,663,764</b>	<b>1,790,300</b>
<b>OPERATING INCOME</b>	<b>\$127,924</b>	<b>\$84,893</b>	<b>\$85,629</b>	<b>\$12,456</b>	<b>\$38,536</b>	<b>\$26,107</b>	<b>\$218,200</b>	<b>\$202,874</b>	<b>\$219,664</b>	<b>\$358,580</b>	<b>\$326,303</b>	<b>\$31,400</b>



SAGINAW VALLEY STATE UNIVERSITY  
COLLEGE OF BUSINESS AND MANAGEMENT

MISSION STATEMENT  
(CONDENSED)

The mission of the COLLEGE OF BUSINESS AND MANAGEMENT is to provide undergraduate and graduate education in business management. COLLEGE programs are organized around a view of business as an integrated set of systems. This encourages a holistic understanding of the business enterprise, and at the same time it allows students the opportunity to concentrate study on one system — accounting, finance, marketing, personnel, or production. Based on course work selected, students can prepare for career opportunities in both private and public sector enterprises.

The COLLEGE supports its ongoing mission by

Continuously adapting course offerings to maintain their relevancy.

Maintaining and developing a highly qualified faculty.

Maintaining effective support systems — modern library, pleasant physical facilities, and extensive advisement activities.

The COLLEGE cultivates special dimensions in its programs by

Supporting faculty research and consulting activities that enhance the teaching-learning experiences in the classroom.

Including successful practitioners, especially with international experience, as part of the COLLEGE teaching and lecturing programs.

Offering programs with special concentrations in international business.

As a matter of policy, small class size and student-oriented professors promote a lively and energetic learning environment.

SAGINAW VALLEY STATE UNIVERSITY  
COLLEGE OF BUSINESS AND MANAGEMENT

**MISSION STATEMENT**

This document develops the mission statement of the College of Business and Management (COLLEGE) at Saginaw Valley State University (SVSU).

First, please note that the COLLEGE mission and the SVSU mission are congruent. Indeed, in terms of a broad set of goals, both seek to promote the intellectual and personal growth of students; both seek to conduct meaningful research; and both seek to serve the community. Also, both place primary emphasis on the teaching function. The COLLEGE mission is distinct because its clientele is distinct — students who have a special interest in how the business firm operates and how it is managed.

This COLLEGE Mission Statement contains more than goals and processes: it incorporates assessment, as well. In that sense, it is an operating document. In short, the Mission Statement is organized around

**GOALS** — what the COLLEGE intends to do.

**PROCESSES** — how the COLLEGE intends to do it.

**ASSESSMENT** — how well the COLLEGE has done it.

The COLLEGE mission, highly summarized from the discussion which follows, is to provide students the opportunity to gain a functional understanding of contemporary and effective business management. Careful selection of courses, from both the COLLEGE and SVSU curricula, should allow the matching of educational opportunity with student hopes and expectations for careers in the private or public sector. To maintain the relevance of its curriculum and the effectiveness of curriculum delivery, the COLLEGE will undergo periodic and systematic review.

Certain pervasive assumptions underlie the development of the COLLEGE statement of mission.

First, in the pursuit of its mission the COLLEGE will remain aware that its mission is ongoing in nature—with goals, processes, and assessment procedures that can be expected to adapt and evolve over time.

Second, in the pursuit of its mission the COLLEGE will strive for excellence in the performance of all aspects of its mission.

Third, in the pursuit of its mission the COLLEGE will remain aware of the demographic make-up of its principal student clientele.

Fourth, in the pursuit of its mission the COLLEGE will remain mindful of the overarching mission statement of SVSU, for example, its commitment to reasonable class size.

Fifth, in the pursuit of its mission the COLLEGE will remain mindful of the long-run importance of developing students' communication skills throughout the delivery of its curriculum.

## THE GOALS OF THE MISSION

Goals serve to define and guide the COLLEGE mission. As presented here, goals are "needs driven." That is, the student clientele, largely regional and commuter in nature, is perceived to have certain definable needs that shape the goals of the COLLEGE mission. This NEEDS-GOALS orientation places emphasis on the student—the teaching/learning experience. The COLLEGE role in research and community service is discussed in the next section of the STATEMENT, as part of the "means" of achieving the primary goal.

In this discussion of GOALS, one underlies the five presented below. At SVSU, virtually all students are perceived to have a need for education which is useful. That is, education is not an end in itself. It is one of a set of means helping the student pursue a set of life goals. The COLLEGE perceives itself as one "means supplier." Specifically, the COLLEGE perceives itself as supplying its students the opportunity—the means—to gain useful business related knowledge, business problem solving skills, and an entrepreneurial philosophy.

The COLLEGE, then, perceives NEEDS and OPERATIONAL GOALS within its purview to be:

1. **STUDENT NEED:** Students seeking BBA and MBA degrees have a need for an organic understanding of the business firm. "Organic" refers to the dependent and coordinated relationship of the parts making up the whole. Business firms of all sorts have a common set of organically related systems—financial control, production, marketing, and human resource management. BBA and MBA candidates have a need to understand these business systems, as individual systems and as parts of the whole.

**COLLEGE GOAL:** To provide its principal student clientele the opportunity to gain a solid understanding of the business firm as an economic organism.

2. **STUDENT NEED:** Some students, non-business majors, seek an understanding of the business firm that is complementary to their primary field of study. Other non-business majors have a specialized curiosity about one of the systems enumerated above, or about the legal environment of business.

**COLLEGE GOAL:** To afford a portion of the SVSU clientele the opportunity to pursue a limited study of the business firm—or its systems.

