

1969

Grand Valley State College: Its Developmental Years 1964-1968

Grand Valley State College

James H. Zumberge

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**GRAND VALLEY STATE
COLLEGE
ITS DEVELOPMENTAL YEARS
1964 - 1968**

James H. Zumberge, Ph.D.

President 1962-1968
Grand Valley State College
Allendale, Michigan

March 1969

To

L. William Seidman
Chairman of the Board of Control
Grand Valley State College

a wise counselor,
a vigorous leader,
and a loyal friend.

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Grand Valley State College
Allendale, Michigan

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PREFACE

The annual reports of college presidents are not likely to be found on anyone's best seller list, and the one you have in your hand will not shatter precedent. Perhaps the only difference between it and counterparts from other institutions is that it is not an annual report because it covers four years rather than one.

The purpose of this report is to provide an accurate account of events that have transpired at Grand Valley State College during the first five years of operation. Officially, the reporting period is from July 1, 1964, to June 30, 1968, only four years, but, in many of the pages that follow, reference is made frequently to the first year of operation, 1963-64, even though that period is covered in a previous report.¹

The report is directed to the members of the campus community—students, faculty, and staff; the legislators and members of the executive branch of the state government; and the general public. A public institution is obligated, I believe, to report accurately and frequently to those who make its existence possible. I also believe that a report should “tell it like it is.” Many college presidents prepare reports more for their public relations value than for anything else and therefore tend to accentuate the positive while, if not eliminating the negative, bury it or obscure it beyond recognition. To be sure, it is not fitting for a president to reveal confidential matters that affect specific individuals within the organization, but certainly the general public has the right to a fair appraisal of an institution that receives support from tax dollars. This I have tried to do, but I am the first to admit my own prejudice which is slanted toward a favorable view of this college. Even though I have tried to be objective in what I have written, others may take a less charitable view towards the conclusions which I have drawn.

Chapter I, Academic Affairs, deals with the academic program and the faculty, Chapter II with the student body, and Chapter III with

¹“Report of the President, Grand Valley State College, 1962-1964,” September 1964, 70 p.

student activities. These three chapters appear first and are the longest because I regard them as the most important. The next three chapters, College Administration (IV), Planning and Developing the Physical Plant (V), and Financial Affairs (VI), deal with supportive functions, and they may be less appealing to the general reader than to the college administrator. Chapter VII, Accreditation, differs from the others in that it tells the story of how Grand Valley College achieved its membership in the academic peer group of higher education, the North Central Association of Colleges and Secondary Schools.

The appendices contain official data relevant to the college and will serve as an accurate source of information for many inside and outside the college. In no other official publication are all of these statistics brought together between two covers.

Many people have assisted me in putting this report together although the final responsibility for its contents must rest with me. Among those who were most helpful are Miss Jean Ellis, Secretary to the President; Mr. Stephen Ford, Director of Libraries; Mrs. Helen Wong, Special Materials Librarian; Mr. Bruce Tweddale, Registrar; Mr. Adrian Dawson, Accounting Officer; Mr. Robert Fansler, Plant Extension Coordinator; and Mr. Robert Hart, Graphic Artist. I am grateful to all of these people for their excellent professional help in the preparation of the manuscript and in the compiling of accurate information for its contents.

I acknowledge, also, the help given to me by two administrative officers who are no longer with the college: Mr. Philip Buchen, former GVSC Vice President for Business Affairs and now member of the law firm of Law, Buchen, Weathers, Richardson & Dutcher; and Dr. Louis C. Stamatakos, former GVSC Dean of Student Services and now Associate Professor of Education at Michigan State University.

The following people read the entire manuscript and offered valuable criticism that greatly improved the report: L. William Seidman, Chairman of the Board of Control; George T. Potter, Vice President for Academic Affairs; Donald A. Hall, Dean of Student Affairs; David H. Jones, Business and Finance Officer; and Mrs. Nancy Dempsey, Director of Public Relations. I wish to express my sincere thanks to each for their helpful comments.

August 13, 1968, marked the end of my term as first president of Grand Valley State College. On August 21, 1968, I return to the geological sciences, a field in which there is still much exciting work

to be done. The University of Arizona has appointed me the Director of the School of Earth Sciences, a post to which I go with great anticipation and much enthusiasm.

After six and one-half years as president of Grand Valley, I have had the unusual experience of seeing a cornfield transformed into a vigorous young college. I would be less than honest if I did not admit to frequent periods of despair during these years; others working with me experienced similar feelings. We did not succumb, however, because within all of us there was a fierce determination to make of Grand Valley College what the founders wanted it to be. Whether or not we have succeeded will be up to some future observer to decide. It is enough for us who have expended our energies to see the physical campus take shape and form, to witness the first graduates receiving their degrees, and to accept our membership in the North Central Association with pride. Those are the milestones that are already behind us. For me, and I know for the others, the uphill climb that carried us past those milestones was worth the effort.

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CHAPTER I

ACADEMIC AFFAIRS

I

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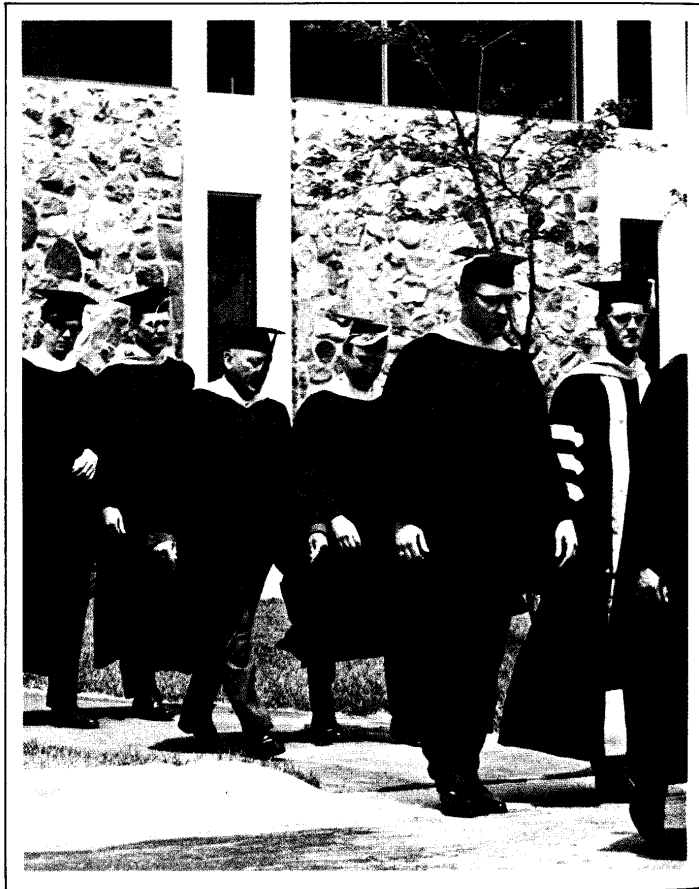
The Academic Program

Original Concept. The framers of the academic program at Grand Valley College were committed to the tenet of high quality undergraduate education in which a broad range of course work was emphasized during the freshman and sophomore years and which culminated in a specialized field or major program during the junior and senior years. Majors could be elected in the traditional fields of knowledge generally categorized as the humanities, social studies, and science and mathematics. In addition, the college would offer courses that prepared a student for teaching at the elementary or secondary level.

This academic program was initiated in the first year of operation, 1963, and there was nothing new or startling about it for a college that wanted to be known as a “liberal arts” institution. The majority of liberal arts colleges in America identify in one way or another with the general description of the academic program proposed for Grand Valley College.

One unusual element of this concept, however, was the fact that it involved a public institution supported by tax dollars. In the United States, almost all of the “true” liberal arts colleges are to be found in the private rather than the public sector or higher education.

Another rather unusual aspect of the academic program proposed for Grand Valley College was the nature of the freshman course requirements. Each freshman, regardless of his aspirations in a major field, had to take a highly structured course load during the first year. In essence, this Foundation Program, as the freshman curriculum was known, consisted of nine courses: three in the humanities, three in social studies, and three in science and mathematics. The only variation on this theme was a choice of one of three foreign languages—German, French, or Russian—as part of the humanities re-



quirement. Other than that, no substitutions were permitted. Indeed, during the first academic year, 1963-64, when all students were freshmen, only courses in the Foundation Program were taught.

The method of teaching at Grand Valley also had an element of uniqueness about it. In addition to the traditional lecture, laboratory, and discussion methods of instruction, all students were required to attend tutorial sessions. These consisted of meetings between professor and three or four students for periods up to an hour long. While it was well known that tutors and tutorials were part of a very ancient teaching art, tutorials in the United States were confined mainly to students at the junior-senior level in the few colleges that offered them. Tutorials for freshmen were not a common practice then nor are they a common practice now, but faculty members at Grand Valley believed that the concept was a natural way in which the Foundation Program could be offered in the best of the liberal arts traditions.

The main idea pervading their thinking was that the best kind of education was that which took place between professor and students in the small group environment; hence, they emphasized discussion sessions, seminar-like classes, and the tutorial experience. But the idea went even deeper. To protect the small group concept as the college expanded, all elements of the college, including the Board of Control, administration, faculty, and students, supported the idea of a decentralized campus. Separate "collegiate societies" were to be formed, each with some distinctive feature and more or less equal in size. None of these college groupings was to exceed 1500 students and 75 faculty members (20:1 student-faculty ratio).

Implicit in the development of the decentralized college was a master campus plan that would provide separate general classrooms and faculty offices for each "collegiate society," giving them a sense of identity both organizationally and physically. Exempt from decentralization were specialized facilities that were too expensive to duplicate, such as the science laboratories, central library, physical education building, and fine arts building, and an auditorium. The master campus plan as it evolved, therefore, consisted of a group of specialized buildings forming the "core" surrounded by general purpose classroom-office structures with parking, vehicular traffic, and student residence halls confined to the outer perimeter.

The basic master plan for the physical campus was completed on paper in 1962 and accepted by the Legislature in 1966. It actually

followed the original premises by providing for a student body of 6000 divided into four "collegiate societies" of 1500 students, each of which was to be identified with a building or complex of buildings with distinct architectural characteristics.

Modification of the Original Program. There is no question that the original academic program of Grand Valley College was a good one in theory. There was only one thing wrong with it; not very many students found it appealing. Follow-up studies on students who left college by the end of the sophomore year, even though they were in good academic standing and perfectly eligible to return, indicated a widespread dissatisfaction with the rigidity of the 45 credit hours of the Foundation Program and the requirement that it be finished during the freshman year. Furthermore, a heavy load of distribution requirements (40 credit hours) which included foreign language study beyond the freshman year reduced the number of electives available.

By the beginning of the fall term of 1966, it was obvious that Grand Valley's academic program was not competitive with other state-supported schools or even local private colleges in terms of what a great many students were demanding. Whereas we had hoped for an enrollment of 1800 students in the fall term of 1966 (the beginning of our fourth year of operation), only 1340 registered. Besides being a disappointment to the college itself, it proved to be somewhat embarrassing insofar as our relationships with the Michigan State Legislature were concerned. The Legislature was anxious to have the college grow so that it could operate on a more efficient basis in terms of cost-per-student as compared to other state-supported institutions.

