



Chapter Six Campus Culture

This chapter addresses the following **General Institutional Requirements** for Accreditation of a University:

17. It has admissions policies and practices that are consistent with the institution's mission and appropriate to its educational programs (cont.).
18. It provides its students access to those learning resources and support services for its degree programs (cont.).
22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

This chapter provides evidence for **Criterion 1**:

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter provides evidence for **Criterion 3**:

The institution is accomplishing its educational and other purposes.

This chapter provides evidence for **Criterion 4**:

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

This chapter provides evidence for **Criterion 5**:

The institution demonstrates integrity in its practices and relationships.

Section 6.1

The growth of the university, including a greater number of traditional-aged students living on campus, has increased the diversity of the campus, enlarged and enriched its culture, and increased the interaction between the university and the community in multiple ways.

6.1 Introduction:

The various aspects of SVSU's campus culture support its mission. The *Next Steps 2000-2005* plan has two sections, Campus Culture and Public Affairs, that articulate university goals consistent with the above GIRs and Criteria:

- The University will create and sustain a culture and environment that fosters and supports the personal and intellectual growth of its students
- The University will make significant and sustained contributions to the quality of life and become the premier cultural and intellectual center and resource for the schools, businesses, governments and people of the East-Central region of Michigan.

These goals reflect the consistent themes of institutional growth and transformation that inform this self-study. This chapter addresses these same themes from the perspectives of campus culture, community relations, and public service.

The growth of the university, including a greater number of traditional-aged college students living on campus, has increased the diversity of the campus, enlarged and enriched its culture, and increased the interaction between the university and the community in multiple ways. These changes have also made new demands on established services and led to the development of new initiatives. The reorganizations discussed in Chapter 3 stem, in part, from the need to provide new and expanded student services in a cost-effective and efficient manner.

This chapter will examine the overall campus environment. It will detail admissions policies and practices, as well as student support services for resident and commuter students. It will also look at community service--the active participation of university staff, faculty, and students in community activities--as well as the various cultural programs, athletic events, and facilities that bring people from the surrounding region to campus. This chapter will also revisit the issue of diversity from the perspective of campus culture.

This chapter is based on the work of three subcommittees that reviewed institutional policies, task force reports, handbooks, and publications. Group members also surveyed students, faculty, and staff, interviewed program directors and division heads, conducted student focus groups, and reviewed student satisfaction surveys. A campus-wide survey on diversity was also conducted during the time the self-study was being carried out, with results pending.

6.2 Campus Environment

The expansion of the campus has enabled SVSU to serve all stakeholders in new ways. As discussed previously, the university has experienced growth in numbers as well as a shift in its student population. This has resulted in new residences and expanded support services to help students achieve academic success and adjust to life on campus. At the same time, services for students who commute have been maintained and enhanced. Formerly, many commuter students came and went from classes without lingering. As noted previously, night classes were as important to the schedule as daytime offerings. Students often took classes in the morning and evening, and went to their off-campus jobs in between. While that pattern still exists, it no longer predominates, and student life centers on the campus itself, even as the region has become more aware of what the university offers.

Admissions

SVSU's admissions policies and practices are consistent with its mission and goals described previously. Freshman and transfer student applications for

Section 6.2

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admissions are reviewed by members of the staff of the Office of Undergraduate Admissions.

Freshman admission requires an acceptable ACT (or SAT) score and a minimum high school GPA of 2.50. Those with a minimum 7-semester GPA of 2.00 may be admitted if test scores and extracurricular involvement indicate they likely would succeed in college. (High school graduates age 22 or older are not required to take the ACT or SAT). SVSU, along with the other 14 public universities in Michigan, requires that all admitted students meet core requirements: 4 years of English, 3 years of math, 3 years of social science, and 2 years of natural science. (Students who do not meet core requirements must complete them during their first year of study at SVSU.) As discussed previously, freshman enrollments have steadily increased.

Admissions policies and practices are reviewed periodically. For example, research in 1999 indicated that most entering freshman students who did not satisfy minimum high school GPA and ACT Composite scores did not succeed academically, despite developmental courses and academic support services, and either left the University or were dismissed after the freshman or sophomore year. Therefore, a new minimum set of admissions criteria was instituted to ensure all students were capable of academic success at the university. In addition, each of the graduate programs has instituted similar reviews to ensure that admissions policies and practices are inclusive in nature and provide necessary information to assess each student's commitment and ability to succeed.

Transfer students are admitted with a minimum GPA of 2.00 in all college courses taken. (A student with less than a 2.00 may be admitted on probation and must achieve a 2.00 the first semester in residence.) Transfer student enrollments, which have reflected the decrease in community colleges enrollments in the State of Michigan during the past ten years, are just now beginning to increase. The number of transfer students enrolled for the 2003 Fall Semester of 2003 was 597, near the recent average of about 600 students. The University does not expect this pattern to change significantly for the foreseeable future, particularly until community college enrollments of university-bound students become more stable.

Admissions criteria in the graduate program are established by members of the faculty. Graduate student enrollments have increased from 861 students in the 1995 Fall Semester to 1588 for the 2003 Fall Semester. These increases have derived primarily from significant growth in the three graduate programs in the College of Education. Other enrollment increases are due to the introduction of three new graduate programs in the Colleges of Arts and Behavioral Sciences and in Science, Engineering & Technology. In recent years this growth has stabilized to approximately 3.5% for the Fall Semester. The 2003 Fall enrollment was 95 students or 5.6% less than for 2002. While this appears to be an aberration (the essential shortfall being returning students),

task forces have been formed for each of the graduate programs to determine what enrollments will be sustainable for the future.

