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Planning for the Future of GVSC, delivered to the College Community on May 3, 1977

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President Lubbers' Address to the College Community

Tuesday, May 3, 1977

"PLANNING FOR THE FUTURE OF GVSC"

I. Introduction

A. Appreciation for --

1. Those who give unrecognized effort
2. Those who spend an extra hour to make something work right.
3. Those who persevere in making GVSC improve in quality.
4. Those who give their time to committee and task force work, where policies and approaches to problems are worked out.
5. Those who offer a thoughtful word to the lonely, frustrated, and uncertain.

B. Appropriate to address college community

1. North Central self-study necessary during coming academic year.
2. GVSC had developed its structure - six colleges and five institutes - doubtful if there will be many additions - growth and development is more likely to come within the existing federation.

II. Academic Program

A. Time for new role and missions statements

1. GVSC statement
2. Each college and institute to write a role and mission statement.
3. Time for clarification of direction or redirection - students should have a clear idea of where the college in which they are enrolled is taking them.
4. a. Out of role and mission statement, assessment of existing programs will flow as will changes and possibly new programs.
b. Next step is to predict desirable and maintainable enrollment standards for each department or program. Faculty prediction made on those projections.
5. Work of Academic Planning Task Force under Professor Davis' leadership will provide all of us with a good point for beginning discussions on role and mission and resulting programs.
B. @ Organization of Graduate Studies

1. @ Time for decision to be made before more graduate programs are in place and recruiting students.
2. @ What role do undergraduate colleges, institutions, and their faculty want to play in planning and offering graduate courses - originally thought we should keep separate.
3. @ Faculty mobility a factor.
4. No personal preference - factors to consider:
   a. @ Maintain high quality of undergraduate education.
   b. Allow faculty to move easily into graduate teaching because we have highly qualified faculty.
   c. @ Cost efficiency without sacrifice of good graduate education.

C. @ Relationship of Colleges to Institutes

1. @ Fear, jealousy, and distance that sometimes develop in the relationship between a college or some in a college and an institute should be diminished.
2. @ Opportunities for faculty and students are lost when there is little cooperation.
3. @ Educational Studies Institute - the preparation of future teachers is everyone's business.
4. @ International Studies Institute - colleges need more participation - great opportunities for a local and state college - third world situation.
5. @ Issues of course offerings in institutes needs attention.
6. @ Representatives from all colleges and institutes should work on this problem.

D. @ Research at GVSC

1. @ Have we encouraged enough of those who are able researchers in our colleges and institutes?
2. @ Have we set standards of quality for the research we want to encourage?
3. @ Do we have the proper structure for and relationship among the groups and individuals who do research to create the atmosphere and support needed to give research the place we want for it in this academic setting?

E. Community Education and the Allendale campus

1. @ Appreciate the working relationship the colleges have with community education.
2. Don't need separate colleges
3. Energy crisis may change the nature of the situation - We will need to offer full junior and senior level programs in Grand Rapids and Muskegon.
4. Some graduate programs will be in city locations entirely. We must take courses to the urban centers or lose the opportunity of offering them.
5. Actively seek more facilities in Grand Rapids.
6. Program offerings made in careful accord with those institutions who want to make agreements with us. Praise Junior College and the Public School Board.
7. Allendale campus - more residential - return of interest in liberal arts - All of our colleges have within them a liberal arts curriculum and most have strong professional programs as well -- generalizing, humanizing approach of liberal arts and the more narrow goal orientation of professional programs must come to terms with each other in our society. Can be exclusive on a given campus. There they have not been.
8. Faculty in both worlds - students possibly less so.

F. Plan for Action

1. Appropriate for me to go to the ECS and ACAS to plan the process for dealing with these academic topics.
2. At present, I have no favorite plan. Whatever we decide, I believe the participation must be broad in numbers and representation of the groups who will be affected by the recommendations.

III. The Grand Valley People

A. Concern for how people live

1. Rights of individuals - rights of the group
2. Varied opportunities in education - structured, independent
3. Attempted to provide variations in housing policies for students.
4. Social and recreational program for participation.