3. **STUDENT NEED:** Business students have a need to understand the ecology of business: how the business entity influences—and is influenced by—its environment. What was once predominantly a domestic business environment, has become more and more global. The legal (regulatory) environment has become more complex. The ethical component of business management practices has taken on more import.

**COLLEGE GOAL:** To provide its clientele the opportunity to gain a sophisticated understanding of the ever changing ecology of business.

4. **STUDENT NEED:** Most BBA students have a need for an in-depth understanding of an individual business system. After gaining an organic understanding of the business entity, specialization of interest is a natural progression. Many students become quite goal oriented, aiming to be not only (say) accountants, but managerial accountants or

public auditors or tax accountants (subsets of the financial control system); or some may aim to become corporate financial managers or securities analysts or managers of financial institutions (also, subsets of the financial control system). Much the same could be said about students' desires to specialize in other systems of the business operation.

**COLLEGE GOAL:** To afford students the opportunity to specialize study in one of the system areas of the business organism, and to be able to compete effectively for entry level jobs in their chosen area of specialization.

5. **STUDENT NEED:** Students have a need for ongoing "personal growth," as alluded to in the SVSU mission statement. That need could be characterized in several ways. It could be expressed, for example, in terms of the personal qualities, the level of general literacy, and the communication skills that bespeak an individual who eventually will assume self-confident leadership roles in his/her profession and in his/her community. Or, that need might be characterized as the need for an academic foundation that will contribute to the ongoing accumulation of wisdom that will allow one's life to be a more positive force in his/her community.

**COLLEGE GOAL:** To afford the business student the opportunity to lay a broad academic foundation that will contribute to ongoing "personal growth" and leadership potential.

In sum, the goals of the COLLEGE can be narrowed to three: Provide its student clientele the opportunity to (1) understand the business firm in both organic and specialized terms; (2) gain a sophisticated appreciation of the ecology of the business firm; and (3) lay a broad academic foundation that will contribute to lifelong personal growth and leadership potential.

## THE PROCESSES FOR MISSION ACCOMPLISHMENT

The COLLEGE plans certain processes to attain its goals. This section specifies those processes. The final section of the Mission Statement will construct a framework for assessing the results of those processes.

Again, now in list form, the goals of the COLLEGE are to afford the student the opportunity to:

- (G-1) Understand the business firm in both organic and specialized terms.
- (G-2) Gain a sophisticated appreciation of the ecology of the business firm.
- (G-3) Lay a broad academic foundation that will contribute to ongoing personal growth and leadership potential.

The processes for attaining these goals are generalized as follows:

- (P-1) The processes that maintain and adapt the COLLEGE curriculum—to assure its continuing relevance to mission goals.
- (P-2) The processes that maintain and adapt the system that delivers the COLLEGE curriculum—to assure the continuing effectiveness of that delivery system.
- (P-3) The processes that support the non-business curriculum and professoriate at SVSU—to assure COLLEGE influence on the broad educational mission of SVSU, especially the "personal growth" of the COLLEGE clientele.
- (P-4) The processes that cultivate reciprocal exchange and counsel with the extra-mural world—to generate support for the COLLEGE generally; to sharpen among students a sense of the environment in which they will operate; and to "give back" to the community that has supported the COLLEGE.

The first two Processes—maintaining a relevant curriculum and delivering it effectively—are primary, inasmuch as they focus on the special role of the COLLEGE in achieving mission goals. Process Three impacts all goals of the mission, but especially Goal Three—laying a foundation for continuing personal growth. Process Four is pertinent to achieving all goals: in particular, to achieving them with a good degree of excellence.

### The Process that Keeps the Curriculum Relevant (P-1)

It should be self-evident that the processes that keep the curriculum relevant are crucial to affording students the opportunity to gain a useful understanding of the management of the firm and the ecology of the firm (G-1 and G-2).

Program and course design must adapt to change to assure relevance. The COLLEGE has processes in place to facilitate relevant change. They are:

- A. The process that reviews the COLLEGE curriculum
- B. The process that maintains qualified reviewers of the COLLEGE curriculum

- C. The process that maintains effective advocacy on major SVSU committees: Curriculum and Academic Policies Committee, Graduate Committee, and the Professional Practices Committee

The process that reviews the COLLEGE curriculum. — The process that reviews the COLLEGE curriculum is both continuous and episodic—both structured and unstructured. The review of course content by individual professors is an ongoing and unstructured process. It will be as effective as these individual professors are professional in their concern for teaching effectiveness. Much that is appropriate change in curriculum will follow from professional attention to discussions in journals, at conventions, with colleagues, with students, and with recruiters of students.

Course and program change tend to originate with individual professors who then petition departmental colleagues. Whether or not a proposal is approved at a formal departmental meeting, the individual professor and/or department can then submit the proposal to the COLLEGE curriculum committee. Whether or not approved by that committee, the individual professor and/or department and/or COLLEGE curriculum committee must then submit the proposal to the SVSU curriculum committee. The SVSU committee will be apprised of departmental and COLLEGE curriculum committee votes. Then the SVSU curriculum committee will submit that proposal, as one among many, for general faculty vote — at one of two annual meetings for this purpose. Usually, the interested professor (or professors) will be shepherding the proposal through this process. If approved by the general faculty, further administrator approval is required — and, finally, approval by the Board of Control (for some matters).

This could be a stifling process; but it is not. Change that is well founded tends to flow relatively unimpeded through the approval process. Much of this reflects the equilibria between and among the several college faculties and the administration, as established in the SVSU/FACULTY CONTRACT. Major SVSU Committees addressing promotion, tenure, sabbaticals, merit, academic policies, and curriculum have faculty members from all colleges as well as administrator representation. This seems to engender a mutuality of purpose and good will, a constructive symbiosis. Even so, the approval process can be time-consuming. As an offset, courses may be offered on a special studies basis for a limited time without undergoing the entire approval process.