A significant factor in the enrollment growth of the University has been the increase in the number and quality of First-Time-In-College (FTIC) students who have enrolled each Fall Semester, as comparisons between Fall 2003 and Fall 1995 (the years available in the current enrollment database) illustrate:

FTIC Students

	FTIC Students Fall 2003	FTIC Students Fall 1995
Number of students	1181	807
Mean GPA	3.21	2.92
% with high school GPA 3.5 or higher	36.6	22.8
Average ACT Composite Score	21.28	20.86
Number of Presidential Scholars (high school valedictorians/salutatorians)	102	33

Figure 6-1

This improvement is also evident in the fact that the FTIC average ACT Composite score has exceeded the national average for the past two years. The Fall 2003 average of 21.28 (the national average is 20.8), shows a significant increase over the average Fall 1995 ACT score of 20.86.

As indicated previously, an increasingly large number of these students now reside on campus. However, new technologies have also made it possible to serve a larger number of students more effectively and from greater distances. Students can apply for admission, monitor course availability, register, submit financial aid forms, and receive grades online. Interactions between faculty and students are facilitated by e-mail and course management systems such as Blackboard.

University expansion has also meant a new learning environment, including new classrooms equipped with smart podiums, conference rooms, lecture halls with distance learning capabilities, and new science laboratories and research facilities. Evening Services, which provides instructional support and facilities for adjunct faculty, has new larger quarters. Increased space has also meant improved offices for many full-time and part-time faculty and staff.

The growth and transformation of the campus is also evidenced in new energies. Student organizations have grown, extracurricular activities have expanded, and the wider community has become more involved in campus life, using

university facilities for their own activities as well as participating in university-sponsored events. For example, the Conference and Events Center—a self-supporting unit, developed to handle increased demand for the use of university facilities—schedules and caters both campus and community events.

Many of these changes were possible because of community support. Through the “Creating the Future Campaign,” university alumni, faculty, and staff, as well as various community foundations, businesses, and civic groups, contributed to new building projects to accommodate this growth. Not only does the expanded physical space of the campus make the university more visible in the Tri-City area, but the organization of the space invites interaction and community engagement. A new, more visible main entrance to the campus will coincide with the widening of Bay Road, the main access highway to the campus.

Curtiss Hall, with the spacious Groening Commons, serves as a “front door” to the campus in many respects, especially for cultural events. The Curtiss Hall complex houses the university theater, a small outdoor arena, a “black box” theater, and a recital hall. These make it possible for the university to attract internationally known musicians for the Rhea Miller Concert Series and provide venues for student and faculty performances. The Valley Wind Quintet, the Student Marching Band, and Flutee, a professional artists-in-residence quartet, are among the SVSU groups that perform regularly. Practice and production facilities have been expanded.

Banquet halls and meeting rooms are available for campus and community use. Conference groups make use of the recital halls for plenary sessions, mingle in the Groenings Commons, and reconvene in adjacent meeting rooms for breakout sessions. A variety of community organizations as well as university groups use Curtiss Hall banquet facilities for their events. Legislative luncheons, the annual Martin Luther King dinner, and receptions for visiting scholars are held in these facilities.

The renovated and expanded Marshall Fredericks Gallery in Arbury Hall is connected to Curtiss Hall by a passageway that looks out on the campus courtyard. The Gallery and sculpture garden contain one of the most comprehensive collections of any single artist’s work in the world. This museum has consistently attracted the community to the university and is a frequent destination for school field trips. The University Art Museum is located in the same area as the University Art Department. Student art work is regularly displayed in the atrium and hallways that connect these units; these spaces have also proved to be gathering places for students and faculty.

Founders Hall, set apart from other campus buildings, is a smaller but no less popular site for lectures, performances, and community-sponsored events. Private parties may also rent the space.

The new Student Center, with a coffee house, convenience store, expanded bookstore, multi-function rooms, conference rooms, and an arcade room, helps meet the needs of both on-campus and off-campus students, bringing both populations together, and providing space for them to interact in student clubs, study groups, and social activities. The new Student Fitness Center allows the general campus population an environment to work out comfortably and conveniently.

As noted in the previous chapter, the renovated library also provides welcoming meeting places and collaborative work rooms for study groups, including the recently established residence-based study tables. The new café provides internet connections and offers a conversation and study center with an ambiance distinct from the regular cafes. The Roberta Allen Reading Room on the library's new fourth floor, in addition to being an inviting reading room for students and faculty to enjoy every day, is a new venue for community cultural activities. A book club for Library Friends is being planned. The Ken Follet Papers collection, donated to the library by the author, also enhances the university's reputation and brings to it increased community and scholarly interest.

In the new Regional Education Center, the Alan W. Ott Auditorium is equipped with state-of-the-art technology to enhance distance learning. These new facilities increase SVSU's ability to serve as a resource center for regional educators.

While the buildings are attractive, accessible and boast modern technology, it is what they represent that is more significant: they make the university more visible in the community and provide space for interaction, in both formal and informal settings.

Community Support

Community interest has increased community support for University activities. In 1997, under the auspices of the SVSU Foundation, the university engaged in a Campaign for Distinction to enhance the "intellectual bricks and mortar" of the university. The goal was to build a strong endowment base through which to enhance SVSU programs and opportunities for students. Three areas were targeted to build this endowment base:

- Scholarships for exceptional students
- Funds to recruit distinguished faculty and support professional development of faculty
- Funds to enhance and augment academic programs.

Active participants in this program included members of the Board of Fellows, university alumni, community members from Bay City, Saginaw, and Midland, and university faculty and staff. Contributions came from local businesses, foundations, and individuals.

As indicated previously, this Campaign received \$12.5 million in pledges and \$815,000 in planned gifts — a total of \$13.3 million for endowments. New endowments were created and existing endowments enhanced. Among other things, four new endowed chairs were funded, a Visiting Scholars endowment was established, and 34 new scholarships were initiated.