B. Standards

1. We are not a microcosm of larger society. We are not a place to keep people out of the job market for four years. We are here for the education of students primarily and secondarily to add what we can to the sum of human knowledge and understanding - which assists in the primary purpose.
2.; This requires us to set standards
   a. For content of the learning
   b. For evaluation of those in the process -- both student and staff
   c. As a result of these standards and evaluations those
      who do not make educational progress should not remain
      here.
   d. Those whose past educational record does not meet standards
      for admission should not be admitted unless there are
      extenuating circumstances that lead us to believe there is
      an above average chance for success.

3.; Tax payer wants access and opportunity to higher education but
   not for those who are not ready, for those who will destroy the
   climate for good education by their unconcerned or negative attitude.

C.; Justice

1. Age of litigation - the process often becomes more important
   than the substance. The process becomes the issue.
2.; Face facts -- in disputes it is important for us to define and
   follow a fair process so that the real issue can be settled in
   the interests of the community. Student Handbook studied for
   revision. Each era has its own policy needs.
3.; No substitute for a people orientation as we operate our systems
   within an educational institution, and I urge all Grand Valley
   people in their dealings with each other to seek a wise balance
   in assisting the individual to the point where that assistance does
   not work to the detriment of the many individuals who comprise
   our community.

D. Minorities

1.; Past record in recruitment of students
2. Faculty and staff - some areas _________ - others not strong.
3.; Confidence in task force - thoughtful, not strident
4.; Delicate situation - must find solution - where able minority
   students can live happily and feel justly treated.
5.; Women's movement

E.; Number of People

1.; Question mark
2.; Avoided layoffs that have divided other institutions.
3.; Time to have our own realistic policy - not easy to formulate if
   the quality of the program is to be given a major consideration.
4.; Faculty should have a go at it - I will go to ECS to ask their advice.
IV. The Public and Its Support

A. Establishment of Citizens Committee - Senator Vander Laan

B. As colleges work on role and mission there can be public reaction and contribution.

C. Goal - Institutional objectives arrived at through widely representative process - internal (faculty, students, and administrators) coordinated with public committee - presented to the Governor and legislature.

D. Legislative appropriations

1. Premature to comment - meeting budget committees - Senate $886,000 new dollars - asked $1,500,000 minimum needed $1,300,000 to $1,400,000.

V. Energy

A. New office - no new personnel

1. Seeking and giving advice - monitoring

B. Heating and cooling policies - 65 to 78 degrees

C. Commuter Services Office

D. Need advice and cooperation

E. Estimated increase $54,000 - over 10%

F. Wind - solar for campus

VI. Conclusion

A. Quality - only direction to stability and sense of purpose based on a valid contribution to society.

B. Second favorite speech - As the years pass, commitment of alumni, faculty, and staff is vital. All of us have self-interest in making GVSC a good institution. Self-interest is transcended by a pride and group accomplishment. Life beyond our control feeling.
I Introduction
A. Appreciation for
1. Those who give unrecognized effort
2. " " spend an extra hour to make something
   work right
3. Those who persist in making GUSC improve
   in quality
4. Those who give their time to committees and take
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5. Those who offer a thoughtful word to the lonely,
   frustrated, and uncertain
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   academic year
2. GUSC has developed its structure - six colleges
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2) Each college and institute to write a
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3) Time for clarification of direction or re-
direction - students should have a clear
idea of where the college in which they
are enrolled is taking them.
4) Out of role + mission statement assessment of
existing programs will flow as will change
a possible new programs
5) Work of academic planning task force under Prof
Davis leadership will provide all of us with
a good point for beginning discussions on
role + mission and existing programs.
6) Next step is to predict desirable and maintainable
enrollment standards for each department or program.
B. Organization of Graduate Studies
1) Time for decision to be made before more grad programs are in place and recruiting starts.
2) What role do undergraduate colleges, institutes & their faculty want to play in planning and offering graduate courses — originally thought we should keep
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   a) maintain high quality of undergraduate education
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C. Relationship of Colleges to Institutes
1) Fear, jealousy and distance that sometimes develop in the relationship between a college or some in a college and an institute should be diminished.
2) Opportunities for faculty and students are lost when there is little cooperation.
3) Educational Studies Institute — the preparation of future teachers to everyone's business.
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5) Desires of course offerings in institutes need attention.
6) Representatives from all colleges & institutes should work on this problem.