As the specialized departmental curricula tend to be the primary responsibility of the departments, the "common body of knowledge" and "cognate" curricula tend to be the primary responsibility of the COLLEGE curriculum committee. COLLEGE influence on the SVSU "general education" curriculum is largely indirect, through SVSU committee memberships and participation in all-faculty votes — although cognate requirements and advisement efforts can affect student general education choices. The COLLEGE dean, of course, is the grand coordinator of all of these efforts at curriculum management and change.

Episodic review of the COLLEGE curriculum is conducted by the COLLEGE and SVSU curriculum committees. The COLLEGE curriculum committee meets regularly and is an active force that seeks to coordinate and facilitate change among the departments and to coordinate and facilitate program change for the COLLEGE. Committee members are selected by the departmental faculties. The University-wide (SVSU) curriculum committee is much more a review and control body concerned with avoiding redundancy, ensuring conformity with SVSU policy, assessing adequacy of supporting logic for new courses, and determining financial support. It is primarily reactive. Committee members are selected from each college by an all-SVSU faculty vote if more than one college member is nominated at a University-wide meeting.

Much relevant change in the COLLEGE curriculum is indicated by outside authoritative bodies — AACSB pronouncements, requirements to sit for professional exams, and the like. The needs of the

COLLEGE clientele, nonetheless, must be the major filter in this process of deciding curriculum change.

The process that maintains effective reviewers. — The curriculum review process, as just described, has as its centerpiece a qualified and responsible faculty. Thus, it follows that processes must also be in place to ensure that the COLLEGE professoriate is qualified and responsible, concerned first and foremost with teaching its curriculum.

Teaching effectiveness at SVSU, by SVSU/FACULTY contract, must be 50% of the basis for deciding promotion and tenure; research and service as components of the faculty evaluation process may vary between 20% and 30%, each. This generally means that faculty, although selected on the basis of strong credentials and professional experience, will not stay or be promoted if they are not effective teachers. Also by contract, pre-tenure faculty must maintain a PPC (Professional Practices Committee) file that contains a continuing record of peer and student teaching evaluations. After tenure, such files, updated, may be part of the basis for considering faculty promotion, merit raises, sabbatical grant, and release time for research.

A University-wide Professional Practices Committee makes tenure and promotion decisions. A University-wide Professorial Merit Committee selects "merit professors." Each committee has six faculty members (representing the colleges) and two or three college deans. Further, the Vice-President of Academic Affairs decides merit salary increases. Thus the University has in place an incentive system that encourages excellence in the performance of all of its faculties. At some point in the University's evolution, a more decentralized incentive and control system might become appropriate.

Inasmuch as the COLLEGE offers BBA and MBA programs, the COLLEGE must have in place processes that recruit and retain an appropriately qualified professoriate — qualified to conduct authoritative review of all programs, including the MBA. SVSU must be willing to hire and replace this faculty. Replacing and retaining core faculty in the future may require some sort of salary supplementation by way of endowed chairs. This is currently under review.

Also, the processes that recruit and retain faculty should aim at a blend of faculty that will produce a level of visible scholarly effort (papers and publications) appropriate for the programs offered by the COLLEGE. The COLLEGE must provide the means (processes) that encourage faculty (especially MBA) to pursue and produce visible scholarly research beyond the normal scholarly efforts required to stay current in one's subject. The COLLEGE should aggressively single out faculty with promising research projects and offer reduced teaching loads (less than 12 hours); the COLLEGE should aggressively offer to finance deserving research efforts.

The benefits of visible scholarly research to the COLLEGE mission are several-fold: professors will sharpen command of relevant subject matter; professors will deliver subject matter with more authority; like-minded scholars will be attracted to the faculty; and the stature of COLLEGE programs will be elevated *vis-a-vis* competing regional institutions.

In short, the COLLEGE has in place processes designed to recruit, evaluate, and retain a qualified and responsible professoriate. Competent secretaries, pleasant physical facilities, and an attractive environment for raising one's family can help. The COLLEGE is fortunate in that regard.

The process that maintains effective advocacy on the University Curriculum Committee (more precisely, the Curriculum and Academic Policies Committee), the Graduate Committee, and the Professional Practices Committee. — The COLLEGE has followed a policy over the years that has resulted in effective representation on these key University committees. The process has not been uniform. On several occasions, candidates for committee membership have been deliberated and

determined at COLLEGE faculty meetings. More commonly, candidates are selected — or select themselves — on an informal basis. If more than one candidate vies for the same position, membership is decided by a University faculty vote. Or, if only one candidate is offered by the COLLEGE, that candidate must still be ratified by a full University faculty vote. If the COLLEGE were to fail to offer a candidate for an open position, any other college would be free to offer a candidate for full University faculty approval. This has never happened. Thus far, the above policy has worked well.

### The Process that Delivers the Curriculum (P-2)

Maintaining a relevant curriculum is one thing; delivering it effectively is another. Both are distinct processes, yet very much connected. One can only deliver what one is capable of delivering — whatever the relevancy of the curriculum.

Also, although the curriculum and its delivery may be distinct, the relevance of the curriculum may be inextricably linked to the delivery process. For example, 30 semester hours of physics could be delivered by lecture alone — that is, no laboratory exposure — but one would have to question the longevity and the usefulness, indeed, the relevance, of a physics understanding gained in this fashion. By the same token, the COLLEGE holds, as a matter of policy, that much the same can be said for understanding business management. Thus the COLLEGE also holds, as a matter of policy, that extensive student participation in problem solving and case analyses should occur throughout the delivery of the COLLEGE curriculum.

