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AREND D. LUBBERS

Whither Grand Valley State? Address to the Faculty—August 26, 1987

For some time I have given thought to the single most important challenge we have to make Grand Valley successful in the future. I have come to the conclusion that the degree of our success depends on our ability to integrate the Allendale and Grand Rapids campuses. Though our situation next year will be different from the confederation of colleges that existed a few years ago, I have a concern that boundaries of thought and style could separate the two campuses just as they did the colleges of yesterday. Grand Valley might be two separate institutions under one name with a few administrative units in common. Can this be avoided? Should this be avoided? The answers, in my opinion, are a qualified no, but by the time my opinion is explained it may appear that the answers are a qualified yes. I suppose there is little difference between a qualified no and a qualified yes.

In my vision for the Allendale campus I see an undergraduate college, largely residential, with most students in the traditional college age range, doing traditionally at college what eighteen to twenty-two year olds have been doing for generations. I see an enrollment stabilized between 5,000 and 6,000 students, mostly from Michigan, but with a slightly larger percentage from other states and nations than we have presently. As the improved academic reputation of the Allendale campus spreads, the admissions requirements rise as they have the past two years. I see Allendale as a strong liberal arts center with excellent and more numerous professional programs than most liberal arts colleges, yet in fact being a slightly larger version of a liberal arts college of high quality. In our setting with high standards for admission, and a strong tradition in undergraduate teaching, I see us as an alternative for many who will choose Grand Valley instead of a private liberal arts college, and for those who will choose us over a large state university.

In my vision for the Grand Rapids campus I see graduate students enrolling in professional programs designed to assist them to maintain and improve the quality of life in our region. I see our professors engaged in research, at times collaborating with professors from other universities, so that in west Michigan there is the kind and level of research that attracts and keeps the best people and their enterprises because

the future is being discovered and planned for here in Grand Rapids. I see courses and conferences for employed people, for students who transfer from Grand Rapids Junior College, who need to be in the city. I see telecourses developing, and new ways found for television to be helpful to more people. I see regional industry, health care and government organizations finding an educational home on our Grand Rapids campus. In modern America each region that has a city at its core needs a blend of research, graduate education, undergraduate continuing education, telecommunications, consulting services, and access to a significant library to survive as a desirable place to live. Grand Valley can be the blender. Some of the work may transcend its regional origin in significance, but its origin will be in service to the region. On the Grand Rapids Campus I see enrollment determined by what is happening in west Michigan, by our competition, and by the resources we secure to do the job.

I have described two campuses, each with distinctive functions. I believe the functions I have described are legitimate, even essential for an institution sponsored by the state and located in a region with the characteristics found in west Michigan. The major test for those of us who comprise the faculty and staff is whether or not enough of us will endorse enthusiastically the role of each campus, and accept the responsibility when necessary to operate in both places.

A successful residential undergraduate college tends to be characterized by the following:

- 1) Professors who emphasize teaching.
- 2) Professors and staff who are available to students for discussion, counselling, and sociability outside the classroom.
- 3) Faculty and staff who have concern for the personal values and their development in their undergraduate students.
- 4) Faculty and staff who participate in the establishment and activities of extracurricular academic, social, and athletic groups.
- 5) Faculty and staff who participate in the governance organizations that set both academic standards and the tone for the college community.

A successful urban, regional university is characterized by:

- 1) Professors who engage in research and publish in their fields.
- 2) Faculty and staff who accommodate their schedules to those of their employed students.
- 3) Faculty and staff who assist students to plan for career advancement, change, and the problems of reentry into the educational process.

When we examine the characteristics of both kinds of campuses, these certainly are dissimilarities. In our society, a professor understands and commits to a role at

a small college, one calling for dedication to students and teaching or he or she commits to a role as a university professor where research and publication are essential and the teaching directed to professional development, whether in an academic discipline or for a job in what the non-academic refers to as the real world.

There are not many places similar to Grand Valley where both kinds of commitment are required to such a wide extent. Some faculty will move between the two campuses and their success and the success of the college will depend on their ability to live effectively in two environments. *In loco parentis* is not really dead, and the Allendale campus will continue to have many students who want the kind of campus life that comes with the concept. The Grand Rapids campus will be filled with people on the move who in all likelihood will be parents themselves. They will have a different agenda, requiring less emotional and social time, but nonetheless needing accommodation of one kind or another. And the organizations of the area will focus on the Grand Rapids campus as they seek from academia the research and service they need.