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   jr + sr. level programs in Grand Rapids and Muskegon.
4) Some good programs will be in city locations entirely. We must take courses to the urban
   centers or lose the opportunity of offering them.
5) Actively seek more facilities in downtown Grand Rapids.
6) Program offerings made in careful accord with those institutions who want to make
   agreements with us, Prairie Jr. College + the Public School Board.

7) Allendale campus - more residential - return of interest in liberal arts - all of our
   colleges have within them a liberal arts curriculum and most have strong professional
   programs as well - generally, humanizing approach to liberal arts and for the more narrow
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IV The Public and Its Support
A. Establishment of Citizen's Committee - Sen. Vanda Jones
B. As colleges work on role & mission, there can be public reaction and contribution.
C. Goal - Institutional Objectives arrived at through widely represented process - internal & external, coordinated with public committee - presented to the Governor & legislature
D. Legislative Appropriations
   1) Procedure to commit - meeting budget committees
      Senate - $880,000 new dollars - asked $1,500,000
      Minimum needed $1,300,000 - $1,400,000
      $500,000 own estimated tuition income

V Energy
A. New office - no new personnel
   1) Seeking & giving advice - monitoring
B. Heating & cooling policies 65° - 78°
C. Commute Services Office -
   D. Need advice & cooperation
E. Estimated increase $54,000 - over 10%
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VI Conclusion
A. Quality - only direction to stability and sense of purpose based on a valid contribution to society
B. First favorite speech - as the years pass, commitment of alumni, good faculty & staff is vital. All of us have self-interest in making USC a good institution. Self-interest is transcended by a pride in group accomplishment, life beyond our control feeling
GVSC Objectives for Five Year Period, 1977-1982

Academic Objectives

1. Maintain and develop identifiable high quality instruction in the liberal arts and career oriented disciplines.

2. Expand offerings in master degree level programs designed to meet needs of people who live and work in the GVSC area of western Michigan.

3. Maintain the federation of undergraduate colleges.

4. Encourage where possible cross-college programs to gain maximum use of academic resources.

5. Maintain in GVSC's colleges, institutes, and programs a minimum enrollment of 6,000 FYEs and a maximum of 8,500 FYEs.

6. Provide education in a manner that makes it accessible to people.

7. Improve the sense of academic community within the colleges on the Allendale campus.

8. Improve the methods of academic and career advising.

9. Highlight some academic programs that can gain a favorable national recognition.

Public Objectives

1. Identify new sources for prospective students and reassess effectiveness with present sources.

2. Present our case to the prospective student in a positive and persuasive way.

3. Find ways to bring greater equity in public funding for higher education in the State of Michigan.

4. Increase federal funding for GVSC projects by an average of 10% a year for five years.

5. Increase the GVSC endowment fund, through gifts and bequests, by $1,500,000.

6. Increase non-endowment gifts from private sources by an average of 10% a year for five years.

7. Find new and effective means to communicate important events, plans, and policies at GVSC to the public that supports Grand Valley through tax dollars and personal gifts.

People Objectives

1. Develop administrative systems and services that make it relatively easy and desirable for qualified students to enroll, register, pay and stay at GVSC.

2. Make it possible for the student to find assistance in developing positive personal values through academic, social, personal, and cultural services and activities.

3. Find policies and informal ways to encourage friendly and personal contact among faculty, students, and staff.

4. Improve communication throughout the campus, especially among those offices and people who directly affect the quality of life for the student who lives at GVSC.

5. Improve the procedures for a frustrated person to find answers to minor problems and complaints, for an aggrieved person to obtain prompt resolution of grievance.

6. Constantly search for ways to make all who enter GVSC, in whatever capacity, to feel a part of a caring community.

7. In a time of economic difficulty, put into effect policies that will provide the greatest possible job security for those who deserve it without severely damaging the academic program.

8. Compensate people fairly within existing resources for the work they do.