During the fall term of 1966, therefore, the faculty moved with great speed in recommending to the Board of Control a number of changes in the academic program. These changes were already in the talking stages in 1965, but at that time there was no urgency for implementation because the sharp fall-off in applications for the fall term 1966 was not anticipated. With the need to accelerate the growth of the college, it was necessary either to lower the entrance requirements or to broaden the program. The faculty recommended the latter rather than the former, and they were upheld by action of the Board of Control. The changes were quite sweeping and included not only the overhauling of the Foundation Program and other distribution requirements but also the installation of a new degree program and the addition of new major programs.

Several new courses were added to the courses comprising the Foundation Program in order to give the students more selectivity. Although the distribution of course requirements in the Foundation Program was still divided equally among the three main academic divisions (humanities, social studies, and science and mathematics), it was now possible for freshmen to choose three in each category. Moreover, students were allowed to complete the Foundation Program over a two-year period rather than one.

Distribution requirements in addition to the Foundation Program were reduced from 40 to 20 credit hours. This change meant that a student would take ten credit hours in each of the two academic divisions outside of the division in which he planned to complete his major program of concentration.

In addition to the reduction in rigidity of the Foundation Program, the college also established a new degree program. Up until the beginning of the fall term 1966, only the B.A. degree was offered, but by January 1, 1967, the B.S. (Bachelor of Science) degree was added. The degree requirements for this program were essentially the same as for the B.A. with the important difference that the latter contained no foreign language requirement.

The B.S. degree opened the door for a broader range of majors, none of which had been offered as part of the original academic program. The new majors were business administration, physical education, group majors in social studies and general science, medical technology (in cooperation with three area hospitals), and a program in engineering (in collaboration with The University of Michigan).

All of these additions and changes had an effect on the enrollment for the fall term 1967. Enrollment projections are discussed in greater detail in Chapter II, but here it should be noted that the college was able, by its own internal action, to initiate change when change was needed in order to survive.

There are those who will argue that these changes were accomplished because of outside pressures and were therefore not "academically" motivated. This argument is true in the first instance but false in the second. Outside pressure was responsible for the *timing* of the changes but did not cause any deterioration in the academic quality of the student body. Quite the contrary is true. One-third of the entering freshmen in the fall of the fifth year (1967) had high school grade point averages of "B" or better, whereas only one-tenth of the enter-

ing students in the fall of the first year (1963) had a "B" or better high school record. More will be said about the improved quality of the student body in Chapter II, but suffice it to say at this point that the changes in the academic program as of January 1, 1967, had a desirable effect on the future of the college. In retrospect, had not those changes been accomplished at that time, the future of Grand Valley College could have been in severe jeopardy.

Steps Toward Decentralization. While the members of the academic community were grappling with changes in the academic program, the question of decentralization temporarily was pushed into the background. However, a faculty group was addressing itself to the problem of sub-dividing the student body when it reached a size larger than 1500 students. On what basis was the division into collegiate societies to be accomplished?

After lengthy discussion the answer emerged in the form of a School of General Studies recommended by the College Assembly in the Summer of 1967 and authorized by the Board of Control at its January 1968 meeting. The School of General Studies started out as the Second Collegiate Society but, because this second academic unit differed in several distinct ways from the first, it was decided to give to the decentralized units names that would reflect the nature of their programs. With the establishment of The School of General Studies, the college took its first step toward the implementation of an organizational structure that always had been part of the earliest plan of the college. The older or basic college unit is now known as the College of Arts and Sciences and it will remain as the largest academic unit for some time.

As originally conceived, the decentralized academic units were thought of as co-equal in size and program, but the inauguration of The School of General Studies required a modification of this concept. The school's fundamental approach is interdisciplinary and it de-emphasizes the traditional division of knowledge into the neat categories characterizing most college catalogs and departments.

In general terms, The School of General Studies combines a *Common Program* of multi-disciplinary studies with an *Individual Program* in specific disciplines or combination of disciplines. It will begin operations in the fall term 1968 with ten faculty members and about eighty students. Most of the faculty members who will teach in The School of General Studies will do so on a part-time basis at the start

and will also carry teaching assignments in their respective departments in The College of Arts and Sciences. Only three faculty appointments will be made exclusively in The School of General Studies for the first year, but, as the School grows in size, more and more of its faculty members will be there on a full-time basis.

Both the Bachelor of Arts and Bachelor of Philosophy degrees are offered in the School and entrance requirements are the same as for The College of Arts and Sciences. The academic program of The School of General Studies is clearly an experimental one and will not appeal to all students. Its survival will depend on its ability to attract and hold students.

The School of Professional Studies. When The School of General Studies was in its final stage of creation, a group of faculty members requested permission to start planning a third decentralized unit that has been tentatively identified as The School of Professional Studies. As the name implies, this unit would be the academic home of students pursuing specific career goals and would undoubtedly include the medical technology and cooperative engineering programs which are now in The College of Arts and Sciences as well as possible new programs in nursing, communications arts, *et cetera*. The full breadth and scope of the School are yet to be determined, and it is likely that considerable planning and study will be necessary before it can be introduced into the academic scheme of things.

It would be wrong to claim that unanimity exists among the faculty in the suggested move toward establishing The School of Professional Studies, just as it is untrue to say that every member of the faculty was enthusiastic about the creation of The School of General Studies. Perhaps the greatest fear is that The School of Professional Studies would represent a retreat from the principle of liberal education and a distinct move toward a vocational orientation. There is no reason to believe that this kind of program could not contain a significant element of liberal studies for part of the graduation requirements. Students enrolled in The School of Professional Studies would likely be those who did not anticipate further graduate study and hence would need to get as much career training in the four undergraduate years as possible, but not at the expense of liberal education as a basic requirement.

So the debate continues as the college explores this approach to building a more diversified undergraduate structure on the traditional

liberal arts foundation. In the years ahead, without abandoning its commitment to undergraduate instruction, the college will continue to develop its academic offerings as broadly as possible within the context of a four-year program and within the limits of its resources and capabilities.

The Question of Graduate Studies. The last ten or fifteen years have seen a tremendous proliferation of the name "university" applied to many state institutions that formerly were identified by some less lofty title. Although it is true that a number of these new universities are deserving of the title, it is equally true that many are not. While there is clearly an increased emphasis on graduate study in almost every traditional field of study, I think there are good reasons why this facet of higher education should not be lodged in every institution of higher learning, but, rather, should be concentrated in a few. I see in a school such as Grand Valley the opportunity to build an outstanding academic program that caters *exclusively* to the needs of the undergraduate student. I have, therefore, argued strongly against any thought of graduate work sponsored by Grand Valley College in the foreseeable future. On the other hand, there is no denying that many people in the area served by the college could benefit from graduate courses offered on our campus. Accordingly, the college has entered into a cooperative arrangement with The University of Michigan whereby graduate instruction in selected subjects will be offered on our campus, using our facilities, and, where appropriate, members of our faculty. Credit will be given to The University of Michigan and courses will carry their course numbers. They will be listed in the University's catalog and Grand Valley faculty members who teach these courses will be appointed to the University's graduate faculty.

The first course carrying graduate credit at The University of Michigan is one in oceanography. The college had committed itself to this field at the undergraduate level before any thought of this arrangement was on the horizon through its acquisition of a suitable vessel and the hiring of faculty members capable in the aquatic sciences, both teaching and research. The summer of 1968 will see the beginning of this cooperative effort. If it succeeds, it could set a pattern of collaboration to be followed in other appropriate fields, not only with The University of Michigan, but perhaps with other state universities in Michigan as well.

The Faculty

Organization. The College of Arts and Sciences is divided into three divisions—humanities, social studies, and sciences and mathematics—each of which has a chairman. The divisions are further subdivided into departments. Two academic units, physical education and teacher preparation, do not fall under any of the three divisions but are headed by administrative officers who report directly to the vice president for academic affairs. The School of General Studies is headed by a chairman; there is no divisional or departmental organization, a system that is quite appropriate in the early stage of development.

All faculty members belong to the College Assembly which meets regularly for purposes of discussing matters appropriate to its role in the college. In addition, divisional as well as departmental meetings are held at frequent intervals.

Divisional chairmen in The College of Arts and Sciences are selected by the president upon the recommendation of the vice president for academic affairs, from two or more candidates nominated by the divisional faculties. Departmental chairmen are selected by the vice president from two or more candidates submitted by members of the various departments. Both divisional and departmental appointments are for a one year period but are renewable on a year-to-year basis.

Qualifications, Recruitment, and Retention. On the first day of classes in the first year of its operation, the Grand Valley College faculty consisted of 15 members, 10 of whom had earned doctorate degrees. Four years later in the fall of 1967, the teaching faculty consisted of 71 men and 14 women, of whom 38, or 45 per cent, held earned doctorates. During the first half decade of its existence, the college has continued to recruit faculty members who are more interested in teaching than in research, although research is carried on by several members of the teaching staff.

Faculty recruiting is ordinarily initiated by members of the department concerned. Most of the new faculty come from other small colleges, but others are hired immediately upon completion of their graduate studies. Some are employed while they are still in the terminal phase of their doctoral program with the understanding that future retention and promotion is conditional on finishing their graduate studies. This practice does not always prove to be in the best

interests of either the college or the individual because the tendency for a person in this situation is to procrastinate to the extent that the completion of his graduate program is placed in jeopardy. Only by severe limitations on salary increases and through constant pressure by the administration have these individuals carried through with their avowed purpose of completing their graduate programs.

The college was fortunate in recruiting two visiting European professors to its ranks for temporary periods. Mr. Ivo Tschirky took a year's leave of absence from the Kantonsschule in St. Gallen, Switzerland, to teach Russian at Grand Valley in 1965-66, and during the 1966-67 academic year Professor Rudolf Kollath, Director of the Institute of Physics at Mainz University in Germany, joined the Grand Valley physics department. Also, Professor A. J. Woolford of the Delegacy of Intramural Studies at Oxford University in England spent the summer term of 1967 on our campus teaching history. Both the members of the permanent faculty and the student body benefited greatly from their association with these foreign scholars.

Terminal degrees held by many of the faculty members are from some of the outstanding universities in the country. The fall 1967 roster of faculty includes those with doctorates from the following institutions: nine from The University of Michigan, seven from Michigan State University, three from the University of Illinois, two each from Harvard, Chicago, Wisconsin, Indiana, and Iowa State, and one each from Iowa, Syracuse, Wayne, Ohio State, Minnesota, Northwestern, Princeton, Johns Hopkins, and California (Berkeley).

Faculty turnover has been low at Grand Valley. Of the original fifteen faculty members, eleven are still with the college in one capacity or another. Eight of them are still teaching full time and three have taken administrative positions.

The promotion and tenure policy was adopted by the college in 1965 and represented a major step in establishing protection of a faculty member's academic freedom. The plan as it was finally adopted by the Board of Control was patterned after the one recommended by the American Association of University Professors. Not only did the plan specify the time periods required for notice to instructors whose contracts were not to be renewed but it also laid down the procedural steps that had to be followed in the event of dismissal of any faculty member for cause.

Many lay people do not understand the reason for tenure in the academic world. Many professional people, especially physicians and

surgeons, have told me that they consider the tenure policy a means of protecting the incompetent faculty member. This is, of course, a commonly held opinion but, in fact, tenure is only a means of protecting a faculty member from being dismissed for reasons *other than incompetence or gross moral turpitude*. That is to say, the dismissal of a faculty member must be based on a charge of incompetence as a teacher or scholar, illegal acts, immoral conduct, and the like. A faculty member cannot be dismissed simply because he holds certain opinions or beliefs that are unpopular or are contrary to the opinions and beliefs of the administration. A faculty member's right to dissent from the main stream of thought and practice, as long as he does not advocate overthrow of the government by force, is a vital necessity in institutions of higher learning. Unless the freedom to explore alternative means and the search of truth is protected, no faculty member can function properly and no institution of higher learning can expect to attract good people.