It is through such efforts that the campus has become a cultural and intellectual center offering the community a rich menu of options, including the following:

- The annual Dow Lecture series has brought to campus such well-known political figures as former U.S. Senator George Mitchell, Sergei Khrushchev, and the first African-American governor, L. Douglas Wilder, as well as nationally known media figures such as Paul Solomon and Michael Beschloss.
- The new James E. O’Neill, Jr. Memorial Lecture Series, in honor of the late Saginaw educator and legislator, reflects this community servant’s passion for excellence in government and education. The first lecture in this series, “The Nobility of Public Service,” was given by Frank Kelley, Michigan’s attorney-general emeritus, who served in that office for 37 years and was active in civil rights, consumer protection and environmental matters.
- The Center for International Studies and Services sponsored a symposium on China, “Knowing Our World,” bringing to campus three internationally known speakers on the topic, including Sherryl WuDunn, Pulitzer Prize winning author from *The New York Times*.
- The annual William and Julia Edwards Lecture in Philosophy and Religion this year brought to campus Dr. F. E. Peters of New York University to speak on “Holy War: The Blood-Sport of Monotheism.”
- The Rhea Miller endowment brings renowned musicians to campus for concerts and also supports scholarships for music students.

- Dr. Thomas and Hilda Rush sponsor an annual lecture series featuring distinguished SVSU faculty.
- The Wickson-Nickless Distinguished Lectureship in Business, created in 1992, brings nationally and locally recognized business leaders to SVSU to speak on a variety of business issues. In recent years the Wickson-Nickless fund has been used to support speakers who are national and international experts in the area of family business. Speakers have included Stuart Varney (CNN), Stephen Bosworth (United States Senator and Secretary of Labor), and Andrei Kozyrev (Soviet Foreign Minister). Recent speakers such as Arthur Velasquez and Christopher Eckrich have addressed Family Business Program events.

These endowments make it possible for visiting scholars and authors not only to give free formal public lectures to the community, but also to work with classes and community groups and participate in round-table discussions. All have added significantly to the cultural life of the university.

Campus Accessibility and Campus Safety

The changes in the physical space, the increase in cultural activities, the expansion of student activities, and the growth of student organizations have increased the complexities of campus life. As new possibilities emerge, there are new challenges to be addressed. The presence of more students on campus at night has intensified campus security and personal safety concerns. The accessible facilities with indoor passages to most buildings have made this an institution of choice for a larger number of students with physical disabilities. Thus units such as Campus Safety, Disability Services, and Counseling Services have experienced increased pressures on their resources to meet the needs of growing constituencies.

The increased number of residences and associated programs has led to a decision to administratively separate Housing Operations (the physical and financial management of living quarters) from Residential Life. A new assistant vice-president and director of Residential Life has been appointed to manage Residential Life, Student Conduct Programs, and Health Services.

The University remains committed to providing a safe environment in which students and staff can learn and work. Serious crime on campus is quite rare. The low crime rate is attributed to the suburban/rural setting of the campus and a proactive community policing program which is administered by the

University Police Department. A number of instructional programs are offered by the Police Department in areas such as alcohol and drug education, rape defense, self-defense, and personal property protection. The Police Department also schedules active officer patrols, uses video surveillance systems, and works collaboratively with other campus units such as Residential Life. Driven by the increase in activities on campus and the expansion of the student housing system, SVSU will determine cost-effective measures to increase police and dispatch coverage to the university community. The university is also working with Kochville Township to determine the feasibility of jointly developing a public safety complex on campus that would house fire-fighting equipment.

Section 6.3

As the campus has grown and been transformed, the diversity of the campus has increased and the programs to foster a campus culture that values and promotes that diversity have also expanded.

6.3 Campus Diversity

As noted in Chapter 2, significant attention has been paid to diversity, an area of concern raised in the 1994 report. This Self-Study Report has examined campus diversity from multiple perspectives. Discussion of Affirmative Action in hiring practices and workforce statistics appears in Chapter 4 under Human Resources. Diversity in the curriculum is addressed in Chapter 5 on Academic Programs. This chapter will address diversity, as it relates to campus culture with a focus on multiculturalism, student and academic support activities, and community outreach activities.

Multiculturalism

As the campus has grown and been transformed, the diversity of the campus has increased and the programs to foster a campus culture that values and promotes that diversity have also expanded. A variety of faculty and staff development workshops, hiring initiatives, curriculum revisions, student outreach programs, and cultural activities have been carried out by the Diversity Office, colleges, student support services offices, Student Life units, and campus clubs. The Offices of Minority Student Services and Disability Services have also increased their activities. Many of these activities have been made possible through state and community grants. The current Special Assistant to the President on Diversity Issues is working with a community advisory board to strengthen university/community relations.

These many programs and initiatives have had a positive impact on campus culture; however, the campus as a whole does not perceive the full extent of this work or how the efforts of various task forces have contributed to assessment and planning in this area. The current Special Assistant to the President for Diversity Programs, working with both campus and community constituencies

including faculty, staff, and students, as well as minority alumni, community leaders, business leaders, and school officials, is developing a comprehensive diversity plan to be disseminated across campus. The effectiveness of the current work is being assessed, leading to recommendations for more effectively utilizing institutional resources to meet diversity objectives.

Diversity Climate Survey: To better understand the diversity climate of SVSU, a survey was commissioned by the university President and developed by a group of faculty. The administration of the survey was coordinated by the Special Assistant to the President on Diversity. Significant efforts were made to get the widest possible sample, and informational meetings were held to clarify the purpose of the survey. The number of queries and concerns expressed indicate that the campus community took the survey seriously. Out of 3000 surveys sent out, 1481 student surveys and 345 employee surveys were returned. Survey data were tabulated by the Office of Institutional Research and the results are currently being analyzed. This data will be used in conjunction with the various task force reports, student forums, community interviews, workforce statistics, and information from various campus units to inform this comprehensive strategy.