Teaching methodologies change with time — sometimes for the better. Faculty — once again the centerpiece of the process — must be willing and able to adapt to technology change (e.g., computer applications), to student involvement techniques (e.g. novel case study applications at many levels), to hands-on extra-mural settings (e.g., factory site observations), and to others.

Delivery processes include determining needed plant and equipment, and then planning for its optimal usage. Please note that in the 1982-83 time frame, the COLLEGE faculty and dean had a significant role in planning the new complex of buildings, rooms, offices, and labs that now house the COLLEGE operation, in combination with other SVSU programs. A new building — on the western edge of the campus and at an advanced planning stage — is intended to accommodate COLLEGE activities. Again, the COLLEGE dean and faculty are actively involved in the planning process.

Delivery processes include supporting and using the library resource, especially for the delivery of the more advanced curriculum. COLLEGE faculty serve on the SVSU library committee, and certain library personnel are assigned to service the COLLEGE. Also, most COLLEGE departments have a faculty member who has a special concern for promoting that department's interest in the library service.

Delivery processes include attention to the more gifted and/or assertive student clientele, with mentor relationships, clubs and the like. Advisement activities, generally, direct students to a more effective selection of courses from the available curricula.

Further, the delivery of the curriculum is made more exciting and effective by the presence in the classroom of a core of students with exceptional potential. Thus it follows that the recruitment of outstanding students, through scholarships and the like, is an important part of the process that delivers the curriculum.

In sum, the principal process that delivers the relevant curriculum of the COLLEGE is: relevant courses conducted by relevant professors in relevant classroom and laboratory settings. This



principal process is augmented by an important array of supporting processes, including: thoughtful use of the library resource, careful planning of physical facilities, mentor and counseling relationships with students, and the aggressive recruiting of students with demonstrated and outstanding potential.

The Process that Supports the Non-Business Curriculum and Professoriate at SVSU (P-3)

Goal G-3 of the COLLEGE mission is to provide the student an opportunity to lay a broad academic foundation for personal growth. Also, the COLLEGE seeks to provide programs in concert with other professional colleges — nursing, engineering, for example. Processes to conduct and ensure the effectiveness of these non-business activities and associations are: regular meetings of deans, informal meetings of deans and respective faculty members, joint membership on numerous University committees (alluded to above), joint faculty participation on Faculty Association committees and councils, and the conscious effort to mix University faculty in work and social settings.

The Process that Assures a Reciprocal Exchange with the Extra-Mural Business World (P-4)

The processes cited above (P-1, P-2, and P-3) are clearly integral to achieving the goals of the COLLEGE mission. But the COLLEGE could perform these processes well and still be tarnished — in image and in substance — by a sort of academic provincialism. The mere existence of the COLLEGE does not assure a positive participation with constituencies beyond its walls. Thus the COLLEGE also believes that extra-mural interaction may well be the essential ingredient that raises the achievement of its mission to some higher, desired level of excellence. Students may appreciate intellectually the broad ecology of the firm without really absorbing its importance to their individual futures, that is, unless they are exposed to live influence.

The COLLEGE recognizes that it must put in place processes that reach beyond the walls to non-academic constituencies, bring them to campus, and allow students a first-hand exposure to a broad spectrum of thought in the business world.

Also, to finance the sort of excellence envisioned by the COLLEGE for its programs, all efforts to reach beyond the campus must be viewed as processes that may have a positive impact on prospective benefactors.

The COLLEGE seeks extra-mural impact on its mission through numerous processes. They are:

1. The process that assures an international and diverse mix in the faculty make-up.
2. The process that invites outside speakers — especially the *Wickson-Nickless Distinguished Business Lectureship Series* and the *SVSU Economic Society*.
3. The process that systematically makes regional business aware of business conditions in the region's economy and at the same time disseminates research by SVSU faculty and others — the *Center for Economic and Business Research*.
4. The process that invites counsel from community leaders — the *Dean's Advisory Council*.
5. The process that invites international students — for example, the Taiwan MBA program.

## THE ASSESSMENT FUNCTION

Goals and processes, as discussed above, are for the most part *ex ante* in nature. They answer the questions: "What to do?" and "How to do it?" Assessment is essentially *ex post* in nature. It answers the question: "How well was it done?" Over time, all three elements of the mission statement interact. For example, assessment of performance over some past period could very well affect goals and processes planned for a future period.

This section considers COLLEGE mission assessment in two phases. First, it describes the assessment procedures and the rationale behind them. Then, it demonstrates question-answer forms that could be used to implement, systematically and periodically, the assessment procedures.

### Assessment Procedures and Rationale

The assessment procedure described here will be self-administered — but in such a way that it will encourage objectivity. The procedure presents a list of questions that relate especially to the processes that were described above. Note again that the processes spell out the means for achieving mission goals.

The departments — accounting, economics, law and finance, and management/marketing — will assess their performances on processes grouped under PROCESS ONE (P-1) and PROCESS TWO (P-2) — the processes which maintain and deliver a relevant curriculum. With departmental input, the dean will assess the COLLEGE performance of PROCESSES THREE (P-3) and FOUR (P-4) — support of non-business curriculum and cultivation of extra-mural relations.

Departments and the dean will first assess performance of processes as "declining," as "maintaining the status quo," or as "improving" over some relevant time span. This assessment will then be followed by a narrative rationalization of that assessment. This would be the logical point at which to indicate needed future inputs to improve departments' perceived levels of performance.