Faculty Compensation. By maintaining competitive salaries and fringe benefits, the college believes that it can continue to attract and keep well qualified teaching staff. Each year improvements have been made in total compensation including increases in basic salary scales as well as improvements in the fringe benefits. Table I shows the salaries and total compensation for Grand Valley College faculty in the fall term 1967 and the percentage increase based on salaries paid in 1964. It is clear to all administrators that the pressure for faculty salary increases will not be abated in the foreseeable future.

Except for social security payments, fringe benefits for the original fifteen faculty members were non-existent, but during the ensuing years the Board of Control adopted the fully vested TIAA-CREF¹ retirement program and contributed an amount equal to ten per cent of a faculty member's base salary to it. In addition, by 1967 a major medical and health insurance plan was adopted for all faculty members and their dependents. The college assumed the full cost of the coverage for the employee who paid only the premiums for the members of his family. The annual cost of all fringe benefits excluding the 10 per cent TIAA-CREF retirement contribution by the college was \$432 per faculty member in 1967.

The last of the traditional fringe benefits added to faculty compensation was the sabbatical leave policy adopted by the Board of

¹ Teachers Insurance and Annuity Program—College Retirement Equities Fund.

TABLE I. Ten-Month Salaries for Full-Time Faculty at Grand Valley State College for the Academic Years 1964-65 and 1967-68

Rank		1964-65	1967-68	%Increase 1964-1967
Professor	High	\$ 14,000	\$ 16,400	17.1
	Mean	12,625	14,744	16.8
	Low	11,500	13,100	13.9
Associate Professor	High	10,000	12,050	20.5
	Mean	9,375	10,623	13.3
	Low	8,750	9,350	6.9
Assistant Professor	High	8,500	10,500	23.5
	Mean	7,717	8,944	15.9
	Low	7,000	7,800	11.4
Instructor	High	6,800	7,900	16.2
	Mean	6,650	7,600	14.3
	Low	6,500	7,150	10.0
All Ranks	High	14,000	16,400	17.1
	Mean	8,367	9,921	18.6
	Low	6,500	7,150	10.0

Control at its April 1968 meeting. After serving six years as a full-time member of the faculty, a person becomes eligible for a sabbatical leave. He must apply in writing and indicate in his request the way in which he intends to use the sabbatical leave which may be as short as one term (with full pay) or as long as an entire academic year (with 50 per cent of his regular pay). With the adoption of the sabbatical leave policy, the college rounded out its program of fringe benefits and placed itself in a good competitive position for recruiting and retaining well qualified faculty members.

Teaching Methods and Teaching Loads. The faculty employs a great variety of teaching methods, including large lecture sessions, smaller discussion and laboratory meetings, and tutorials. During the first three or four years of our history, the college enjoyed a very

favorable faculty-student ratio and as a result was able to offer tutorial sessions in almost all of the courses offered. In 1963-64, the faculty-student ratio was 1:13; in 1964-65, 1:13; in 1965-66, 1:16; and in 1966-67, 1:14.² By the fall term of the 1967-68 academic year, the faculty-student ratio was 1:19 which put considerable stress on the tutorial program. The instructional program of the college was planned around a faculty-student ratio of 1:20. The tutorial program did not seem to be incompatible with this ratio because it was assumed that widespread use of a sophisticated audio-video system for taped lectures would be utilized, thereby freeing faculty members for the time needed to conduct discussion sessions with twenty to thirty students and tutorial meetings with three to five students.

In theory this idea seemed workable, but in practice it was a complete failure. The production of the video tapes never materialized because the college did not have the required production facilities and most faculty members did not have the time nor the inclination. Some professors, however, used the audio production facilities from the start and the video when it became available in 1964. In the early years when faculty-student ratios were between 1:12 and 1:14 there was ample time for faculty members to handle lectures, discussions, laboratories, and three tutorial sessions per term per course without exceeding a normal teaching load of about 12 or 13 contact hours per week. As the faculty-student ratios climbed nearer to the 1:20 level, however, it was no longer possible for the faculty to carry out the original plan without either overloaded teaching assignments or the use of "canned" lectures.

The obvious happened. Many of the tutorials were dropped in classes where enrollments were large, and in courses where some tutorials were retained, they were reduced in number so that they became a mere one-time-only conference between teacher and student.

This is not to say, however, that with the demise of the tutorials the small group learning situation disappeared at the college. In spite of the reduction in scheduled tutorial sessions, classes with small numbers of students were quite common. Figure I presents the evidence in support of this statement and is based on data for the fall term

² Faculty-student ratio is based on the number of full-time teaching faculty to the number of fiscal year equated students. See p. 96 for definition of fiscal year equated students.

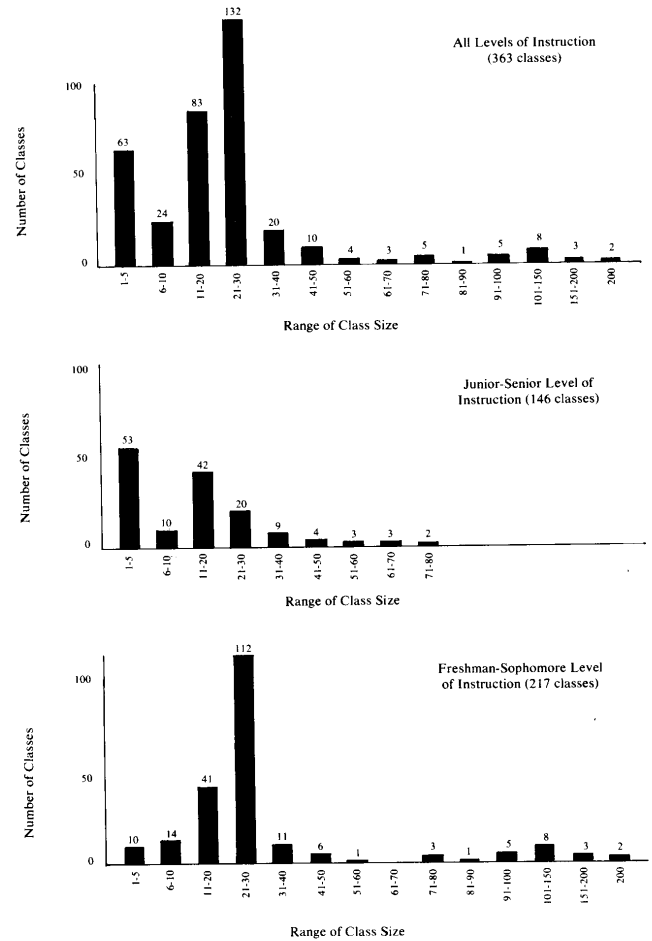


Fig. 1. Frequency Distribution of Class Size at Grand Valley State College, Fall Term 1967.

1967. During that term 136 different courses were offered but, because many of the courses were divided into sections, a total of 363 classes were necessary to accommodate the 136 courses. When the frequency distribution of class size is examined at all levels of instruction, the number of classes containing twenty students or less is remarkable. Indeed, nearly half (47%) of the classes had twenty or less students; almost a fourth (24%) had ten students or less. The largest concentration of class size fell into the 21-30 student range. The large classes all occurred at the freshman-sophomore level of instruction. At the junior-senior level there were no classes with more than 80 students, and, in fact, there were only a dozen classes with more than 40 students.

It is axiomatic that a high proportion of small classes requires a heavier teaching load in terms of contact hours for the faculty than would be the case if the same faculty taught the same number of *courses* by utilizing larger *classes*. However, the faculty members do not have free rein in the establishment of class size for a number of reasons. The number of classes with large enrollments is limited by the capacity of the largest lecture room, which at Grand Valley was 245 students in 1967. (In earlier years freshman enrollment in some courses exceeded the lecture room capacity, in which cases the overflow was handled by TV simulcasts in adjacent rooms.) Also, certain courses at the junior-senior level must be taught, no matter how small the enrollment, in order to make it possible for students at that level to complete their major programs in a normal period of four academic years.

Thus, in the fall term of 1967, at the beginning of the fifth year of operations, the college taught 64 freshman-sophomore level courses in 217 classes for 1,091 students, and at the junior-senior level 72 courses were taught in 146 classes for 462 students. (In addition, 176 part-time students were distributed through all levels.) It is clear from these data that many more students could be handled by the same number of faculty at the junior-senior level of instruction without materially affecting the quality of instruction, assuming that class size has some bearing on the quality of instruction.

Research Activities. Scholarly publications based on research by the faculty at Grand Valley College are listed in Appendix F. Because heavy emphasis is placed on teaching in an undergraduate institution, the amount of research that ultimately leads to a publication is less at GVSC than one finds at large universities. In many

cases, faculty members carry a very heavy teaching load and simply do not have time for an on-going research program. On the other hand, professors who want to do research usually find the time, no matter how much time they spend in the classroom. For some members of the faculty, research is so much a way of life that they somehow find a way of pursuing it. To others, research is not considered a necessity and they would not engage in it no matter how much free time was available. An undergraduate college must find a way of aiding the research-oriented professor while at the same time not penalizing those who do an outstanding job in the classroom and accomplish little or nothing in the way of published research.

The college was able to establish a small research fund in 1967 of \$5,000, out of which a few faculty research projects were supported. Written applications from faculty members were required and their requests were judged by a committee. The requests were mostly in the range of a few to several hundred dollars, and all who applied in the 1967-68 academic year received financial support in the amount requested. The college intends to continue its support of faculty research projects but it is not appropriate for the college to provide released time from teaching at college expense for those who are engaged in research programs since this would not be in keeping with the main purpose of the institution. Released time from teaching for research supported by outside grants is another matter because this arrangement permits the college to hire a replacement for the faculty member on released time.

Some faculty members in the science division were able to get grants from the National Science Foundation and other government or private sources. Ordinarily, the sums involved were not more than a few thousand dollars per project. Most research in the undergraduate liberal arts college is not generally categorized as "big time" research, but is, rather, the kind of research accomplished by a single faculty member working alone or with a part-time student assistant.

Not to be forgotten are the "unpublished" works of the faculty members in the fine arts. Certainly a performance by a professor of music, a play production by a professor of drama, or artistic works done by a professor of art need to be recognized as scholarly works in every sense of the word.

Non-Academic Responsibilities of the Faculty. Besides teaching activities and research, a full-time faculty member is faced with a number of other responsibilities that few people outside of the aca-

demically understand or appreciate. A faculty member's workload is measured not only in the number of courses he teaches but also in the time he spends in advising and counseling students and serving on one or more of the many college committees. In addition, he may be required to handle the administrative details associated with a department or division if he happens to be chairman of one of those units.

All freshmen at the college receive help and guidance in planning their academic programs from the professional counselors who are under the dean of student affairs. Some time during the sophomore year, however, a student decides what his major field of study will be, and at that time he is assigned to a member of the faculty in the department where he wishes to pursue his major. The faculty adviser is responsible for helping the student plan his course work in accordance with all requirements for graduation within the department as well as outside of it. This is a heavy responsibility for a faculty member and one that he must not take lightly. It requires that he be well versed in the formalities of degree requirements as outlined in the catalog.