Diversity in the Curriculum Survey: This study, discussed in detail in Chapter Five, reveals a wide range of definitions of diversity and presents the challenges of addressing diversity, including the relationship between the diversity of the student body and the way in which course content is covered. This study confirms that diversity, regardless of the breadth of the definition or the method of pedagogy, receives significant academic attention from colleges, departments, administrators, faculty, and curriculum across the campus.

Student and Academic Support Activities

Special Offices

While many offices, such as the Office for Career Planning and Placement, Academic Advisement Center, Financial Aid and Scholarships, Athletics, Student Life Center, the Student Counseling Center, and Residential Life, address issues of diversity, some campus units have special responsibilities in this area:

Special Assistant to the President for Diversity Programs: In addition to the planning function of this office described previously, the Special Assistant to the President for Diversity Programs works with Staff Relations and other offices as needed to address student, staff and

faculty complaints regarding issues of discrimination and harassment. The Special Assistant works with all divisions in faculty/staff recruitment efforts, diversity training, and special program development.

Disability Services: The mission of the Office of Disability Services is to ensure that students with disabilities can actively participate in all facets of University life; to coordinate support services that enable students with disabilities the opportunity to achieve intellectual and personal growth; and to increase the level of awareness about disabilities among all members of the university. The Office of Disability Services helps identify and remove barriers for students with disabilities.

This office, established in 1994, has seen tremendous growth in the types of services offered to meet the diverse needs of students. Accommodations are individually assessed based on documented needs. Students have been included and accommodated in every type of coursework offered. Success stories include students with disabilities who graduated from SVSU and returned to teach here. Accommodations have also been made so students with disabilities can and do live in all of the residential units, and work in offices throughout campus.

A 1999 Student Satisfaction Survey gave a high rating to the office and its services. However, the numbers of students with disabilities admitted each year is growing faster than the resources available. Also, medical and technological advances have meant an increase in the number of students with severe disabilities and an increase in needs to be addressed. A recent Ablers forum held on campus also indicated that SVSU staff and faculty need better training on disability issues.

Office of International Programs: A key aspect of the university's commitment to diversity is recognition of the importance of international programs to its regional mission. The University is proud of its efforts to "help internationalize all of the students" at SVSU by bringing students from various countries to SVSU and by sending SVSU students abroad. Saginaw Valley State University actively recruits international students to the university for graduate and undergraduate programs. For the most part, international student enrollments have been steadily increasing, reaching 383 in 2001. Enrollments of international students decreased slightly in 2002 and 2003 to 354 and 353, respectively, due to global events. SVSU also provides numerous Study Abroad opportunities for SVSU students as well, as financial aid to ensure that all SVSU students have access to this experience.

In addition to having a number of international scholars among its regular faculty, the university also sponsors visiting faculty from universities around the world to spend a semester here. The university supports efforts of its faculty to teach abroad through Fulbright and other fellowships and through links with sister institutions Shikoku University in Tokushima, Japan, and Shih Hsin University in Taiwan.

The International Programs Office provides international students and faculty with visa assistance, help with housing arrangements, health care, and financial aid. It also provides academic assistance and facilitates student access to the various academic support services provided by the University.

The College of Education, the English Department, and the Office of International Programs have worked together to develop the English as a Second Language Endorsement (ESL) and the Teaching English to Speakers of Other Languages Certificate (TESOL) programs in order to develop a program that would be of interest to international students wishing to teach in their own countries as well as for U.S. students wishing to teach overseas. These programs have added to successful recruiting efforts.

The courses in these programs are offered not only on-campus but also to teachers in the Flint school district. This program is co-sponsored by the SVSU College of Education through a federal grant which also funds a cooperative bilingual program with the Flint School District. These two programs constitute the "Career Ladder" program of this SVSU-Flint outreach program. SVSU faculty have also conducted ESL workshops in Flint for teachers, administrators, and paraprofessionals. The College of Education also offers a Bilingual Endorsement for teachers. These programs link international students and faculty with SVSU students and faculty in a community outreach endeavor that impacts cultural diversity in K-12 education.

A key issue facing International Programs has been how to create a supportive community among the international students and, at the same time, integrate international students into campus academic and social life. This was a particularly difficult question when SVSU was primarily a commuter campus. The growth of the on-campus population has helped break down some of the isolation of the international students and, in fact, international students now provide leadership for many campus activities, including hosting special events of their own, such as the International Food Fair and annual international talent show.

The University also extends international education into the community through outreach activities. The Office sponsors various special events, bringing notable

visitors to campus to address significant international issues. The International Peace Symposium and the China symposium are two successful ventures that brought students, faculty, and community members together to consider issues such as human rights, disarmament, and global trade.

The English Language Program staff has also created an innovative GAP (Growth in Afrocentric Program) partnership with City of Saginaw Public Schools to share cultures. International students visit and “adopt” a classroom, building relationships with urban students. These students then visit SVSU to see the campus and learn about the countries and cultures of SVSU international students.

Office of Minority Student Services: This office provides academic services and supports multicultural programs for minority students and the campus community. A mentoring program matches students with personal mentors. Multicultural heritage programs are celebrated throughout the year (Black History Month, Hispanic Heritage Month, Native American Month, and Women’s History Month, etc.) The Office also sponsors a variety of community outreach programs and workshops. Minority Student Services also provides academic and student support programs and services that include academic advisement and assistance with student service-related issues (e.g., registration, financial aid, student accounts).

Community Outreach

In addition to the programs sponsored by the above offices, a number of other campus activities promote diversity. Especially important are those that link the community and the university. Many of these programs are carried out through the five colleges but others are the work of the Diversity Programs Office or other units within Student Services and Enrollment Management.

Martin Luther King, Jr./Cesar Chavez/Rosa Parks Initiative (KCP).

