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Arend D. Lubbers
Grand Valley State University

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NOTES FOR ADDRESS
TO THE COLLEGE COMMUNITY
ON JANUARY 13, 1972
by Arend D. Lubbers, President
Grand Valley State College

I. GVSC after three years

A. I Recommitment to cluster colleges and, in effect, experimental education.
   1. I Successful in the development of three separate styles of education.
   2. I Allows for development without interference--each unit must stand on its own.
   3. I Difficulties, both anticipated and unanticipated, need continual attention.
      a. sharing of equipment and space.
      b. I determination of what functions should be carried out within each college and what functions should be centralized; what policies should cover all the colleges and in what areas can policy differ, college to college, e.g., promotion and tenure, value of Ph.D.
      c. I cause tension.

B. Broadened commitment to career-oriented education.
   1. Moving into Health Sciences.
   2. I Developed Public Service.
   3. I Established a Business Internship Program.
   4. I Emphasizing training in the field of special education.
   5. I Opened a career-oriented college--William James College.
   6. I Law school.
   7. At the same time, Thomas Jefferson College developed on a non-career oriented basis.

C. I Committed ourselves to a wider segment of society.
   1. I Project Make-It for disadvantaged students; GAP program.
   2. I Minority students, from 8 out of 2,100 to over 200 of 4,100; one estimate by a member of the staff who works on the minorities situation--300 students.
   3. I Career-oriented education in itself is commitment to a wider society.

D. I Make a commitment to international education.
   1. I Latin American Studies Program.
   3. I Programs in Austria and France; close tie with AASCU programs.
   4. Interesting to note the number of sabbaticals taken outside the United States; cannot help but affect the international spirit of the campus.
II. GVSC in the Future; these developments in the past bring us to the point where we must make new commitments and decisions

A. Enrollment.
1. Past commitment and patterns lead us to plan for 10,000 students by 1980 -- 12,000 maximum.
2. Three existing colleges should not absorb all those students.
3. Thomas Jefferson College discussions indicate to me that their college community may decide 300 to 500 students is maximum for educational goals to be reached and maintained. A year ago there was talk of 1,400.
4. William James College is new and, though there are enrollment discussions, it is too early to tell what the optimum size should be.
5. College of Arts and Sciences cannot be expected to carry the burden of rapid growth indefinitely though next year, if anticipated projections are correct, CAS enrollment will be 4,200; TJC enrollment, 400; WJC enrollment, 400.

B. Recommendations for immediate future; submit to Committee on College Organization and Objectives of the All-College Senate

   a. Characteristics
      (1) Broad curriculum objective though not a total curriculum established immediately.
      (2) Variable length course with flexible scheduling to accommodate those who cannot devote full time to their studies.
      (3) Flexibility to move through a course of study at the rate best suited to each individual.
      (4) Recognition of previous experience in the elimination of redundancy in a given course.
      (5) Specially constructed courses to teach new and changing bodies of information.

2. St. John's type college, 1974. No need to try something new each time we establish a college.
   a. St. John's College model--proven successful--humanizing spirit--the life of the mind is developed.
   b. Should remain small, perhaps 300 or 400 maximum.
   c. Honors Program in CAS could be a springboard if one is adopted; yet I would not like to see it become the college and leave CAS without a sound honors program.
3. Procedures
   a. > Appoint a person from within or outside The Grand Valley Colleges to plan the colleges at least a year before anticipated opening date and become its dean when college opens.
   b. > That person assemble planning task force and, with the task force, appoint faculty.

III. Recommendations to CAS Senate

A. > Development of graduate programs according to specified criteria.
    1. > Departure from my earlier stand.
    2. Criteria.
       a. > Demonstrated need for graduates in the field in Michigan and, particularly, Western Michigan.
       b. > Available funds through private gifts or state appropriations to support the program without jeopardizing undergraduate education.
       c. > Faculty available and qualified to teach graduate level courses.
       d. > A plan to make the library and other research resources adequate for graduate study.
    3. Procedures.
       a. > If CAS Senate approves recommendation or some variation of it, any department or school will be free to submit a plan.

B. > A structure be developed in CAS that grants greater autonomy to the School of Health Sciences, the School of Business, and future professional schools.
    1. An existing or special committee of the CAS Senate work out the structure.
    2. > This be done because the interests and potential size of the two schools are factors that will make them enough different and separate from the liberal arts college so it will be to the advantage of all three to have some autonomy in curriculum development.
    3. > There should not be complete autonomy, because CAS is responsible for many freshman and sophomore courses that the two schools depend upon and make them a part of the larger CAS whole.

C. > The Public Service Program should be developed over the next two years so that it qualifies as a School.
    1. > There will be jobs in the field of public service.
    2. > Its specific career emphasis makes it somewhat apart from a typical liberal arts program.
    3. > There is a need for better educated public officials--continuing education.
D.I CAS should adopt a 6,000 student limit; that includes enrollment in all of the schools.

1.I CAS Senate will have to apportion enrollment quotas if there is pressure.

2.I If too much pressure builds because one school is growing or has an opportunity to grow disproportionately, it may be ready to move into college status.

3.I Though there is no magic in 6,000 students, the number does three things.
   a.I Provides a definite number for CAS. Whether or not it is a happy figure, it establishes enrollment parameters. No one need ask what will be maximum for CAS in 1980.
   b.I It allows for substantial growth. I have had many comments about the growth questionnaire, but most interpret it as the desire or inevitability of some growth.
   c.I Out of a projected enrollment of 1,000 to 12,000 maximum, it sets the size of what will be the largest college.

4.I With development of CAS as it is going, it can be described by a possibly redundant term - University College. Because College of Arts and Sciences does not accurately describe the whole of that institution anymore, even in the case that all the recommendations submitted were rejected I recommend that the faculty and students of CAS consider another name for their college.

IV. Admissions Policy

A.I Present policy: 2.5 average based on 4.0; Admissions Committee can make exceptions.

B.I Allows for latitude. Individual colleges, particularly TJC and WJC, can watch closely and faculty know what exceptions can be made.

C.I Board of Control gives president the authority to fix policy.

1.I After September 1972, I will entertain proposals from any college to alter admissions requirements from the present policy.

2.I It may be advisable to have colleges with different standards because different kinds of education are needed in society. A college with higher academic requirements for admission might add a dimension to excellence in our group of colleges. On the other hand, programs to educate and assist the potentially capable student are in demand. GAP and Project Make-It are proving their success on our campus.

3.I Move to a policy where every college sets its own admissions policy based on the reality of its situation and desires of its members. If all units are operating efficiently and there is a need for a still broader admissions policy than is provided by all colleges, then new ones can be formed.
V. Conclusion - Faculty Concerns

A. Appointments for next year.
   1. Projected growth: 45 to 50 appointments.
   2. Divided amongst colleges on an equal basis; what colleges do is their business.
   3. AAUP criticism--not enough experienced upper level faculty, associate professor and professor level.
   4. Improve situation in two ways; tenure and promotion committees do not need to hesitate on promotions because there are too many associate professors and professors, find and appoint 50% of new people qualified in those ranks.

B. AAUP Committee
   1. Meet in February. Urge all faculty to contact Dr. Batchelder.
   2. Governor's recommendation will be on record. Legislative hearing February 7. Can give AAUP Committee budget information for reaction and comment.

C. Committee should be established for staff, as well as faculty, to have access to president.