A student with a conscientious faculty adviser will benefit greatly from his advice and will feel more secure in planning a program of study that will lead him to a degree in four years' time. At Grand Valley, much remains to be done in the improvement of faculty advising. Some progress was made during the 1966-67 academic year but there are still professors who do not understand their roles as academic advisers or are indifferent to it. Since it is the faculty that determine what a student must do in order to earn a B.A. or B.S. degree, it is their responsibility to know what these requirements are and guide students toward achieving them.

Faculty committees abound on most campuses in the United States. Besides certain permanent or standing committees, most colleges and universities have sub-committees, advisory committees, special committees, policy committees, executive committees, and *ad hoc* committees, all of which are considered vital to the on-going affairs of the institution. There seems to be a great fear among the members of the academic establishment that some autocrat in the administrative hierarchy will gather unto himself too much power in managing the affairs of the institution and that, although it is far less efficient, the parceling out of the decision-making responsibilities to the collective wisdom of various faculty committees is the best safeguard against administrative despotism.

There can be no doubt that faculty advice and recommendations are quite appropriate and necessary for getting things done properly in a college or university, but, in too many cases, faculty committees are created when they are not needed. At Grand Valley, there were seven standing faculty committees as of the academic year 1967-68. They consisted of the Academic Affairs Policy Council, Audio-Video Development Committee, Committee of Three (convened by the president in case of a dispute concerning academic due process), Research Development Committee, Library Advisory Committee, Admissions Committee, and Curriculum Committee.

In some cases, as, for example, the Library and the Admissions Committees, the committee is empowered to make decisions commensurate with broad policy guidelines already established. In others, such as the Academic Affairs Policy Council, the committee makes recommendations only, which are transmitted ultimately to the Board of Control for action.

Just as course proliferation can endanger faculty effectiveness in the classroom, so, too, can committee proliferation eat away at precious faculty time and erode their effectiveness as scholars and teachers. This state of affairs probably has not been reached at Grand Valley, but only through vigilance on the part of all who are concerned can the waste of faculty time on unnecessary committee work be avoided.

Other College Related Activities of the Faculty. Along with all of their other responsibilities, faculty members are called upon to serve as advisers to student organizations, make themselves available for talks and public lectures, participate in cultural, scholarly, and social events on campus, be active in local chapters of professional organizations, and keep abreast generally of what is going on around the campus.

The most recent addition to the campus scene that will compete for faculty time is the Grand Valley College chapter of the American Association of University Professors, a national organization that serves the professional interests of the academic establishment. Membership is not obligatory and not all professors join. The GVSC chapter became official in February 1968 and claimed 20 members as founders.

One of the first faculty non-academic organizations was the Faculty Club, organized purely for social enjoyment by a group from the first fifteen faculty members in 1964. Membership in this organization is open not only to the teaching faculty but also to professional staff

members in other units of the college. The membership of the Faculty Club has not kept pace with the increase in the number of college employees who are eligible to join. The teaching faculty alone has tripled since 1964 whereas the membership in the Faculty Club has only doubled in the same period. The growth of the club may accelerate in future years when its members are able to build a clubhouse on land which they acquired adjacent to the college, but so far the Faculty Club can hardly be described as a brilliant success.

The Library and Audio-Video System

The Library. Some of the greatest libraries in the world are part of or are associated with great institutions of learning. Certainly the size and quality of a library collection is one important index whereby the quality of the institution it serves can be judged. From the very earliest days of its existence, Grand Valley College has emphasized in all of its budget requests the need to build a strong library collection, and, although the cost of the library operation expressed as per cent of the total operation budget has declined from 42 per cent in 1962-63 to 7.8 per cent in 1967-68, the total dollar expenditure for all library activities exclusive of furniture, stacks, and other capital costs has gone up more than three-fold, from almost \$72,000 in 1962-63 to over \$230,000 in 1967-68. Stated another way, the college spent \$686 per student for library operations in its first academic year (1963-64) and \$138 per student in 1967-68.

The original goal was to have a 60,000 volume collection by the time the college had its first senior class in the fall of 1966. This goal was in fact exceeded by a few thousand volumes, and by January 1, 1968, the library collection stood at 81,000 volumes. This growth rate has required the acquisition of some 1,225 volumes each month since July 1, 1962, when the collection was begun. In 1962-63 the average cost per volume was \$4.45 but by 1965-66 this figure had risen to \$7.20.

The library collection was built around the shelf list of The University of Michigan undergraduate library and consists of items purchased in support of the instructional program. In addition to this basic program of acquisitions, the library caters to some research needs of the faculty as reflected in the number of subscriptions to professional periodicals and journals. By the end of 1967 the list of periodicals was over 900.

In 1966 a Library Advisory Committee was created to give advice and counsel to the librarian on policy matters relating to student and faculty library interest. The purchase of newly published materials in support of curricular demands continued at a high rate. The difficulty in building up the journal backfiles was somewhat ameliorated by the rapidly growing reprint and microfilm publishing programs in the United States and Europe. Special needs of certain faculty members are met by inter-library loans and photocopying of hard-to-get items.

At frequent intervals the library circulates a list of new books recently added to the collection, and once a year a list of periodicals is published and distributed to members of the faculty. In addition, all new books are displayed on the new book shelf in the library.

The library staff consists of the Director of Libraries and four full-time professional librarians in addition to nine non-professional clerical employees. In 1967-68, about 12,000 hours of student help was utilized on a part time basis. The professional librarians all have degrees in library science and they have, on the average, about six years of experience in college library work.

The collection is housed in three temporary locations pending completion of the main library sometime in 1969. The general reference materials along with those in philosophy, arts, music, language, and literature are housed in Lake Superior Hall. The social studies collection is in Lake Huron Hall, and science and mathematics books and periodicals are in the Loutit Hall of Science. All three "branch" libraries were designed for maximum student use by the juxtaposition of open stacks with library study stations. With the opening of the new central library, the "branches" will be discontinued although some heavily used reserve books may be maintained in one or more of them. The new library will retain the concept of open stacks but exit controls will hopefully reduce book losses, which, by the summer of 1966 amounted to about one per cent of the collection.

As student demand has increased, the library hours have been extended to include evenings and weekends. By the 1966-67 school year, the Lake Superior Library was open for 74.5 hours per week and the other two were available for student use 58 hours a week. In the 1963-64 academic year, an average of 14 books per student were borrowed for home use. This increased to 26 in 1966-67. Faculty members checked out 24 items per person in 1963-64 and 30 in 1966-67.

The Audio-Video Services. It has been noted earlier in these pages that the college planned for the extensive use of a sophisticated audio-video system in its instructional program. In anticipation of this use, a dial access system was installed, which now permits a student to dial a code number on an ordinary telephone dial and receive a previously tape-recorded instructional program. The transmitting part of the system contains 120 tape units that are turned on automatically when the identifying code number is dialed by a student at a receiving station.

The receiving stations are electronically equipped study carrels located in the library of Lake Superior Hall (Fig.2). There are 256 carrels in all. One hundred and thirty-one of them are equipped for reception of closed circuit television on small TV monitors that can be checked out at the library desk. Of this group, 107 have direct dial access to the audio program sources, and the remaining 24 carrels in this group also function as a language laboratory. This latter group receives a direct feed from a remotely located teacher console and also provides the means whereby a student can record his voicing of foreign words and phrases and compare his performance with a master tape.

Originally, the electronic study carrels were to be programmed with audio and video lessons prepared by members of the faculty and made available to students whenever they could get to a carrel. These taped materials were supposed to replace the standard lecture system, thereby allowing a faculty member more time for the small discussion and individual tutorial systems. As I indicated earlier, the idea was sound in theory but failed in practice. The system is now used primarily as a language laboratory and for the presentation of supplemental materials such as Shakespearean dialogues, poetry readings, and musical presentations although the fidelity of the system is really unsatisfactory for musical performances. Occasionally, a faculty member will have his regular classroom lectures taped and made available for review purposes on the system, but the idea of *substituting* a taped lecture for a live performance has fallen by the wayside.

The closed circuit television capabilities have provided the means for simulcasting special lectures when an overflow crowd cannot all be accommodated in the main lecture hall. TV cameras are also used with considerable success to record the classroom performance of students in the teacher training program. Also, TV monitors in many

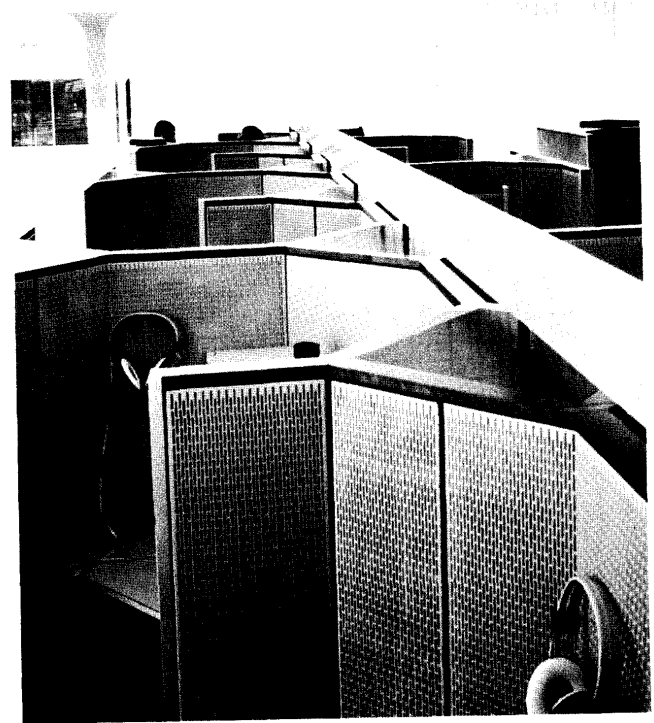


Fig. 2. Electronic Study Carrels at Grand Valley State College.

of the classrooms permit an instructor to have video tapes or even off-the-air TV programs presented to his class upon request.

In addition to the servicing and maintenance of the audio dial access and closed circuit television systems, the A-V staff members are involved in the production of language tapes and other A-V materials as may be required from time to time by the faculty (Fig. 3). They also maintain a library of frequently used materials and offer a tape duplication and production service to members of the instructional staff. The A-V services maintain for faculty use a wide variety of portable equipment such as slide projectors, tape recorders, and portable TV equipment. They also provide graphic, photographic, and cinematographic services when needed, including skilled operators and technicians.

The professional A-V staff is made up of a director, chief engineer, engineer, and supporting clerical help and student assistance. Although the use of audio-visual technological advances in formal instruction has failed to materialize along the lines originally intended, the facilities are put to good use and are maintained and serviced by a well qualified and highly dedicated group of professionals. In recognition of their role in the instructional program, they, like the librarians, are accorded faculty status and are members of the College Assembly.

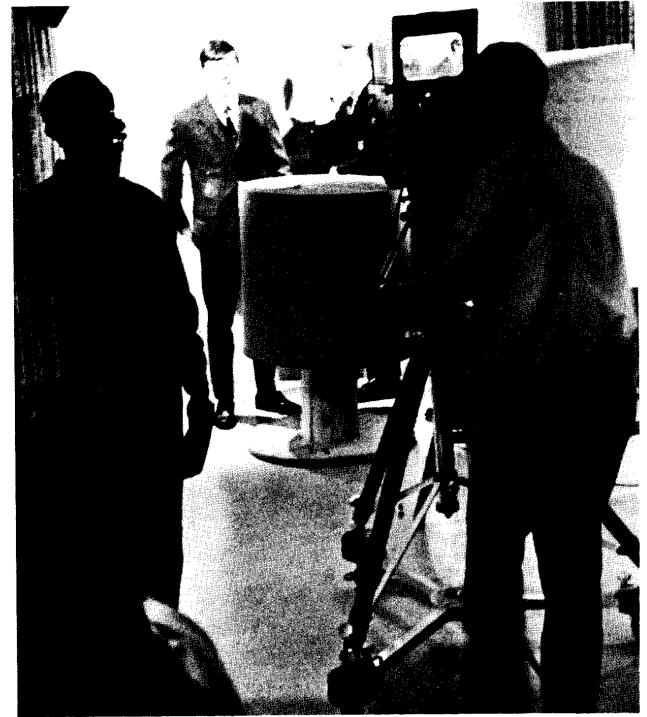


Fig. 3. Television Studio, Grand Valley State College.