These state grant-sponsored programs awarded to the university are intended to accomplish the following:

- Help recruit and retain economically and academically disadvantaged students (Select Student Support Services)
- Encourage minority students to pursue careers in college teaching (the Future Faculty Fellowship)
- Provide academic role models for minority students (the Visiting Professor Program).

Educational Partnership Program: This program encourages minority students to transfer from Delta Community College to SVSU upon completion of the Associate's Degree. EPP services include career and personal advising, study sessions, mentoring, study skills training, and assistance with class scheduling and registration.

Opportunities for Professional Education in Nursing (OPEN): The Department of Nursing is in year 3 of a \$523,000 federal grant, Project OPEN, specifically targeted to support minority and/or underprepared students within the university to enter and succeed in baccalaureate nursing education. An application has been submitted to continue funding this program.

Young Educators Society (YES): YES is open to middle and high school students and serves as an integral plan to mentor and recruit students, especially minorities from urban areas, into the teaching profession.

Grow Your Own Teacher Program: This program offers students the opportunity to work part-time as kindergarten paraprofessionals in area school districts while completing their course work at SVSU. The Teacher Education Department, Teacher Certification staff, and Office of Admissions work collaboratively to advise and conduct professional development workshops for students.

Teacher Cadet Program: This year-long course is offered to high school seniors as an innovative, hands-on curriculum-based course allowing students to explore teaching, develop lesson plans, and complete field-based experiences. An SVSU and Saginaw City School District partnership actively mentors and recruits students into SVSU's Teacher Education Program.

Urban Teacher Preparation Program Partnership: The Urban Teacher Program is another partnership between Saginaw City Schools and SVSU's College of Education teacher preparation program designed to recruit teachers, especially minority teachers, and prepare them to work with diverse student populations.

Minority Mentoring Program: The Minority Mentoring Program is a collaboration/partnership with Saginaw City community residents and SVSU; it provides support to minority students in their transition to university life and establishment of career goals.

Roosevelt Ruffin Symposium: Named in memory of a former SVSU diversity officer, each year the University invites urban students from the area to participate in discussions of diversity-related issues.

Minority Student Organizations: SVSU minority students work through a number of service sororities and fraternities to increase the number of minority students on campus and to provide academic support. The work of these organizations is highlighted at a recruiting fair each fall.

The Gay-Straight Alliance: This student organization promotes awareness, tolerance, and acceptance of diverse sexual identities. It has hosted film showings, forums, discussions, and participated in rallies at the State Capitol.

Section 6.4

Student input was sought and students were actively involved in the planning of campus facilities, including the new student Center which opened at the beginning of the 2003/2004 academic year.

6.4 Student Life

Students express a high degree of satisfaction with SVSU. In Student Satisfaction Surveys and focus groups, they have expressed appreciation for the small class size, the accessibility of the faculty and staff, and the physical environment for classes. They also praise the instructional support services. The Writing Center, the Math Resource Center, the Academic Advisement Center, tutoring services, and the Student Technology Center are well used, although those students most at-risk academically are less likely to use these services than those already doing well and seeking to improve. A newly awarded state grant, College Transitions, will facilitate efforts to better integrate introductory course work, instructional support services, and student support services into a more comprehensive first year program to help retain at-risk students.

Overall, students are also highly satisfied with services offered outside of the classroom. Students are especially pleased with new on-campus residences, health services, and recreation/intramural programs. Student input was sought and students were actively involved in the planning of the new Student Center, which opened at the beginning of the 2003/2004 academic year. The President of the University also holds regular open forums with students to discuss campus issues.

Student support services contribute significantly to the University's goal of creating and sustaining a culture that "fosters and supports the personal, social, and intellectual growth of its students." Student support services, including

Residential Life units, were recently brought into the Division of Student Enrollment Management. Offices in this area consider attention to diversity as a strong indicator of a successful operation. Training existing staff on diversity and recruiting new staff from diverse backgrounds is viewed as a priority in these units. All Resident Hall Assistants receive diversity training. Through career-focused volunteer activities and other co-curricular events, student support services “improve and sustain a campus culture that values diversity and practices freedom of inquiry, respect, and integrity in human relationships.”

The offices for Minority Student Services, Disability Services, and Student Counseling are geared to meet particular needs, but the departments in this unit try to ensure a welcoming environment for all students. Although many units do not have formal assessment measures in place, there is a strong interest in these units to develop additional student satisfaction surveys and other outcome assessment measures to gauge their effectiveness.

The departments in this unit collaborate with other units across campus to deliver their services. These services have changed significantly over the past decade with the changing student demographics. Resident Life services have expanded to address the needs of the expanding on-campus population, and the student orientation program has extensively revised its format to better serve on-campus students. The Office of Career Planning and Placement was developed as a direct response to a recommendation made in *Next Steps 2000-2005*.

Academic Support Services

As discussed in Chapter 5, Academic Advisement (both Graduate and Undergraduate) Admissions, Registration, as well as Scholarships and Financial Aid, are part of the newly combined unit of Student Services & Enrollment Management. These directly support the academic mission of the institution, and, as previously noted, their communication with the Office of Academic Affairs is essential for student success.

Academic Integrity and Student Conduct

Academic integrity is one of the main foundations of a student’s education. All students are expected to conduct themselves as responsible members of the university community and to respect the rights of their fellow citizens. SVSU’s Code of Student Conduct includes a policy on academic dishonesty. The Student Code is periodically revised as needed and allows for student input through the Student Association President.

Students charged with academic dishonesty are afforded the same due process rights as students charged with non-academic integrity violations. Formerly these issues were handled by a Dean of Students. With the recent reorganization, student conduct and academic integrity issues are addressed by the Coordinator of Student Conduct, who maintains records of such actions. There are also established procedures for grade grievances, outlined in the student handbook as well as the faculty contract. The Student Association guides students through this process, and Student Association members sit on the committees formed to hear cases not able to be resolved. The deans' offices handle grade grievance records.