To ask a faculty as a whole to function effectively in both environments is unusual and, I think, new in higher education. Our institution will be measured by how successfully we do it. Of course we have had the resident student and the continuing education student for years, and have had some success with both. Yet we are now creating a new physical setting, a university with two campuses. That will have its effect on numbers of students in the future, the view of the public toward us, and our own view of ourselves. We will be different. How we will be different will be more clear to us in 1990 than it is now. Still, we should anticipate the difference with its potential responsibilities and dangers as best we can. I can't describe for you in detail the kinds of actions we should take to guarantee that we will fulfill those responsibilities. I do believe that the key to success lies in a unified faculty that is ready to do the full job. While many operate on both campuses, others will work primarily on one. There will be Allendalers, Downtowners, and Mugwumps, but they must all blend into one faculty when major decisions are made on curriculum and personnel, and must all participate in making the academic policies for our varied clientele.

The faculty is not alone in meeting this premier challenge. Student Services people are responsible for two programs—one that pulls together a happy residence community, and one that guides older adults to an improved life. Admissions summons eighteen-year-olds to our beautiful residence campus, and shows older adults the way into a graduate curriculum leading to greater achievement. There are similar implications for everyone—Financial Aid, Records, Accounting, Personnel, and Plant and Security.

We really have an opportunity to have the best of two academic worlds. First we can continue to develop here in Allendale a first-rate residence college, slightly larger than most liberal arts colleges, but with the characteristics of an excellent one as we have come to understand them in American higher education. Second, without altering what we want in a residence college, we can develop the characteristics of the new urban regional university, defining it and shaping it as we make it respond to those who need it.

I see the challenge as formidable, the outcome dependent on whether or not a large majority of us share the vision of what we are becoming and feel positively about it. There have been different visions for Grand Valley from the time of its inception over twenty-five years ago. Some of us old-timers remember strong positions, ardently debated, or heatedly articulated in the coffee room about what Grand Valley should become. Most of us I think live with some satisfaction for what we are, but we live with our disappointments too.

For some of you enthusiasm for the new facility runs high. For others who have concern for what effect it may have on the college's resources and the Allendale campus, there is less enthusiasm. Fortunately, the appropriation this year for the building opening is adequate to meet the expenses. I think we are fortunate to open the building when the state has the resources to support it.

The Stow & Davis property will be given to us sometime between next March and the summer of 1988. I have appointed Doug Smith, Director of our Office of Economic Opportunity, to head a task force to find immediate uses for the property in the short run so that it will be self-supporting until academic uses are found for the buildings and supported through appropriations, grants and gifts. So far the work of the task force is encouraging.

The Provost will be chairman of a task force to plan for the long range use of the Stow & Davis property, and faculty and administrative staff will be asked to work on this project. The implications of their work for the future of the institution is obvious. There is no need to rush their work, but the stability of the college community and the clear understanding of the public and state authorities require that a sensible long-range plan for the use of the property emerge during 1988.

Already there is interest from the Board of the new Research and Technology Center in some of the Stow & Davis property. The push for more research in technological fields came as a result of a Batelle Institute Study done for the Greater Grand Rapids Area Economic Team (a combination of municipalities, industries, businesses, and higher education institutions) and the Chamber of Commerce. The study pointed to a lack of such research in the area and the long term consequences of the defi-

ciency. As a result, local dollars and a state appropriation are available to appoint a director and begin operations. I am on the Board of the Center and of the GGREAT organization, so I have been involved in the formation of the Research Technology Center. I believe it will be an asset to us to have the Center located on our Grand Rapids campus where our researchers can hold joint appointments, and if appropriate, work with professors from other universities who are partners in the Center.

The Grand Rapids campus is our new reality. Even now before we occupy our new building and the older ones at Stow & Davis, plans are taking shape and ideas about its future are bubbling. I cannot foresee all the implications. I know there will be more visibility for Grand Valley, and with that comes some advantage, but also the kind of attention that is wearing on presidents and public relations officers. Whatever happens, I think most of us will enjoy the Grand Rapids campus most of the time. We will begin to occupy it next March and begin celebrating its opening from then until the Enrichment Fund Dinner in June.