CHAPTER II THE STUDENT BODY



II

THE STUDENT BODY

Enrollments

Predictions and Fact. Presumably, a college or university exists to educate students, and the first argument used in support of the idea that a *new* college should be started is that there will be a need and demand for its services. This premise was employed by the founders of Grand Valley College, and the source of their evidence of both need and demand was a lengthy report by John X. Jamrich of the Center for the Study of Higher Education at Michigan State University.^{1,2} This document is known informally as the Jamrich Report and will be so identified here.

Dr. Jamrich and his co-workers were supported in their investigation by financial support from the Grand Rapids Foundation and used as their directive House Concurrent Resolution Number 28 of the 1959 Michigan Legislature who created a Legislative Committee "... to further study the need for a four-year, state-supported college in the Grand Rapids area, to provide plans for its establishment, to create a citizens advisory committee to assist, and to report its findings and recommendations to the 1960 Legislature."

The Jamrich group sought answers to several basic questions, among which were those related to the nature of the academic program and the kind of physical plant and its location. The first and most basic question posed by Jamrich in 1959 was this: "Do cur-

¹ John X. Jamrich, 1959, *A NEW COLLEGE*, A Report to the Legislative and Citizens Committees on the Eight-County Study of Higher Education Needs in Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, Newaygo, and Ottawa Counties, 162 pages, published in mimeographed form by the Center for the Study of Higher Education at Michigan State University, East Lansing, Michigan.

² Dr. Jamrich became president of Northern Michigan University in 1968.

rently available data on population and school enrollments and such projections as can be made regarding future population trends and the desires of college-age youth to attend college give indication of the need for the establishment of a four-year, degree-granting institution in this area?"³

In arriving at the answer to this and other questions, Jamrich made exhaustive inquiries into the demographic data of the eight-county area, and compared these data with similar statistics for the State of Michigan as a whole. He examined the high school enrollments in the eight counties and determined the percentage that reasonably could be expected to go on to college in future years. Jamrich also conducted a survey of over 5,000 high school students in the eight-county area and added this information as another parameter to his investigation. He also studied enrollment trends and projections in other Michigan colleges and universities, public and private, and found out where students from the eight-county area were enrolled.

By using the best available information and by making certain reasonable assumptions, Jamrich arrived at the answer to the question of the need for a new college in the Grand Rapids area. It is worth quoting here since it had far reaching effects on the planning of the new institution.

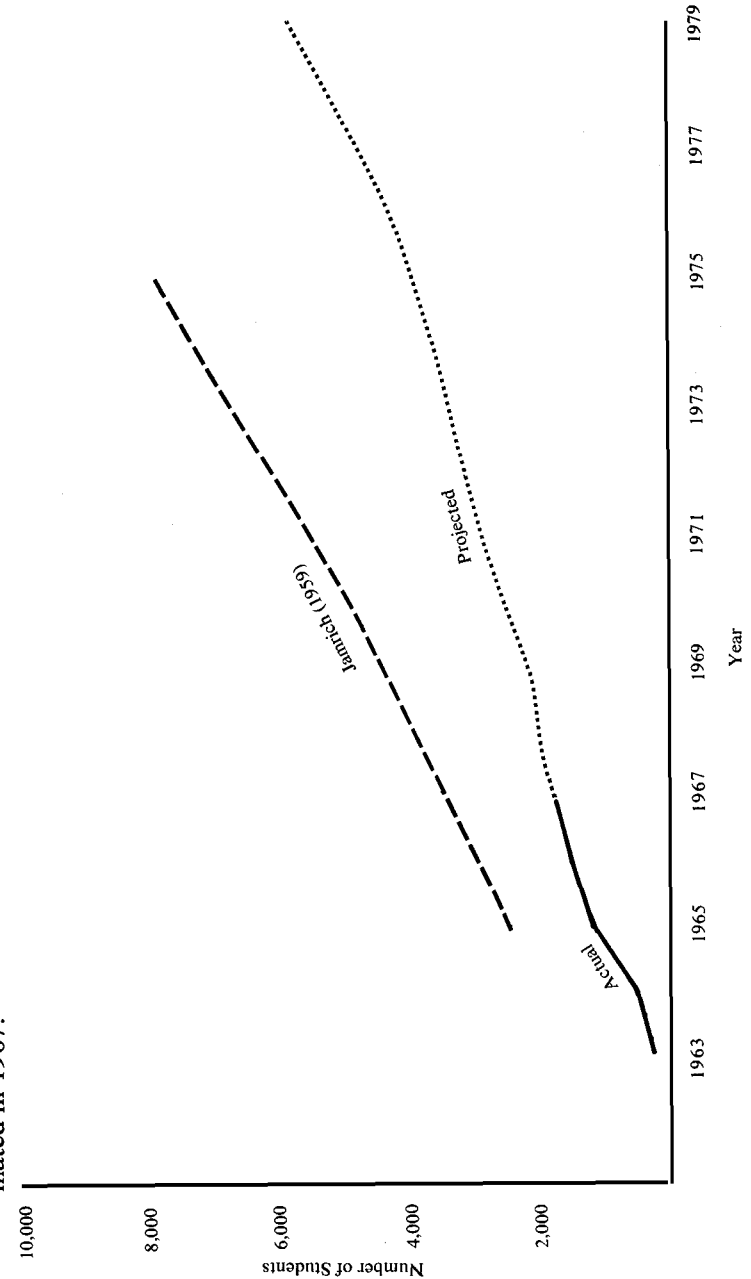
In his report (p. 62) Jamrich wrote that "...one is led to the conclusion that in 1965 there will be an excess of about 6,000 college students from the eight-county area seeking a higher education for whom no facility will be available, and about 5,000 college enrollees in 1970 from this area for whom no facilities will be available." (Italics are Jamrich's.)

On the basis of this conclusion Jamrich recommended that a new, four-year, degree granting college be established in the Grand Rapids area, and said further (p. 105) that "...it seems reasonable to estimate the enrollments of a newly established college in this area at 2,500 in 1965; 5,000 in 1970; and 8,000 to 10,000 in 1975." Jamrich assumed that the new college would open its doors in the fall of 1965.

I have dwelt at some length on Jamrich's study and enrollment projections for two reasons: (1) his figures were used by the planners and legislative groups as a yardstick by which the growth of the college in its formative years was measured; and (2) the college fell far short of Jamrich's enrollment projections even though it opened in

³ Ibid., p. 7.

Fig. 4. Comparison of Predicted Enrollments of Grand Valley State College Made By Jamrich in 1959 With Actual Enrollments 1963-1967 and the Projected Growth of the College as Estimated in 1967.



1963, two years in advance of the date of opening assumed by Jamrich in 1959. The comparison of the most conservative growth rate curves of Jamrich and the actual growth during the first five years of the college is shown in Fig. 4. An extrapolation of the growth curve to 1979 based on actual experience is also given.

These two curves show that, even though the college opened two years before Jamrich suggested it should, the enrollment in 1965 was less than half of what he thought it might be (1,139 against 2,500), and, whereas Jamrich predicted between 8,000 and 10,000 by 1975, the college now believes that an enrollment of 4,000 by then is more realistic.

The purpose of going back to the Jamrich study is to discover the reason for the disparity between the Jamrich projections, which seemed reasonable in 1959 and were backed by considerable data, and what actually happened. Without making a huge issue out of this matter and without making an exhaustive analysis of the data used by Jamrich in his prediction of the demand level for a new college, it nevertheless seems appropriate to use a little hindsight and record a few observations.

One might begin by listing the most important factors that influence the selection of a college by a student. Thousands of words have been written on this subject, but suffice to say here that there are six major factors that most students consider; not all are of equal importance, nor are they listed here in the order of importance:

1. Entrance requirements
2. Academic program and course offerings
3. Cost
4. Prestige
5. Location and quality of the physical plant
6. Extra-curricular opportunities

It is significant, I think, to note that Jamrich was able to evaluate some of these factors in a meaningful way. He did, for example, suggest (p. 134) that the "... educational program of the new college be developed with a strong undergraduate, liberal arts emphasis." He recommended further (p. 134) that "... the program should offer work in carefully identified majors in liberal arts, science, mathematics, language, fine arts, teaching, business administration, engineering, and international programs." He also found in his survey of area high

school students that among their vocational choices teaching was first, followed by secretarial training, nursing, engineering, business administration, agriculture, beautician and barber, and auto and airplane mechanic.

Jamrich also advised that the tuition and fees for the new college should not differ significantly from those charged by other state-supported schools, and he also specified that the location ought to be just west of Grand Rapids. But on the matter of entrance requirements he was silent, as he was on the attractiveness of a new, untested college to potential students.

I suspect that he made no attempt to evaluate this latter point because there was little knowledge from which he could draw in assessing the impact of this factor on his enrollment projections. Moreover, he probably considered that the demand by students for a college education by 1965 would be much greater than could be met by existing institutions, so much so that the question of the prestige of a new college would have little or no effect on the number of students who would go there. Jamrich was convinced that, because there would be 6,000 students from the eight-county area seeking a higher education for whom no facility would be available in 1965, students would be forced to go where there was room; namely, the new liberal arts college west of Grand Rapids.

The fact that this did not happen can be explained by two developments which Jamrich could not foresee. One was the increase in the number of junior colleges in Michigan in the 1960's (from 14 in 1957 to 28 in 1967), and the other was the fantastic increase in the growth of the other state-supported, four-year institutions made possible by generous appropriations of the Legislature for capital outlay expansion. These institutions did not know themselves how large they would be by 1965 as is clearly revealed in their own predictions made in 1957 at the request of a Legislative Survey of Higher Education. The predicted enrollment, for 1965, of the nine state-supported, four-year institutions⁴ was 130,025; the 23 non-public four-year schools, 45,150; and the 14 community and junior colleges, 26,674; the grand total was 201,849 students.⁵ The *actual* fall enrollment for

⁴ University of Michigan, Michigan State University, Wayne State University, Western Michigan University, Eastern Michigan University, Central Michigan University, Ferris State College (then Ferris Institute), Northern Michigan University, and Michigan Technological University.

⁵ Jamrich, *Ibid.*, p. 79, Table 33.

1965 in the public and non-public four-year schools plus the community and junior colleges was 256,939,⁶ of which 218,630 were undergraduates. Of this total, 60,931 were enrolled in junior colleges, more than twice the prediction made in 1957! Thus, it is obvious that there was ample room in other Michigan colleges and universities for the 6,000 students in the eight-county area; the demand factor for a new college had completely evaporated. As a matter of record, the 1957 enrollment predictions for 1965 were already exceeded in 1964 by almost 18,000 students. Furthermore, the 1957 predicted college enrollment for 1970 of 261,972⁷ was nearly reached in 1965, and was exceeded in the fall of 1966 when a total of 280,929 students were enrolled in all institutions of higher learning in Michigan.⁸

The failure of Grand Valley College to achieve Jamrich's enrollment projection of 2,500 in 1965 is thus explained in part by the lack of the demand factor. Most students who can find room elsewhere in an established institution are not likely to choose a new, unprestigious, untried, unaccredited college.