Academic Records

The University emphasizes integrity in its practices related to the academic record of its students, specifically student transcripts. The Registrar's Office follows common professional standards as outlined by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Official transcripts are embossed with the University's seal, signed by the Registrar, and accompanied by a transcript key that describes the grading system and academic calendar.

Student Programs and Activities

Student Life programs and events continue to grow and prosper at the university. The Student Life Center, along with Residential Life programs, provides support services to all students involved in co-curricular activities including program planning, leadership development, organizational and audience development, and recreation and volunteer opportunities. The on-campus population growth and the expansion of programs to serve this group has had the effect of also integrating commuter students more fully into campus activities.

All student organizations are registered through the Student Life Center and have a member of the faculty or staff as their advisor. The Student Association is respected, although some students feel that it has been too narrow in its focus and would like to see greater representation from a wider spectrum of the student population.

Intercollegiate Athletic Program

Intercollegiate athletics at Saginaw Valley State University serve an important campus role in enriching campus life and creating a vibrant campus culture. The Athletic Program is part of the Student Services & Enrollment Management unit.

SVSU is a NCAA /Division II Program through the Great Lakes Intercollegiate Athletic Conference (GLIAC).

Mission of the Athletic Programs

The Department of Athletics mission statement, which is prominently displayed in the Athletic Center, reflects its contributions to campus life:

Intercollegiate athletics at Saginaw Valley State University serve an important and integral role in fulfilling the University's educational mission. The principal goal of these programs is to teach the lessons and values that can be learned through competitive athletics, both for the benefit of the participating students and spectators.

Sports are an important part of America culture—indeed, sports are an important part of human culture throughout the world. Sports can provide healthful and constructive outlets for competitive instincts, healthful exercise, opportunities for camaraderie and friendship and loyalty, and a unique forum for teaching and learning. Sports metaphors enrich our language; the lessons drawn from athletic competition enhance our understanding of the human condition and ourselves.

The athletic programs at SVSU aim to teach participants and spectators lessons about self-reliance and teamwork, respect for one's self and one's rival, creative problem solving, a commitment to goals, courage under pressure, the importance of integrity in all matters, humility in success and grace in defeat.

Because sports competition is highly visible within the institution and within society, coaches, staff and students involved in athletic programs bear a special responsibility to represent the University and its values in the best possible light. All participants in the programs—coaches, staff and athletes—will be held to the highest standards of integrity, sportsmanship, ethical conduct, rules compliance and amateurism as defined by the NCAA. All participants in athletic programs are committed to the proposition that student-athletes are students first, with a primary responsibility to the successful completion of their academic work at the University.

The success of athletic programs at SVSU shall be measured by the extent to which these primary goals—teaching and learning—are accomplished.

NCAA Compliance

The Department of Athletics is in full NCAA compliance and takes a strong stand to assure that programs operate with the greatest integrity. In the past four years, the department has made significant changes that include the hiring of a

full-time Compliance Officer, the expansion of a Student-Athlete Handbook, and the creation of both a comprehensive Student-Athlete Orientation Day and a Student-Athlete Survey and Evaluation instrument.

Program Organization

The department is comprised of nine men's sports teams and eight women's teams, with some 500 student-athletes. Student-athletes work with athletic counselors for individual academic advising for course load and selection of classes conducive to graduating in a timely fashion. The department also monitors student-athlete progress in their degree programs and NCAA and GLIAC eligibility. Student-Athletes are funded by athletic assistance grants, out-of-state tuition grants, private scholarships, and academic scholarships. *Cardinal Athletics: The Student-Athlete Handbook* defines NCAA rules, university policies and procedures, and highlights available support services.

The athletic department has made consistent efforts to send coaches and administrative staff to sport-specific national conferences and executive council meetings, respectively. Students and staff attend additional programs that lend themselves to student-athlete development, such as NCAA CHAMPS/Life Skills and Student-Athlete Leadership Conferences. Student-athletes who attend conferences and national seminars are taught leadership skills and participate in intense diversity training. The department also seeks out opportunities to nominate minority student-athletes for internships and postgraduate scholarships.

On-campus housing and dining allow for cohesiveness among SVSU athletic programs, both individually and collectively. The Student-Athlete Advisory Committee (SAAC), which is comprised of at least two members of each athletic team, has become increasingly active the past three years, promoting the participation of student-athletes in campus and community life.

Community Service

Staff and students in the athletic department participate in a variety of outreach and volunteer activities, interacting with individuals from schools, government agencies, and local businesses. The students and staff regularly donate time and money to community causes: visiting schools for Career Days, collecting canned goods and money for the underprivileged, working at soup kitchens, and supporting Habitat for Humanity. Both staff and students give blood in an annual blood drive competition against a neighboring university. The community service that the athletic department provides allows for great visibility for the university and the athletic program in the area. More importantly, it helps create

a culture and environment that fosters and supports the personal and intellectual growth of the campus community and the region it serves.

Gender Equity Survey/ Equity in Disclosure Act: As a coeducational institution of higher education that participates in Federal student financial-aid programs and has intercollegiate athletics programs, SVSU must file annual reports. A Gender Equity Survey was initially scheduled for every three years; in 2000 the decision was made to conduct the survey bi-annually. The Office of Institutional Research has conducted the surveys in 1994, 1997, 2000 and 2002.

Intramural Athletics: The new Student Fitness Center, now the home for Intramural Sports, allows students to work out on state-of-the-art fitness equipment. Campus Recreation has organized more sporting events that encourage female and international student participation. The University also offers an extensive intramural program, which shows a small but steady increase in participants each year for the past eight years.