After all self-assessments are gathered, the dean will then summarize them and conclude as to how well the COLLEGE has performed its mission over some past period. This would be the logical point at which the dean would summarize needed inputs to improve performance or, simply, to maintain the present level of performance.

This narrative will tell the perceptive reader (AACSB accreditation team; SVSU President; SVSU Vice President for Academic Affairs; and others) how well the COLLEGE understands itself. Ideally, the narrative would be succinct and to the point.

### Assessment Forms

The assessment forms presented below are intended to implement the self-assessment procedure just outlined. Again, the assessment questions derive especially from the PROCESSES described above. There will be two sets of questions — the first set to be answered by the respective departments, and the second set to be answered by the dean.

## SELF-EVALUATION FORM TO BE COMPLETED BY EACH DEPARTMENT

A. Maintaining and Delivering the Curriculum

- A.1 Effectiveness of curriculum review performed by the department—by professors individually and by the department as a whole?

ASSESSMENT:

RATIONALE:

- A.2 Effectiveness of other institutional processes that review departmental and COLLEGE curriculum change — or the effectiveness of the COLLEGE and SVSU curriculum committees?

ASSESSMENT:

RATIONALE:

- A.3 Qualifications of departmental personnel to perform an authoritative review of the curriculum, with relevant change in mind?

ASSESSMENT:

RATIONALE:

- A.4 Effectiveness of the SVSU committee (Professional Practices Committee) that controls personnel decisions made by the COLLEGE and, thereby, impacts the quality of departmental curriculum reviewers and deliverers?

ASSESSMENT:

RATIONALE:

- A.5 The extent to which the departmental faculty is "teaching oriented," especially as measured by the active involvement of students in the teaching/learning exchange, by the willingness of faculty to use worthwhile changes in the technology of teaching, and by the willingness of faculty to conduct the curriculum at on-site settings?

ASSESSMENT:

RATIONALE:

- A.6 The amount of "visible" scholarly activity done by departmental faculty, thus suggesting authoritativeness in reviewing and delivering the curriculum?

ASSESSMENT:

RATIONALE:

- A.7 Effectiveness in the planning and scheduling of plant and equipment, from the departmental perspective?

ASSESSMENT:

RATIONALE:

A.8 Effectiveness in using the library resource, both to enhance the relevance of the curriculum and its delivery?

ASSESSMENT:  
RATIONALE:

A.9 Effectiveness of efforts to "recruit" high-potential students, and effectiveness of professor-student mentor relationships?

ASSESSMENT:  
RATIONALE:

A.10 Willingness of departmental faculty to include "writing across the curriculum" as part of the departmental curriculum?

ASSESSMENT:  
RATIONALE:

#### SELF-EVALUATION FORM TO BE COMPLETED BY THE DEAN

#### B. Support of the Non-Business Curriculum, and Cultivation of Extra-Mural Relations

B.1 Effectiveness of the COLLEGE'S participation in the University Curriculum and Academic Policies Committee, particularly regarding the General Education component of the curriculum?

ASSESSMENT:  
RATIONALE:

B.2 Effectiveness of the dean's participation in the Deans and Directors Council and the Administrative Council to assure appropriate representation of the COLLEGE'S perspective in University policy formulation?

ASSESSMENT:  
RATIONALE:

B.3 Effectiveness of the dean's participation before the SVSU Professional Practices Committee regarding personnel decisions, which in turn impact the quality of University programs that support the COLLEGE?

ASSESSMENT:  
RATIONALE:

B.4 Effectiveness of efforts to produce a desirable mix of University faculty and staff in professional and social settings?

ASSESSMENT:  
RATIONALE:

- B.5 Effectiveness in obtaining cooperation from the various University support systems that directly impact business students?

ASSESSMENT:

RATIONALE:

- B.6 Effectiveness of bringing outside speakers to the campus to broaden student awareness of extra-mural perspectives?

ASSESSMENT:

RATIONALE:

- B.7 Effectiveness of COLLEGE publications and activities in understanding the region's economy and contributing to its general health, and in disseminating faculty research efforts?

ASSESSMENT:

RATIONALE:

- B.8 Effectiveness of the dean's Advisory Council as a positive contributor to the attainment of the COLLEGE mission?

ASSESSMENT:

RATIONALE:

- B.9 Effectiveness in recruiting high-potential students into the COLLEGE programs?

ASSESSMENT:

RATIONALE:

- B.10 Effectiveness in planning and scheduling of plant and equipment?

ASSESSMENT:

RATIONALE:

- B.11 Effectiveness in obtaining appropriate library resource to enhance the relevance and delivery of the curriculum?

ASSESSMENT:

RATIONALE:

# APPENDIX ONE

## MISSION STATEMENT OF SAGINAW VALLEY STATE UNIVERSITY

Saginaw Valley State University was founded in 1963 primarily to meet higher education needs in east-central Michigan. The University offers a comprehensive array of traditional baccalaureate degrees. The same general education requirements support all of the undergraduate curricula. Master's degrees also are granted in fields for which there is substantial regional demand.

Approximately one-half of SVSU's students are in the traditional age range; the others are older students, most of whom are preparing for occupational advancement or leadership roles in their community. Nearly 90 percent of all students are commuters; many combine part-time study with full-time or part-time employment. The resident students live in convenient apartment-like dormitory suites or housekeeping apartments.

The primary mission of SVSU is to promote the intellectual and personal growth of students. A highly-qualified faculty, most of whom hold terminal degrees, teach in both day and evening classes. Classes are designed to be relatively small. Support services and cocurricular offerings are planned to meet the needs of both residential and commuting students. Periodic program review is used to monitor the quality and the impact of formal and informal learning opportunities.