The other factor unknown to Jamrich was the determination of the new college to adopt a "non-open door" policy insofar as its admission practices were concerned. The college required a minimum level of achievement in high school before a student would be admitted. More will be said of this later.

Finally, it must be said that Jamrich's study was conducted right on the heels of a national recession in 1958, and Michigan, largely an industrial based state, felt the effects of that recession very strongly. Although the Jamrich Report does not say it in so many words, the atmosphere of economic decline must have strengthened the idea that a commuter college would be particularly successful since it would be far cheaper for students to live at home than to go away to college. But, by 1963, when the new college opened its doors, the recession of the late fifties was history and Michigan and the nation had launched forward on a long and sustained period of economic expansion and personal prosperity. Parents *could* afford to send their students to colleges away from home. Consequently, another argument for a new

⁶ Report of the Michigan Association of Collegiate Registrars and Admissions Officers, 1965, Committee on Statistical Information and Research, H. D. Olson, Chairman.

⁷ *Ibid.*, p. 50, Table 34.

⁸ Michigan Association of Collegiate Registrars and Admissions Officers, 1966, Committee on Statistical Information and Research, T. H. Atkinson, Chairman.

college west of Grand Rapids evaporated. On the very day it opened Grand Valley State College was in a buyer's market instead of a seller's market, exactly the opposite of what the experts had predicted.

Enrollment 1963-1967. With the foregoing analysis of the Jamrich Report, one might well wonder how the college managed to attract any students at all. The recruitment of students was a task that involved almost all members of the college staff in the early days. We visited high schools, entertained high school counselors, conducted campus tours (after we had a campus to tour), published and distributed attractive brochures, and, in general, tried to sell the idea of a new college with new ideas.

The measure of our effort is seen in the gradual improvement in the number of applications received for each of the fall terms from 1963 through 1967 as shown in Table II. The increased interest in the college can be attributed to many internal as well as external changes that took place during this period. Certainly the most significant internal change was the modification of the academic program already discussed in Chapter II. Another was the building of dormitories, the first of which opened in 1966 and the second of which was ready for occupancy in the fall of 1967. (More details on student residence halls are given later in this chapter under the section on student housing.)

One thing that was not changed was the entrance requirements. For good reason the Board remained firm in their determination to create a reasonably high quality institution and insisted in retaining a minimum entrance standard of a 2.0 ("C") grade point average in high school for all entering freshmen. This policy worked against a more rapid growth rate but in the long run it put the college in a far better position to capture its share of the better quality students.

Beginning in 1965 when GVSC had a junior class, the college paid more attention to potential transfer students from the two local junior colleges, Grand Rapids Junior College and Muskegon County Community College. The big increase in applications from transfer students is apparent from the figures in Table II. Only 69 applications were received from transfer students for the fall term 1964 as compared with 355 in 1967. Not all of the increase is attributed to junior or community college transfers since several other colleges were represented on the list of transfer students in both 1966 and 1967.

It took the college until the fall of 1966 to finally disassociate itself from the Jamrich enrollment figures. Up until that time the predicted

TABLE II. Number of Applications Received and Accepted for the Fall Term 1963 Through 1967 at Grand Valley State College and the Number of Students Generated by Those Applications.

A. ALL NEW STUDENTS (Freshmen plus transfers)

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Applications Received	342	616	1177	1422	1472
Applications Accepted	291	524	1005	880	1086
Number of Students Enrolled	226	334	659	551	715

B. FRESHMEN (First time in any college)

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Applications Received	342	547	956	1160	1117
Applications Accepted	291	457	814	701	798
Number of Students Enrolled	226	281	496	432	499

C. TRANSFERS (Previous college credit earned elsewhere)

	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>1967</u>
Applications Received	none	69	221	262	355
Applications Accepted	none	67	191	179	288
Number of Students Enrolled	none	53	163	119	216

fall enrollments were always in excess of the number that actually materialized. After the fall 1966 enrollment was stabilized—and it, too, was short of the prediction used in our budget request to the Legislature prepared six months earlier—we finally realized that we stood little chance of ever catching up to the Jamrich growth curve. Indeed, we had decided on the basis of a review of the Jamrich Report that his enrollment estimates were invalidated by new factors which had entered the picture subsequent to the date of his report, factors which I have already discussed.

Based on our own previous experience from 1963 to 1966, we came up with an enrollment prediction that seemed more realistic. We estimated that 3,000 students would be on the campus by 1971 or 1972, 4,000 by 1975, and 6,000 by 1979 (Fig. 4). Our 1975 enrollment figure is just half of Jamrich's most conservative guess of 8,000. There is a good chance that our projected growth rate is too conservative. If, for example, growth rates at other large universities in

Michigan are slowed down, the kind of pressures on Grand Valley College envisioned by Jamrich may actually materialize. Or, even if they aren't, this college may find that more and more students will choose a smaller campus environment over the massive campus populations of the older schools, in which case Grand Valley and others like it will receive more attention from college bound students.

Geographical Distribution of Students. Grand Valley College was originally intended to serve commuter students living in the eight-county area. There was no doubt about this intent since the enabling act of the college, Public Act 120 of the 1960 Legislative Session, named in Section 1 the eight counties of Kent, Ottawa, Muskegon, Barry, Ionia, Montcalm, Newaygo, and Allegan as the geographical area to be served by the new institution. The first student body of 226 students was made up of 213 (95%) from the eight counties, eleven from eight other counties in Michigan, and only two from out of the state. Ninety per cent of the first student body lived at home and commuted daily to the campus. The other ten per cent lived in private homes and rooming houses within driving distance of the campus.

By the fall of 1967, the geographic distribution of the enrolled 1729 students had changed dramatically. Students from the eight-county area numbered 1,305 (75%), 375 students (22%) came from 45 other Michigan counties, and 49 (3%) came from fourteen other states and Puerto Rico.

The geographic distribution of the home residences of Grand Valley students for the fall term of 1963 and 1967 is shown in Fig. 5. The large numbers of students from Kent, Muskegon, and Ottawa counties are obviously related to the proximity of those population centers to the college, but the 68 from Oakland and 54 from Wayne counties is clear evidence that college bound students in other populous counties of Michigan have discovered Grand Valley College through the expanded activities and increased effectiveness of the admissions staff. Of the 1,729 students enrolled during the 1967 fall term, 65% lived at home compared to 90% of the first student body enrolled in the fall of 1963.

The ratio of commuters to non-commuters ultimately will depend on how rapidly the college can expand its housing facilities for residential students. It is thus appropriate to discuss the matter of student housing in the next section.

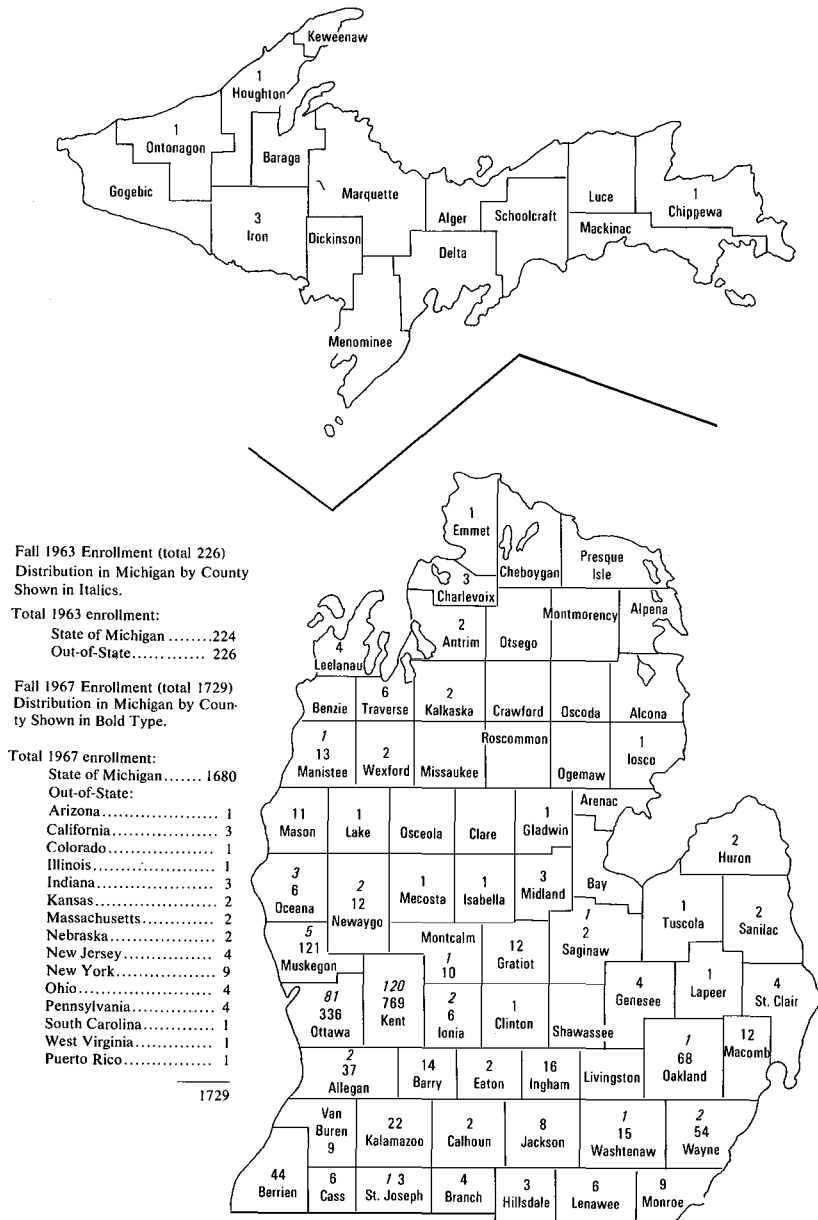


Fig. 5. Geographical Distribution of Students Enrolled at Grand Valley State College for the Fall Term 1963 and 1967.

Student Housing. When the members of the Michigan Senate interviewed members of the first Board of Control of Grand Valley College, they asked the question, "Do you plan to build dormitories?" to which almost all of the new board members responded in the affirmative. The board members were aware even at that early date that the college could not attract out-of-area students unless it could offer residential housing to those who wanted it. Because there was neither time nor money to get a college housing program for students underway in the early years, the alternate method of housing residential students in privately built, owned, and operated apartments was utilized.

A 40-acre tract of land contiguous to the southern boundary of the campus was acquired by a private builder who constructed two-story frame and brick apartment houses which were rented to GVSC students. Construction began in the spring of 1964, and the first two units housing 55 men in one and 55 women in the other were ready for occupancy that same fall. The apartments left much to be desired in the quality of construction, but they were reasonably spacious with each of the eleven two-bedroom units per apartment house designed for four students. Landscaping around the buildings was barely adequate although the college collaborated financially in the construction of a paved and lighted walkway between the apartments and the campus. Ultimately, four identical apartment buildings were constructed and were known collectively as the Grand Valley Apartments. By the spring of 1967, however, for a number of reasons the owners went bankrupt, and the apartments were no longer approved by the college for student living.

Sometime after the Grand Valley Apartments were completed, another private group built two student apartment units across the road from the Grand Valley Apartments. These were named the Campus View Apartments and are well built and well managed. For a short time some of the college students lived in yet a third group of apartments on the north edge of the campus, the Grand River Apartments, but these units were finally rented only to single students over twenty-one years of age and to married students.