As the structure rises on the Grand River, the question keeps coming, "What is going to happen to the Allendale campus?" Well, those of you who register students, and have observed the construction of four new dormitories, know what is happening. Allendale is filling up. I have shared with you my vision for the college at Allendale. Two major construction projects should accompany the academic development of the campus—first a science building, and second an addition to the Library. The professors of Loutit, Lake Michigan, and a few in AuSable will tell you why we must have science facilities. Libraries, by their very nature, must expand. We believe that Grand Valley should maintain one central library. This does not preclude some necessity and traditional materials being maintained by departments and schools in special locations, but it does mean that the Allendale campus will continue to be home for the major collection. Even as we promote graduate programs downtown, Zumberge Library will expand to hold the graduate collection we need. To facilitate the exchange of information between the Library at Allendale and the Grand Rapids campus, we requested and received from the state funds to automate the information exchange process. There are several other building, remodeling, and landscape projects I could discuss, but because of time I will save them for another occasion. The two I have mentioned are top priority with me, and I am interested in your reaction to them.

Before I conclude my remarks, I want to share with you my views on five topics. The first is accreditation by the National Collegiate Association for Teacher Education. When NCATE first came to my attention in the 1960's I reacted to it as one might predict a history professor would react. In subsequent years nothing changed my mind about the organization, even as I watched its influence increase, until three

years ago. After what I consider a false start at accreditation by NCATE, for which I will assume my share of responsibility, I visited the organization's headquarters in Washington. I was impressed favorably by what I heard and by the new executive. Before that I had grudgingly accepted the fact that we needed the accreditation. After that I went away with enthusiasm for what NCATE was trying to accomplish. I believed the School of Education faculty, along with the faculty of departments where education students major, and the administration would improve teacher education on this campus if all of us went through the accreditation process. There is no doubt that the stakes are high for the whole institution. The ramifications of failure and the benefits for success are not contained within the halls of the first floor of AuSable Hall. More than any other special field accreditation, this one has consequences for us all. Whether we like it or not, NCATE accreditation is moving closer to the position held by the Council for Social Work. If you aren't approved, you might as well not be in the business. I cannot see Grand Valley, with all of our achievements in placing good teachers, deprived of even greater achievements in the field. The faculty and director of the School of Education are working systematically, diligently, and I think with a degree of enthusiasm toward the goal of NCATE accreditation. They deserve and must have our awareness, support, and from some of you closely related to their work, active help in this quest. The director has done what she could to cover the bases. She placed Professor Ten Eyck, a former priest, in charge of the Report of NCATE, and they expect a visitation in November.

The second topic is graduate education. For this fall's entering undergraduate students, we raised the requirements for admission, and we had nearly a twenty-five percent increase in applications from aspiring freshmen. As encouraged as I am by that, I am concerned about applications for graduate programs. They are down. The number of older adults in higher education appears to be leveling off throughout the country. I thought that might be true in undergraduate courses, but not in graduate schools. When I look to the future I see a complex society that requires increased learning in all fields. More people will have baccalaureate degrees than ever before, and as they pursue knowledge they will become involved at a graduate level. I have six questions about graduate education at Grand Valley that I believe need answering soon. Perhaps you have some also.

- 1) Do we need all-college standards for admission to graduate programs?
- 2) Do we need all-college standards for the operation of, and graduation from, those programs?
- 3) Do we need an all-college structure to oversee and administer graduate program standards?

- 4) Should we redesign our admissions approach for graduate students?
- 5) Should we encourage full-time graduate students to enroll, and provide the jobs, and support services necessary for them to succeed?
- 6) Should our graduate offerings in the future take into account professors qualified to teach at the graduate level who now do not have the opportunity?

Though I am pleased with the progress the faculty of each program is making in improving the quality of the graduate curriculum and in making appointments, we have not looked at the whole of graduate education and formulated graduate education policies; and though we administrators have encouraged individual schools and departments to consider graduate programs, we have not analyzed the future demand for graduate education adequately nor planned for recruitment as we have done for undergraduate students. This is the year to answer the questions and to put the policies and procedures in place.