As an important part of its mission, the University fosters research and creative activities. The goals of the research program are to extend knowledge, inspire superior teaching and contribute to the intellectual life and social well-being of the region.

Community service is another element of the University mission. SVSU sponsors continuing education courses, conferences, workshops, and technology transfer efforts. Cultural events, many campus activities, and the University library are open to the public. The library serves as the administrative center of a regional consortium formed to encourage resource-sharing. SVSU faculty and staff cooperate with area businesses and civic organizations in ways that contribute to the economic and cultural vitality of the region.

Two commitments are common to the instructional, research, and community service components of the University mission. First, SVSU actively cooperates with area community colleges to assure broad access to education and efficient use of resources. Second, SVSU is dedicated to helping students and area citizens acquire the knowledge and skills they need to function effectively in the increasingly interdependent nations of the world.

*Adopted by the Board of Control on October 14, 1985.*

## APPENDIX TWO

### SVSU STUDENT DEMOGRAPHICS

Saginaw Valley State University fulfills its mission by providing appropriate educational opportunities for the residents of east-central Michigan. Students seeking bachelors degrees represent a heterogeneous cross section of those from east-central Michigan. For many students, SVSU is their first choice; for others, because of economic reasons, it is their only choice. Many are first generation college students. The median age of the on-campus students is 27. The work experience and community involvement of these older students enrich class discussions and provide inspiration for others. While they retain their youthful exuberance, their maturity produces a serious minded attitude. Generally, SVSU students work hard. They seek to acquire the knowledge and skills that lead to a good job and to a secure place in the social world.

Students are predominantly white. The university has programs to increase and retain minority enrollments, especially black and Hispanic, which should raise minority enrollments to more closely match proportions in the immediate area. About 40 percent of SVSU students are male. Many students have significant work experience and almost all students have some form of employment. Approximately ninety percent of all students commute to the campus; over 70 percent live within the 4 counties immediately surrounding the campus. Occasionally, some of the students entering college for the first time do not meet minimum requirements for mathematical and reading courses. Those lacking adequate proficiency enroll in non-credit courses to overcome their weaknesses. Many students prefer to stay in the community when they graduate, even those who plan to attend graduate or professional schools. These students become a valuable addition to the cultural and intellectual base of our local service area.

In the above respects, business students are typical of the larger student body, except that one-half of the students are male. For business students the median age at graduation is around 28. About 70 percent of those graduating in business transferred course work from community colleges or from other four-year institutions. The average number of business credits transferred to SVSU is about 20, which is 30 percent of the business component of a BBA degree.

The track record of SVSU business students is noteworthy. External examinations are available to judge accounting students, who consistently score above the national average and the average of Michigan universities on the uniform Certified Public Accountant (CPA) examination. A few years ago, one SVSU student was second in the nation on the CPA examination and second in the nation on the CMA (Certified Management Accountant) examination. Another accounting student won the Paton Award for the highest CPA score in Michigan. Several have won the Elijah Watts Sells Award by scoring in the top 100 nationally on the CPA exam.

Some business graduates have earned masters degrees at other universities; a few have earned doctorates. The overwhelming majority, however, enter the work force in their home towns where they become productive employees and informed citizens.

Graduate students average 31 years when they enter the MBA program. They have a wide variety of baccalaureate degrees from many universities, although nearly one-half have business degrees. Most students see the MBA degree as a means for advancement within their firms. There are, however, some who seek a career change by preparing for different employment. Virtually all

graduate students work full time and take one class, or occasionally two classes, at a time. Successful applicants demonstrate a strong likelihood of completing the program through their undergraduate performance, the result of the Graduate Management Admissions Test, and recommendations.



## APPENDIX THREE

### THE COLLEGE FACULTY

The faculty members in the College of Business and Management believe that achieving teaching excellence is their first responsibility. They understand that excellence in teaching is more than style or the possession of knowledge. They know that superior teachers make a commitment to promote the intellectual and personal growth of students. These dedicated teachers spend time counseling with students and helping them to recognize and achieve their full potential. Business faculty members set rigorous, but attainable, standards and teach to them. Their focus is to teach relevant material in an inspiring manner.

Scholarly activities and continuous preparation help maintain relevancy. Many of the business college faculty remain current in their disciplines by conducting basic and applied research, presenting papers before regional, national, and international conferences, and publishing their findings in professional journals. Research interests focus on teaching concerns and practical business problems. Some faculty members engage in consulting activities with local businesses to keep abreast of current business practices, and some provide expert testimony in judicial proceedings. Faculty members study great works in their disciplines. They engage in debate with colleagues over nuance and meaning and sharpen their thinking skills in the process. Others are active in professional societies. Business faculty members serve on a variety of university and college committees. Each faculty member establishes an individual niche compatible with his or her interests. Overall, the faculty achieves a balance between intellectual contributions and service, both of which enhance the primary objective of teaching excellence.

Peers within the university, alumni, students, and representatives from the community have recognized the outstanding contributions of five of the business faculty. They selected three to receive the annual Franc Landee Award for Excellence in Teaching, one to receive the annual Earl Warrick Award for Excellence in Research, and one to receive the annual House Family Award for Teacher Impact.

The full-time faculty members in the business college are especially well prepared academically. Nearly ninety percent have earned doctorates from some of the leading graduate schools in the USA. Five of the faculty are CPAs. Almost all of the faculty have experience in the business world. Typically, an executive-in-residence serves with the faculty. A recently retired executive from business fills this position and shares acquired expertise by teaching several classes and serves as a liaison to the business world.