To acquire the status of college-approved apartments, a private apartment owner must meet certain minimum requirements in the size of rooms and number of furnishings and provide for the hiring of resident advisers who work under the direction of the college housing

officer in the student affairs division of the college. By the fall term 1967 only the Campus View Apartments were on the approved list.

The availability of apartment living for Grand Valley students has been helpful to the college in increasing its non-commuter student population, but because many non-commuters prefer the more traditional college dormitory or residence hall type of living, which does not require them to prepare their own meals, the college launched its own program of residence hall construction in 1965 and opened its first unit in the fall of 1966. The first residence hall, James W. Copeland House, accommodated 102 men and 100 women in a two-story, curved structure that hugged the west side of one of the wooded ravines near the northeast edge of the campus proper. (Fig. 6). The second residential unit, Kenneth Robinson House, had room for 154 men and 140 women and was just barely ready for student occupancy by the time the fall term began in later September, 1967.

Students from both residential halls take their meals in The Commons located a few minutes' walk away. The financing of Copeland House, Robinson House, and The Commons was accomplished by loans from a consortium of local banks and is discussed in more detail in Chapter VI, Financial Affairs, under the section on self-liquidating projects.

By the fall term 1967, 429 students were living in the two campus dormitories and 161 were housed in the Campus View Apartments. This number constituted 34% of the total student body and provided more of a residential atmosphere on the campus. A substantial increase in demand for dormitories and private apartments is anticipated within the next five years, a development which indicates that Grand Valley College serves not only its local community but others in Michigan and elsewhere who are attracted to this campus. Full occupancy of the dormitories is expected for the fall term 1968, and it is highly unlikely that an additional dormitory unit can be completed before the fall of 1970.

Financial Aid to Students

I think it is fair to say that today any exceptionally bright young high school graduate whose family is financially limited will find sufficient financial aid available to carry him through four years of college. This has been true for a good many years, and it is nothing

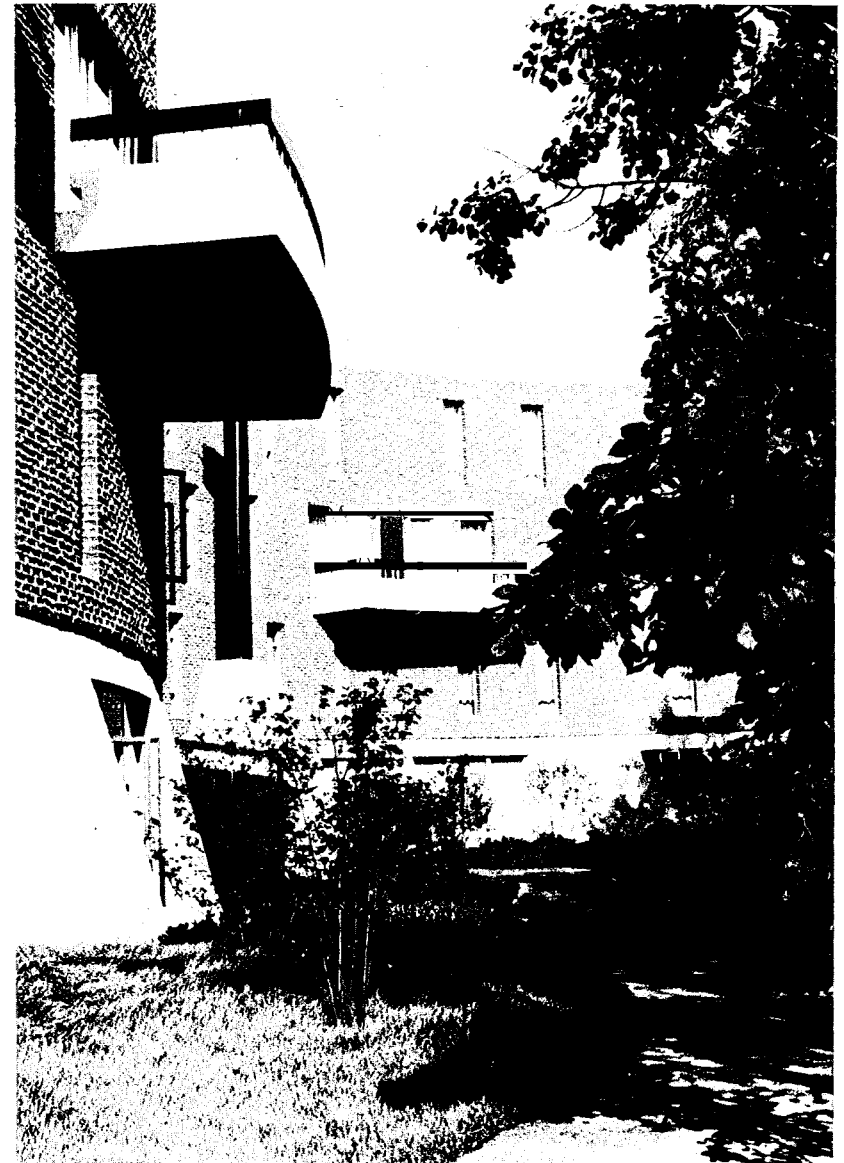


Fig. 6. First Student Residence Halls, Grand Valley State College.

new for a college or university to offer financial help to prospective students who have outstanding academic records and test scores. Up until the mid-1950's, however, colleges funded their scholarship programs out of their own resources such as endowment income, alumni contributions, bequests, and other similar sources of money.

These traditional sources of scholarship funds are now augmented by state and federal dollars, and Grand Valley College has received its share of public funds to improve its program of financial aid in the form of scholarships, loans, and student employment. Scholarships are outright grants of money to the student or his institution, and they are not repayable. The current practice in most institutions now, however, is to provide needy students with a financial aid "package" consisting of varying proportions of a scholarship or grant, a repayable loan, and part-time employment. These packages are tailored to the needs of the individual students and require considerable time and administrative effort on the part of the college.

A student who wishes to apply for financial aid may do so at the time he applies for admission. His request is referred to the financial aid officer of the college who handles the matter from that moment on. All requests except honor scholarships require a parent's confidential statement in which the level of need is determined according to standards set by the College Scholarship Service in Princeton, New Jersey.

Scholarships. Student aid in the form of direct grants or scholarships come from four sources: (1) private donors, (2) the college general fund, (3) Michigan Higher Education Assistance Authority (MHEAA) which is funded by a direct appropriation from the Legislature and from which awards are made on the basis of a state-wide competitive examination, and (4) Educational Opportunity Grants, funded by the Federal Government under authority of the Higher Education Act of 1965. For the academic year 1966-67 the college administered scholarship awards of \$40,000 provided by private donors, \$10,000 from the general fund, \$31,525 from the MHEAA, and \$44,000 in the form of Educational Opportunity Grants. The total from all four categories was over \$135,000, and students who received these grants and scholarships were not required to pay back any part of them. These funds must be replenished each year from one source or another.

I personally believe that students with high academic ability should

receive scholarship awards even if they do not come from low income families. While the number of awards to this category of students is not large in comparison with the support provided for needy students, I think that some monetary award in the form of an honor scholarship is appropriate. Most of the Grand Valley honor scholarships are only token grants since they are in range of \$50 to \$100. Other honor scholarships awarded to outstanding students in high school or junior colleges are larger if the honor student can demonstrate need.

For the great number of students who have average high school records and are admissible to the college but who do not qualify for grants in scholarships available only to needy students, the college has some funds available from a sizable number of private donors. Many of these funds are restricted to certain students who must meet qualifications, other than need, set by the donor, but some private funds are unrestricted and can be used at the discretion of the college to assist students in any way it considers appropriate. A small number of athletic scholarships are supported by these funds.

In the 1963-64 academic year nearly \$16,000 was received from private sources for scholarships. In 1964-65 over \$26,160 was raised; in 1965-66 more than \$41,660 was contributed; in 1966-67, \$35,080; and in 1967-68, the amount was \$39,624.

Loans. In contrast to grants and scholarships, loans available to students for defraying part or all of the cost of their college education must be repaid but usually at extremely favorable interest rates and over a long term repayment period. The chief support for student loans is the Federal Government under the authority of the National Defense Education Act. Under this plan the Federal Government contributes 90% of the total institutional loan fund. During the 1966-67 fiscal year the NDEA loans to GVSC students totaled \$103,625 of which \$93,250 came from the federal government and \$10,375 from the college. In 1967-68 these figures were \$110,277 and \$12,253, respectively.

The college also maintains a small revolving fund from which it makes short term, non-interest-bearing loans to students who have emergency needs that cannot be met in any other way. These loans are repayable within 90 days.

Student Employment. Students who wish part-time employment while in college can elect to find jobs on their own initiative in the community or they can apply for jobs in the college itself. The federal

government again plays a strong role in providing funds under authority of the College Work-Study Program. This plan is funded by an arrangement whereby the college assumes 10 per cent and the federal government 90 per cent of the total cost. The program is designed to assist students from low income families and allows the student to work up to 15 hours weekly while classes are in session, and 40 hours a week during vacation periods including the summer.

In the fiscal year 1966-67, the federal share of this program was \$40,000, and the college contributed \$4,000. In addition to the Work-Study Program, the college spent an additional \$20,000 from its General Fund in payment of student salaries for part-time work on the campus. Students who cannot qualify for the Work-Study Program but who, nevertheless, must earn part of their college expenses, are paid from the college General Fund for any services rendered at a standard hourly rate, which in 1968 was \$1.40.

Summary of Financial Aid 1963-64 to 1967-68. The college considers all scholarships and grants, loans, and student employment to represent its financial aid program. The total available for all categories was over \$25,000 in the first year of operation, 1963-64. It grew to nearly \$65,000 in 1964-65 and reached \$134,000 in 1965-66. By 1966-67, the year in which the first class was graduated, financial aid expenditures in all categories totaled \$293,178.

One widely held misconception about financial aid is that there are so many federal and other governmental aid programs that the need for private donations to scholarship funds no longer exists. This belief is false, of course, because the governmental monies, while they serve the needs of many and while they make a college education possible for those who otherwise would never see the inside of an institution of higher learning, are still subject to certain restrictions over which the college has absolutely no control. Discretionary funds from private sources will always be needed by the college to meet the needs of deserving students who do not quite fit the mold defined by the government programs.

To raise scholarship funds from local individuals and organizations of all types, the college needs a full-time, experienced development officer. This position is vital if the college expects to compete successfully for more private funds.

In future years, as the membership of the GVSC alumni increases and as their earning power grows, the college can look to their

support for scholarship funds, but the level of giving from that body will be understandably low for many years to come. The need for someone at Grand Valley College to work with the alumni group and guide them along lines that will lead to their participation in scholarship contributions is another argument in support of the hiring of a college development officer.

The disbursement of scholarships, loans, and student employment is handled by the financial aids office of the student affairs division, which, in collaboration with the Financial Aids Committee, determines the eligibility of students who apply.

Quality of the Student Body and Student Attrition

Quality of the Student Body. Institutions of higher learning use many criteria by which to judge their own quality, but the two most commonly employed are the academic credentials, experience, and ability of the faculty, and the academic performance of the students, both before and after they arrive at college. In all respectable colleges and universities a balance will exist between these two elements. That is to say, a high quality faculty will attract a high quality student body. Or, to put it another way, if imbalance exists between the two, either or both will move in a direction toward establishing a balance. A high quality faculty cannot be kept intact if it is required to teach dullards, nor will a mediocre faculty attract very many students of high academic performance and capabilities.