Intramural Sports Participation Fall 2003

Sports	Teams	Players
Flag Football	17	156
Co-ed Softball	6	70
Tennis	N/A	35
Volleyball	16	72
3 on 3 BB	9	40
Badminton	N/A	20
Powderpuff FF	18	165

Figure 6-2

The growth in residential students has also increased the audience for extramural events. The intramural athletic program has benefited from new facilities, including an 8-acre parcel of land that is used for flag football, powderpuff football, soccer, and other fitness events. Intramural Sports have also become much more active outside the University in the past several years, as SVSU championship teams travel and compete against championship teams from other universities and colleges.

Student Sport Clubs, which report to the Intramural Coordinators, have also been successful. The ice hockey club earned the national #1 ranking in the 2000 season. In addition to hockey, club teams have included tennis (now a female varsity sport at SVSU), soccer (now a men's and women's varsity sport at SVSU), badminton, roller hockey, men's volleyball, aerobics and cricket.

Section 6.5

The University Student Volunteer Coordinator manages service activities; student service organizations are among the most active on campus.

6.5 Public Service

The activities of Saginaw Valley State University in the area of community and public service are varied and broad: a conference center for the area, cultural performances in the theater and recital hall, the athletic program, facilities use by community groups, the regional library available to the public, volunteer service by students in the local community, and specific services as a resource for area businesses.

Community Service

The university recognizes the importance of providing community service; the Vice President for Public Affairs oversees and cultivates government and community relations activities and also directs fundraising activities, another key venue for university/community interaction. Community support for the university can be seen in the generous endowments for buildings and programs. The Foundations Board, the Board of Fellows, and the Alumni Board are formal bodies connecting the university and the community, but the University is increasingly connected to the community less formally as well as through the number of programs and events hosted by or held at the University.

In addition to the cultural activities discussed earlier, notable endeavors include the following:

- Athletic events. The recent success of the football team, rated the top Division II team in the nation, has brought new attention to the university and new support for its programs. SVSU also hosted Detroit Lions training camps for several seasons, bringing several hundred thousand fans to campus. The Ryder Athletic Complex is in high demand for use by community groups for athletic meets, trade shows, boat shows, and church groups using the facilities for youth programs.
- Vision Tri-County, for which SVSU serves as the fiduciary agent. Formed in 1999 by leaders of SVSU, Delta Community College, the Chambers of Commerce of the three communities comprising SVSU's primary service area (Bay City, Midland, and Saginaw), and private sector leaders from the three communities, its purpose is to explore regional concerns and opportunities leading to increased economic development for the entire region. Funded by these Chambers of Commerce and local economic development organizations, Vision Tri-County engages in studies, research, and most

recently (2002), a regional marketing campaign. In 2002, with the initiation of the Center for Business and Economic Development (CBED) at SVSU, the Vision Tri-County organization is now coordinated through this university unit, which also administers the Center for Manufacturing Improvement and SVSU's Continuing Education program. This arrangement makes possible participation by SVSU faculty and students in Vision Tri-County projects.

- Saginaw Valley State University Regional Mathematics and Science Center, established in 1989 by the Michigan Legislature and the University. The Center serves 35 public and 70 non-public districts in rural, suburban, and urban communities in a five-county region. The Center works closely with school districts to support mathematics and science education for all students, through a variety of outreach professional development activities for teachers and enrichment activities for students in the areas of mathematics, science and technology. The Center maintains a circulating collection of curricular materials, aligned to the Michigan Curriculum Framework benchmarks, for use by area K-12 educators. The Center also partners with the Bay Area Community Foundation to develop curriculum materials aligned to Michigan Curriculum Frameworks in K-12 science and social studies. The Center played a leading role in disseminating MICALIMB Science and Mathematics materials around the state through a Higher Education Eisenhower Grant. This activity provided support to 24 Mathematics and Science Center Teams from across the state and an additional 12 local teams in SVSU's service area.
- The Office of Continuing Education, which offers non-credit continuing education opportunities for the community. An Institute for Learning in Retirement, introduced in September, 2001, is a membership-based organization that offers non-credit classes for individuals over 50. Support for this program has been received from local foundations, corporations and individuals.

In addition to these initiatives, faculty and staff share their expertise by serving on community advisory and governing boards, through the performing arts, in K-12 classroom presentations, judging science fairs, and establishing business/industry partnerships in the science and technology arena. It is not uncommon to find faculty appearing in the local media during elections, times of national crisis, or discussing health and educational issues.

The University's Endowed Chairs provide community and public service in their respective areas as part of their charge to help develop distinctive programs for the institution. Each college offers a number of community and public services, from the Marshall Fredericks Art Gallery to Social Work field placements in Arts and Behavioral Sciences, from the Executive in Residence Program to the Family Business Program (discussed in Chapter 5) in the College of Business.

Many other areas of service contribute to the university's mission in more mundane, but no less significant ways. Students, faculty, and staff donate their time, money, talent, clothing, and even blood to numerous organizations in the Tri-City area, including the Red Cross, East Side Soup Kitchen, and Habitat for Humanity. University-community interaction fosters student appreciation of cultural diversity, awareness of social issues in the local or global community, insight on new career opportunities, or perhaps a more sensitive outlook toward human disabilities. The university has hired a Student Volunteer Coordinator to manage these activities, and student service organizations are among the most active on campus. The community highlights these activities and honors student volunteers at the annual Student-Community Service Recognition Luncheon given by the SVSU Board of Fellows and President Gilbertson.

These comprise just a few of the possibilities for enrichment afforded by the university to the community. It is through this network of human contact, based on service at the local, regional, national and international levels, that the purpose of the University becomes manifest.

University Communications and Technology

University Publications

The university publishes a complete catalog, available in both print and online versions. The 160-page *2002/2004 Catalog* provides all necessary information, including descriptions of educational programs and degree requirements; academic calendars; learning resources; admissions policies and practices; academic and non-academic policies and procedures directly affecting students; charges and refund policies; and the academic credentials of faculty and administrators. Photos interspersed between the sections also introduce students to the campus environment.

