All Colleges Academic Senate, delivered on January 25, 1974

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By:

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Ten years ago Grand Valley State College was founded on the concept of service to the citizens of Michigan in general and to the people of our area specifically. In that decade support for the college has come from two major sources: (1) students who have been attracted to the developing programs offered at GVSC, and (2) the legislators who have made the programs possible. We are grateful for both kinds of support.

This past September we enrolled 5,920 students (head count). As we enter the winter term it appears that the total FYES enrollment will be more than the 5,325 used to determine the legislative appropriation. Our request for next year asks that the appropriation reflect a projected student body of 5,650 FYES. In such uncertain times accurate predictions are difficult to make. Yet, in each of the past five years more students have enrolled at GVSC than were provided for in the budget. Next year we believe there is good reason to plan for a modest increase. There is a growing interest by adults in continuing education, and Grand Valley has the programs to accommodate them.
As we look to the future in education there are certain developments that may force educators and legislators to seek new ways of providing the people with what they want and measuring the effectiveness of what is provided. Let me give you some examples.

For several years financial aid in one form or another has been available for the poor and so called underprivileged, the excellent student, the good athlete, the talented musician, etc. The student from the middle income family who may not be brilliant or highly talented in athletics still believes he deserves an opportunity for higher education. In the past he could afford it. Now he often cannot. Some say higher educations image is slightly tarnished after the problems of the late 1960's and 1970, but it is still part of the American dream. The majority of Americans want it for their children, and if it is not open to them for financial reasons they may well insist that the situation be changed.

New styles of education are becoming popular. Students, particularly adults, want to devote time to college studies when it will not interfere with regular jobs or family responsibilities. This requires professors to spend time designing courses to fit individual needs and convenience. It requires them to meet with students individually and according to varied schedules. The contact hours and the professorial effort per student may be unusually heavy, but it does not fit the measurement formula generally used by legislators, their staff and college administrators to measure faculty productivity. Instead of legislatures and universities approaching each other in an attitude of mistrust over this problem, together they should find a new way of evaluating educational styles that appear to benefit a large segment of society.

My final example I have alluded to earlier, is the notion of a campus. Certainly there will be and should be a central campus for each college and university. Yet, in a time when increasing numbers involved in higher education are also striving to earn a living and raise a family, there are times when the institution can come to the student with greater ease and no cost in quality of education than the student can come to the campus. By coming to the student I mean offering courses closer to where the student lives or works. This may mean one college sharing facilities with another, or using facilities that were not designed or financed for higher education, but they lend themselves to instructional purposes. More of this will be done because people want it and it serves them. As a result, old concepts about extension courses may have to change. Arrangements between public and private institutions working together and sharing facilities may cause people to ask where does public begin and private end? Who should pay what in the public interest? Again legislators and educators need to face the questions and find new ways of effective evaluation.
We are making an effort to work with the public and private colleges in our area. In one form or another we have working arrangements individually or in a consortium with six area colleges, and we have recently joined the University Center in Grand Rapids comprised of the University of Michigan, Michigan State University, West Michigan University, and Grand Valley State Colleges. The six area colleges have a strong feeling about sharing the area, and want to coordinate their efforts where possible to provide a minimum of future duplication, yet keep a healthy diversity. It is also important that we work with the major universities for the same purposes. Some friction is inevitable, but we prefer to see it remain at a low level. We think that is possible if all institutions place public benefit first, and are ready to accept the premise that each existing institution should have a significant role, a more dominant one in serving the public.
1) Admissions Policy & Cooperation - Continuing Education
2) Energy - Summer Schedule - Busy
3) Calendar change possibilities - Summer
4) Tenure & Promotion procedures
5) Model Cities Project
5) Summer School Salaries
7) Academic Programs
   a) Graduate education - procedure rediscussed, to be decided by Senate
   b) New colleges
8) Committee on Faculty Input

Tenure & Promotion
1) Board would not accept it
2) Might not allow enough individual development for each college or unit
3) Procedures seemed a little complicated - cases might be impeded rather than expedited
4) Want to consider possibility of other levels of opportunity
ADMISSIONS COMMENTS FOR THE ALL-COLLEGES ACADEMIC SENATE

A. Admissions is everyone's concern

1. Meet enrollment projections

2. Improve the quality of entering students

3. Be kind in application

B. Coordination of faculty and students in Admissions activities

1. Admissions Coordinator position approved to oversee this internal effort?

2. Faculty and students will be appointed in each college to:
   a. Assist in locating students interested in applying
   b. Follow through with students who have been admitted via mailings and personal contacts.
   c. Establishing relationships with counselors and faculty in 29 Michigan junior and community colleges
   d. Establishing relationships with high school teachers
   e. Work in receptions

C. Retention Activities

1. Counseling office will coordinate

2. Faculty members and students will be asked to help make contacts and follow through?

3. Importance of academic advising and referral to counselors when students have problems

D. New retention and Admissions efforts are not temporary. The activities we are beginning are essential to the future of GVSC and will be continued.

E. Each faculty member and administrator must be conscious of, and help with these programs

F. We need ideas, but more importantly, we need action and willingness to help
G. (The cluster of colleges offers tremendous advantages to students but the relationships between colleges and faculty members can create road blocks for students)

H. (The success of GVSC rests on the individual successes of each cluster college)

I. (Competition between the cluster colleges should be healthy, not destructive or obstructionistic)