Those who comprise the adjunct faculty have particular expertise and typically come from the area's businesses. The area provides a rich pool of potential adjunct faculty members. Within 25 miles of the campus are world headquarters for The Dow Chemical Company and Dow Corning Corp., the divisional headquarters of General Motors for the Saginaw Division, other GM plants, and many smaller firms of equal excellence.

## APPENDIX FOUR

### THE CURRICULUM — SVSU AND COLLEGE

There are two elements in the business curriculum: undergraduate and graduate. Both elements resulted from serious reflections on the appropriate structure and content of programs that produce well-rounded graduates. The undergraduate curriculum is about 85 percent of the total enrollment, and is the first element discussed.

#### Undergraduate

The undergraduate business curriculum is the result of a purposeful plan that seeks to graduate students who possess attributes leading to success in the work place and to enrichment of their private lives. Course requirements are distributed almost equally between the business college and the rest of the university. About two-thirds of the undergraduate business courses are at the junior-senior level. In the first two years, students complete university requirements of the basic skills, most of the general education courses, and the business requirement of seven core courses. In the last two years, they complete two cognate courses, six core classes in business subjects, six to eight business courses for a major, and free electives to reach graduation requirements.

The role of the faculty is primary when creating a mission. First, the faculty of the entire university develops programs that affect every undergraduate student at SVSU. This results in a common experience for each student called General Education, although students make choices in fulfilling this requirement. General Education therefore reflects a strong inter-disciplinary perspective and forms the foundation for all degrees. It is about thirty percent of a student's program. The faculty designed General Education to provide:

- An understanding of the flow of events in history and of the different cultures in today's world;
- The ability to interact with a diverse group of people at the highest levels of intellectual exchange;
- A sense of the breadth of ideas, issues, and contrasting economic, political, and social forces in the world;
- An appreciation of the arts and sciences that enrich human existence;
- A sensitivity to the impact caused by external and social environments, complex technologies, and demographic diversity.

Following the development of General Education, the COLLEGE faculty members develop courses in accounting, economics, computer applications, statistics, finance, management, production, marketing, and the social, political and legal environment of business. Their fundamental objective is to develop and graduate students with inquisitive minds, who express themselves fluently, who think critically and contend with conflicting ideas, and who are knowledgeable in the diverse areas of business. They prepare students to deal with real business problems. They also reinforce and extend the goals of General Education by providing:

- Ample opportunities to develop fluency in written and oral communication;
- Situations that require students to reach solutions through team work;
- Experiences in making value judgments and in forming ethical opinions;

Frequent assignments that build an understanding of the global dimensions of business;  
 Situations involving original research;  
 Opportunities to develop skills in computer applications.

Business class schedules reflect commuters' needs. Approximately 50 percent of the business program is at night. Day classes are 1.5 or 2 hour blocks, twice a week; night classes are 3 or 4 hours, once a week. Instruction, for the most part, is with full time faculty in small classes. Students may take all of the business courses required for their degree in regularly scheduled night classes, although students may move freely between day and night classes.

### Graduate

The primary graduate activity in the College of Business and Management is the Master of Business Administration program. MBA students take all courses from the business faculty. An ancillary, but important, function provides selected instruction to other graduate programs, principally in Nursing and Education.

Many of the same considerations underlie the development of the graduate program as for the undergraduate program. Student expectations, faculty insights, and community desires all exert an influence. The focus of graduate business education is much narrower than undergraduate education, inasmuch as students mastered the content of general education in their undergraduate degrees. Again, business faculty members, being mindful of student and business expectations, developed a program that produces a broad business perspective appropriate for modern day managers. They designed the MBA curriculum to develop:

- An acceptance of ethical considerations as an integral factor in managerial decisions;
- An understanding of the global economic, technical, political, and social environment;
- An understanding of business functions and their inter-relationships;
- An understanding of organizational structure, and of individual and group behavior within organizations;
- A knowledge of modern techniques of analyzing data, measuring performance, and allocating resources;
- A proficiency in written and oral expression and in computer applications.

Eight foundation courses provide tools, techniques, and background. These courses are waived for applicants who recently have completed appropriate undergraduate course work. Core courses develop controls and analytical techniques, study cause and effect phenomenon, grapple with social and ethical concerns, and integrate knowledge from accounting, economics, finance, management, and marketing. Elective courses allow for some specialization from the foregoing disciplines. The program is independent of undergraduate education and possesses the rigor appropriate for graduate study. Students without suitable undergraduate course work in designated business courses complete 60 credits, while those with all such course work finish with 36 credits. The average program length is 45 credits.

The business college, indeed the university, is sensitive to the importance of providing education to the non-traditional student, which was one of the fundamental reasons for the formation of the university. Yet, it is equally important to establish and maintain appropriate admission standards. Accordingly, acceptance of graduate applicants is contingent upon undergraduate transcripts, Graduate Management Admissions Test (GMAT) results, work experiences, and recommendations. Class room standards are appropriately rigorous and relevant assuring that graduates have earned a degree worthy of their time and money.

Graduate classes average between 20 and 25 students. Virtually all students work full time. Thus, class schedules accommodate the needs of the part time evening student, namely one night a week, 7:00 to 10:00 pm, Monday through Thursday with an occasional Saturday morning class. About half of the students take two classes at a time, thus necessitating about four years to complete the program.

The emphasis on global markets prompted the College in May of 1991 to extend its MBA degree to a class of well qualified Taiwan mid-management and upper-middle-management business executives. SVSU business faculty provide all of the instruction with half occurring in Taiwan. Some students are required to complete preparatory courses. This program holds forth great promise and provides the faculty first hand experience in the international arena.