The university produces a variety of other publications to keep all constituents of the institution well-informed. *The Interior*, a newsletter published twice each

month, is widely circulated. It highlights special programs and the accomplishments of individual faculty and staff, includes information about issues of significance to the university, and notes personnel changes. Many groups, including the Self-Study Editorial Board, create special newsheets to be inserted in *The Interior* on an occasional or regular basis.

Student activities are promoted through the student newspaper, *The Valley Vanguard*, and also through a regular newsletter, *Student Happenings*. The Faculty Association also produces a newsletter, as do the Colleges and many other units and organizations. *Zahnnow Notes* highlights library events; *Literacy Link* discusses issues of teaching academic literacy across disciplines; and *Funding Opportunities* informs the campus about available grants as well as Sponsored Programs workshops. The Department of Modern Languages publishes *Mundo Latino*, a Spanish language newsletter.

In addition, the university publishes various informational handbooks for student organizations, resident students, student athletes, international students, and adjunct faculty. *The Faculty Research Bulletin* is another important venues for sharing the life and work of the institution. The university has also published two histories of the university, one a general history, and more recently, a History of Academic Affairs to commemorate the 40th anniversary of the institution. The University Archives collects university publications and houses all official documents, including minutes of the Board of Control meetings.

SVSU produces two additional publications that particularly contribute to its mission to provide intellectual and cultural opportunities that enrich the lives of people. *Cardinal Sins*, a literary magazine, is produced by the students and faculty of SVSU and published on campus by the graphics center. Creative works by students, faculty, staff and alumni are eligible for submission. All submissions are considered for publication and judging is done by blind voting of the editorial staff. *Cardinalis* is a recently launched journal of ideas. Each issue allows readers to share in the intellectual and cultural life of the University through articles by, and interviews with, prominent visitors to SVSU, original work by SVSU faculty, and a small selection of fiction, poetry, and book reviews. The journal is published twice each year and distributed to members of the university and regional communities.

Office of University Communications

Most offices on campus utilize the services of the Office of University Communications when designing publications and advertising. This office also publishes a variety of materials about the university under its auspices. University Communications recently developed a Stylebook & Communications Policy, which provides departments with guidelines to ensure that information regarding university programs and operations is conveyed in a professional and consistent manner. A Media Relations Officer serves as the main representative between the university and the community.

Technology and Communications

Technology has profoundly expanded the capacity for communication both internally and externally, creating both new opportunities but also new challenges and expectations. The University Website increases accessibility to university offices and policies from everything to tuition to emergency warning systems. Employment opportunities are posted online, as is a weekly calendar of events. Online versions of more traditional publications enhance their accessibility.

Consequently, policies and practices around technological communications systems are continually evolving. A Website Advisory Committee, chaired by the Director of University Communications, has been developed to establish policies for university websites to ensure consistency and accuracy of information. A content management system has been introduced so changes in websites can proceed more efficiently to keep all university websites current and consistent. University Vice-Presidents also work with the Executive Director of Technology Services to prioritize technology projects, including training for the content management system.

The significance of technology to the University has increased exponentially over the past decade. It has had impact on resource allocation, building design, faculty development, teaching strategies, course delivery, scheduling, registration and grading processes, and community relations. The University website maps the institution, shaping the way the campus community perceives itself as well as informing those viewing it from the outside. The self-study process itself has been shaped by technological considerations. From the outset it was determined that the report would be published in both electronic and print versions. This decision had a direct impact on organization, format, and structure, so they would be compatible in both environments. Financial resources as well as the expertise needed for designing the site and producing graphics and documents

also had to be taken into account. The Self-Study Report will be more widely available because of technology, and that knowledge also has informed the work.

6.6 Conclusions

The growth and maturation of the university are reflected in significant changes in campus environment and culture. Students report high levels of satisfaction with the academic programs and support services provided by SVSU. A continuing challenge for the institution, especially in the current economic climate, is to meet the needs of all SVSU students with a variety of programs, course offerings, support services, and facilities. New residence halls and a new Student Center have been built to meet student needs. New programs have been developed to serve new constituencies, even as long-standing programs have been enhanced. Indications are that these new programs and facilities, along with leadership from a core of residential students, have drawn even commuter students more fully into campus life; however, the impact of these services will need to be assessed.

Although SVSU has become increasingly diverse and a large number of activities, offices, and programs have been developed to foster and support that diversity, the numbers of minority faculty, staff, and students need to increase for SVSU to fully reflect the community it serves. Campus task forces, college and division committees, as well as community advisory groups, have worked to address diversity issues. Diversity officers reporting directly to the President have assumed special responsibilities in this area; the current Special Assistant to the President for Diversity Programs is working with units across campus to develop benchmarks to assess progress and incorporate the multiple campus diversity initiatives into a comprehensive strategic plan that will be well-known by the campus and the community and inform University planning.

SVSU has developed strong links with the community, both formal and informal. Over the past decade, SVSU has become a more significant presence in the area as more people come to campus to use the facilities and participate in cultural activities, community education programs, and athletic events. Community interest has increased community support, as demonstrated through successful fundraising campaigns. Campus outreach has also increased through student internships and fieldwork, volunteer activities, and service on community boards. SVSU has developed essential links with the communities it serves, enabling the University to respond appropriately to community needs.

Section 6.6

Community interest has increased community support, as demonstrated through successful fundraising campaigns. Campus outreach has also increased through student internships and fieldwork, volunteer activities, and service on community boards.

Information about the University and its programs is communicated through a variety of publications. The production of these is facilitated by the University Communications Office. Technology has transformed communication internally and externally, through the website and through new means for registration, advisement, and course delivery. These processes have meant new issues of resource allocation and increased need for oversight, as well as faculty and staff development and training to ensure the integrity and effective use of these systems.