The third topic is faculty recruitment. Eighteen new full-time faculty members have been appointed this year. That is more than we have appointed in many years. I think they will add to the intellectual vigor of the college. To those who have been involved in the appointment process, I congratulate you on attracting what appear to be able colleagues. There is no single factor that will affect the quality of the college into the 21st century more than the appointment of faculty colleagues in the next five to eight years. The standing of this institution can be enhanced by good administration and good quality students, but it will ultimately depend upon the quality of the faculty; how well they teach; the quality of their research and publication; their attitudes toward students. A really bad administration can be overcome by an excellent faculty more easily, I believe, than a competent administration can replace a weak faculty. I believe our eighteen new colleagues will be pleased at the strength of the faculty. The faculty here in a persistent way are building a fine academic institution and there is a growing awareness that it is happening. The whole process is enhanced when those who are responsible for filling positions take unusual care to improve their departments and schools by every appointment.

I agree with the theory that those who hire should always try to find someone better than they are and they are likely to benefit. In my experience I have always prospered when I appointed someone who worked for and with me who could function much better than I in some aspects of administration. I believe the same holds true in faculty appointments. You are a good faculty and I hope you will insist on appointing people at least as good as you, or, if beginners, with the potential to be as good. Our collective future and that of our students depends upon it.

The fourth topic is the economic outlook. At the Board of Control retreat Dean

DeVries gave us his annual economic forecast for 1988. I like for him to do that so as the Board considers what we propose they do so in the context of projected revenues. The dean said the economy for Michigan would be flat. The state economists tell us not to expect an appropriation at the rate of the past few years. They and the dean seem to be drawing the same conclusions from the same set of data. There is no prediction that we will suffer as we did in 1981 and into 1983, but I think it is well for all of us to know that the dollars may not be coming at quite so fast a pace. I do not see this as panic button time, but as a time for fiscal prudence (the ability to govern and discipline oneself by the use of reason). I feel that it is the responsibility of the administration to manage in such a way that the economic swings of the state have as little effect as possible on the academic work of the college. Even though we try we are not always successful, particularly in times of recession. In any case, I like to share with you the economic predictions on which we base our approach to administering in the coming year.

The fifth topic is the role of minorities at our college. I wish there were no need to put the spotlight on this topic. I wish people were just people and that divisions and discriminations and their consequences didn't exist. A year and a half ago we introduced a new approach to the recruitment of minority students at the urging of Bill Pickard, a Black, and a Board member at GVSC. We enrolled twelve minority students in a business program. Each was found a job and a mentor in business who agreed to see the student through college if his or her work was satisfactory. Don Williams was appointed to the Seidman School staff to direct the program. He recruited the students, found the jobs and mentors, counseled students and parents, visited students on job sites, and sometimes knocked heads together. Ten of the twelve students are back. Don believes they will graduate. This year he has admitted twenty-four new students entering out of one hundred who applied. The program costs money, but this one might be money well spent. Our hope is to have one hundred students in the program after four years. I hope seventy-five will graduate. I know the problem is so great and our contribution to its solution still untested. But we are trying, and if this works in business, let's try it in other departments and schools. It's the rifle approach. I think it has the best chance.

When the state of California has more Black and Hispanic students in elementary schools than whites, our society will take on a different hue in a short time. Higher education must be a more prominent part of the lives of people who are still called minorities. I am pleased that a few more minorities are on our faculty than last year. Our students of all races need them. I hope all of you join me in seeing the necessity for bringing citizens of all groups into higher education and most specifically into

life at Grand Valley.

Before I end my remark, I want to thank you all for a fine year at Grand Valley in 1986-87. I hope your triumphs in large and small things superseded your tribulations. To those who gave to the capital fund campaign, thank you. Your response was generous and the number participating was pleasing to the faculty and staff who worked in the campaign. You all will be pleased to know that over six million dollars has been raised or pledged. Right now there is some consideration to ask the campaign cabinet to raise the goal by \$800,000 to \$6,900,000. We still have many calls to make.

You can understand, I am sure, that I embark upon this new academic year with gratitude and anticipation. Our enrollment numbers are excellent, our academic quality is being recognized, our appropriation increase was seventeen percent, our endowment is over five and a half million, and we have reached the goal of our capital fund campaign. Now we await the football team!

Most of all let me say as I have before because my feelings haven't changed. I enjoy my relationships with so many of you. Life has only so much time and space and some of us have shared a lot of both with one another. I count so many of you as friends, and those I don't know so well I hope we will know each other better.