# STAFF MEMBER

OF THE MONTH

**Thomas C.  
Grobaski II**

**Assistant  
Custodial  
Foreman,  
Ryder Center**

**November  
1992**

Tom Grobaski doesn't like to sit still — either literally or figuratively.

The demands of his position, which places him in charge of maintenance and setup for Ryder Center, keep him on the move during working hours. His love of nature and his sons, age eight and three, insure that the pace is equally lively in off-duty hours.

But Grobaski also is interested in progress in the more abstract sense.

"I have been here (at SVSU) eight years and I have grown with the job," he says. "I like to keep advancing. I don't want to be satisfied with where I am; I always want to look higher."

His attitude has resulted in assignments carrying an increasing level of responsibility since he started with the SVSU work pool in 1984. Initially he worked as a temporary on call, but he has been a full-time employee for the past six years.

Today, as assistant custodial foreman in charge of Ryder Center, he oversees cleaning of the giant facility. Grobaski also makes sure that all necessary physical setups are completed for each scheduled sports activity, as well

as for the many special events hosted in the building each year. This often means working a split shift and planning for quick changes when events with differing needs are scheduled back-to-back. Grobaski keeps in close touch with Ryder Center Operations Manager Joe Vogl to monitor the special needs for various events.

After completing setup for an event, Grobaski checks with those who will be using the facility to be sure that everything is satisfactory. "I make any changes that they request," he notes.

The day after a major event Grobaski and his crew are busy "breaking down" the setup and returning the facility to its normal use.

"Sometimes there are three different events the same day," he notes. "That makes a lot of change for us."

Recently he prepared the arena for the Cathy Rigby lecture. He arrived that day at his usual 6 a.m. starting time, worked until 2 p.m., then returned for a 5 to 7:30 p.m. stint. He didn't stay for the program, "because I had to be back at 6 a.m. the next day," he smiles.

Among the more interesting aspects of his job has been the opportunity "to watch the place grow," Grobaski says. "I can remember when Ryder Center was being built. It looked so huge that I never dreamed I would be in charge of keeping it clean."

Grobaski also enjoys working with outside clients who rent the facility for their events. "You are with different people from year to year and you get to know them," he says.

The Staff Member of the Month award cites Grobaski for his excellent work record and his enthusiasm for his work.



NCA Mission Subcommittee

Chair: Dr. Margaret M. Flatt

Members: Dr. George Eastland  
Dr. William Elliott  
Dr. Judith Hill  
Mr. Fred Porterfield  
Dr. Ervin Sparapani  
Dr. Gladys von Hoff  
President Eric Gilbertson

Self Study Criteria

- Mission
- Purposes

Last Self Study

Compression of Mission and Clarification of Purposes

- meetings for data review and draft development
- draft to faculty/staff
- open forum - October 29, 1992

Board of Control

## THE MISSION OF SAGINAW VALLEY STATE UNIVERSITY

The primary mission of Saginaw Valley State University is to provide opportunities for individuals to achieve intellectual and personal growth. A concurrent mission is to develop individuals' potential to provide leadership and professional skills for the civic, economic and cultural well-being of the region, state and society. The University also exists to serve as a cultural and intellectual resource dedicated to the development, acquisition, and dissemination of knowledge.

### THE PURPOSES OF THE UNIVERSITY

- \* To provide a comprehensive array of baccalaureate degree programs and a select number of masters degree programs.

Baccalaureate degree programs are based upon a foundation in the liberal arts, the development of strong academic skills, and include studies in depth in one or more academic or professional disciplines.

Masters degree programs concentrate studies in fields that address the needs of the East-Central region of Michigan or take advantage of unique opportunities and particular strengths within the University.

- \* To strive for excellence in teaching, learning, research, service and creative endeavors, and to stand as an example in those regards.
- \* To provide academic and support services that address the educational needs of a diverse student population that varies by gender, age, ability, experience, lifestyle, cultural background and economic circumstances.
- \* To represent and advance the ideals and values of higher education in a democratic society by:

Pursuing and defending freedom of inquiry, thought and expression.

Promoting understanding and respect among people of an interdependent world and by people for the environment.

Practicing and encouraging integrity, civility, decency and fairness in human relationships.

Maintaining an openness of opportunity for all people to reach their fullest personal and professional potential.

- \* To contribute to the quality of life for the people of the region, State and society by:

Providing expertise, leadership, and other support in the development of ideas and strategies for addressing social, technological, and economic issues.

Creating, sponsoring, and hosting events and activities that help people understand and appreciate the varieties of human culture, art and accomplishment.

Promoting responsible participation in a democratic society by people both within and outside of the University community.

**Current Positions Filled****December, 1992****ADMINISTRATIVE/PROFESSIONAL**

**Ms. Sara B. Clark** - Hired as Studio Art Technician (replacement). Ms. Clark received a B.F.A. in 1989 from Illinois Wesleyan University and an M.F.A. in 1991 from Ohio University. Prior to joining SVSU Ms. Clark was the Studio Director for Lakeside Studios in Lakeside, MI.

**Ms. Keleen M. Marciniak** - Hired as Student Employment Specialist, Placement Office (replacement). Ms. Marciniak received a B.B.A. in 1988 and is currently completing her M.B.A. with SVSU. Ms. Marciniak was previously employed by Interim Personnel.

**FACULTY**

**Ms. Janelle L. Wilson** - Hired as a one-semester, temporary Instructor of Sociology, College of Arts and Behavioral Sciences (replacement). Ms. Wilson received an A.A. from Mid Michigan Community College in 1988, a B.A. from SVSU in 1990 and an M.B.A. from Western Michigan University in 1992. Prior to joining SVSU Ms. Wilson was an Instructor of Sociology at Western Michigan University.