A brand new institution may not achieve this balance between students and faculty at the outset, but sooner or later this balance will establish itself. One of the ways in which a balance can be established and maintained is to exercise control over admission standards. If this responsibility is lodged in the faculty itself, the balance will be achieved automatically, assuming, of course, that the faculty members are in reasonable agreement on what the purpose of the institution is and on the minimum academic credentials needed by students who seek admission to it.

It is not my intent to denigrate the pioneer students of Grand Valley College nor cast aspersion on those of the first class who survived the difficult first years and graduated at the end of four years. No one is more aware than I am of the tremendous pressures they faced as the first class in the history of the college. Yet, it would

be false to say that, taken as a group, the first student body was academically elite. This is demonstrated not only in their overall entering grade point averages, but also in the distribution of grades received by them during the first academic year.

This fact was pointed out by the first team of examiners from the North Central Association of Colleges and Secondary Schools who visited the campus in 1964. Their report became a matter of public record after being quoted in part by the Grand Rapids Press on June 19, 1966. This is what the NCA examiners had to say: "The weakest element in the present Grand Valley picture is the quality of the student body. Relatively, the students fall far short of the quality of the faculty."

Steps were taken in subsequent years to improve the quality of entering freshmen. This was accomplished by the use of greater care in screening applicants for admission. The GVSC admissions counselors automatically admit all students with a 2.50 (C=2.00) or better high school point grade average in academic courses. If the student's G.P.A. is between 2.00 and 2.50 the admissions office may still admit the student, but this is usually done only after more careful screening. Applications from students with a high school G.P.A. of less than 2.00 may be forwarded to the Admissions Committee at the discretion of the admissions counselor, or, if an application has been denied by the counselor, the student may still request that his application be sent to the Admissions Committee. The Admissions Committee has faculty representation on it and functions mainly as a screening committee for marginal applicants.

The efforts to improve the quality of the student body have not been in vain. Figure 7 shows the distribution of the high school grade point average for the freshmen students who entered in the 1963 and 1967 fall terms. Whereas the percentage of the 1963 freshmen with an A or B average was only 23 per cent, the fall 1967 freshmen had 32 per cent of their numbers in this category. Also, those with less than a C average amounted to 8 per cent of the entering class in 1963 but only 3 per cent in 1967.

The improvement of the academic quality of new students is manifested also by the mean ACTP⁹ scores achieved by entering freshmen during the first four years. The 1963 freshmen class had a mean ACTP score of 19.9, the 1964 entering class averaged 20.0, while the

⁹ ACTP stands for American College Testing Program.

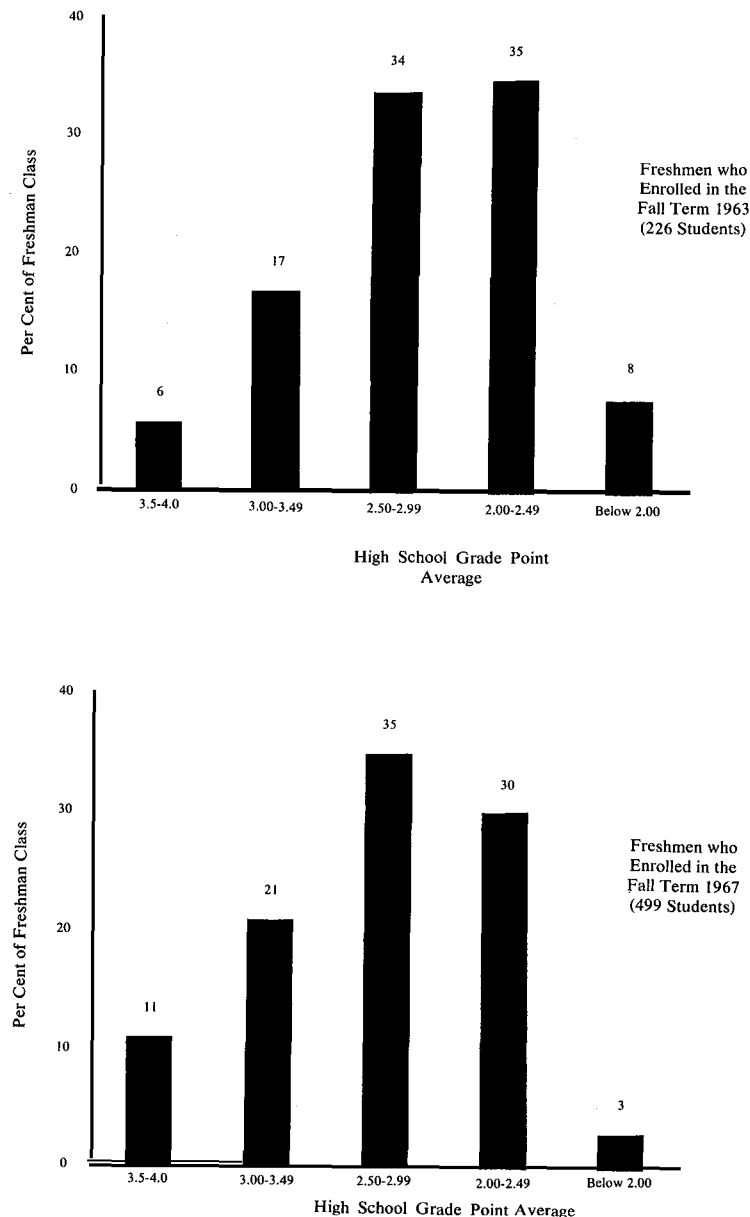


Fig. 7. High School Grade Point Average Distribution for Entering Freshmen at Grand Valley College, Fall Terms 1963 & 1967.

1965 freshmen made a mean score of 21.0, and the 1966 group reached a mean of 21.5. The ACTP was discontinued in the fall of 1967.

Improved student quality can also be deduced for both freshmen and transfer students from a comparison of the acceptance rate of applicants. In 1963, 85 per cent of the students who applied were granted admission but in 1966 the acceptance rate was 61 per cent for freshmen and 68 per cent for transfers. In 1964, the first year in which transfer students applied in any significant numbers, the acceptance rate for them was 97 per cent, but in 1967 it had dropped to 81 per cent. If one assumes that the overall academic quality of applicants for admission has remained more or less constant, the decrease in the acceptance rate is a significant indication of an improvement in the quality of entering students, both freshmen and transfers.

Further proof of an improved student body can also be deduced from a comparison of grades earned by the 1963 group during their freshman year, and the freshmen enrolled during the fall term 1967. For the entire 1963-64 academic year, 1,595 grades were earned by the student body. Of these, 10 per cent were A's, 21 per cent were B's, 39 per cent C's, 18 per cent D's, and 12 per cent F's. The mean grade on a numerical scale was 2.0. In contrast, there were 1,786 grades earned by freshmen during the fall term 1967, of which 12 per cent were A's, 31 per cent B's, 37 per cent C's, 13 per cent D's, and 7 per cent F's. These do not include 221 grades that were in other categories such as W's (withdrawal from the course) or I's (incomplete). The mean grade was 2.27.

In summary, then, the improvement in the quality of the entering freshmen called for by the North Central Association team has been achieved, and the student body is now more nearly capable of living up to faculty expectations insofar as their academic performance is concerned. To what extent further improvement of the student body is possible or desirable is not predictable at this time. This matter is not entirely within the discretion of the faculty. If the demand for the kind of education offered at Grand Valley College rises appreciably above the number of students that the college can accommodate, entrance standards are likely to go up. The converse is not necessarily true.

Attrition Rate. Even though Grand Valley College practices a selective admissions policy, it still loses students who fall along the wayside during the normal four-year period needed to complete the requirements for graduation. Although the college dropout is not viewed with the same degree of alarm as the high school dropout, it is nevertheless of concern to college administrators. At this institution we have followed the practice of finding out why some students leave the institution even though they are in good academic standing at the time of their departure and are eligible to remain.

The word "dropout" as it applies to the college scene is defined as "... any student who leaves college for any period of time, regardless of reason, and thus does not obtain his degree at the same time as the class with which he originally enrolled."¹⁰ Interestingly enough, studies indicate that dropout rates in American colleges and universities have not changed appreciably in the last twenty years. On the average, American institutions of higher learning lose about half their students in the four years following matriculation. Only about 40 per cent of the original group graduate on schedule while an additional 20 per cent graduate from some college, some day.¹¹

Based on these figures, the attrition rate at Grand Valley College has been greater than the national average. An analysis of the first two entering classes shows that 35 per cent of the first class had withdrawn by the beginning of the sophomore year and another 15 per cent left before the beginning of their junior year. Eighty-five, or 38 per cent, of the original 226 students graduated on time. For the class that entered in the fall term 1964, 32 per cent dropped out by the beginning of the sophomore year and an additional 24 per cent left by the start of the junior year. Only 25 per cent of the second class graduated four years later.

It must be emphasized that "dropout" is not synonymous with "flunkout." Students leave or drop out from college for a variety of reasons as revealed by studies made of non-returning students at Grand Valley College and at many other institutions. The GVSC counseling office mailed questionnaires to all former students who were eligible to return for fall terms 1966 and 1967 but did not. The

¹⁰ Perving, L. A., L. E. Reik, and W. Dalrymple (ed.) (1966) *The college dropout and the utilization of talent*, Princeton, N. J., Princeton University Press, p. 7.

¹¹ Summerskill, J. (1962) "Dropouts from College," in Nevitt Sanford (ed.) *The American College*, New York, John Wiley and Sons, Inc., p. 630-31.

results of these surveys were helpful to the college in evaluating the effectiveness of its academic program in particular and the appeal of total campus life in general.

By the end of spring term 1966, 962 students were in good academic standing but 198 or 20 per cent did not show up on campus that fall. Of the 198 non-returning students, 103 or 52 per cent returned questionnaires sent by the counseling office. If we assume this to be a representative group, then the following generalizations can be made. The reasons for not returning were many and varied, but, by far, the greatest number of students did not return either because of dissatisfaction with the academic program or because of an inadequate program of on-campus social activities. Thirty-three per cent cited a limited academic program, 34 per cent named the freshman studies requirements (Foundation Program), and 18 per cent identified the foreign language requirements as the reasons for not returning. Some 23 per cent were dissatisfied with the social life on campus. Some of the other reasons ranged from lack of transportation (10 per cent), financial difficulties (17 per cent), and personal problems (4 per cent), to military service (13 per cent), marriage (6 per cent), and employment (2 per cent).

The same study, conducted one year later, dealt with 1,260 students eligible to return in the fall of 1967. Of that total, 178 students or 14 per cent did not register for the fall term. Eighty-five (48 per cent) of them responded to questionnaires. Although a loss of 14 per cent represented an improved retention rate over the 20 per cent loss of the previous year, a limited academic program was named by 30 per cent of the respondents for not returning, and 15 per cent named the Foundation Program as the reason as compared to 34 per cent a year earlier. The Foundation Program was liberalized on January 1, 1967, which explains the marked decrease between 1966 and 1967 in the percentage naming it as a reason for dropping out.

The 1967 group of non-returnees had 31 per cent of their number who cited a limited academic program as the reason for not coming back. This was not a significant decline from the 34 per cent of 1966. Other reasons for not returning in 1967 were as follows: limited social activities program (23 per cent), financial problems (26 per cent), housing difficulties (7 per cent), transportation problems (6 per cent), personal reasons (4 per cent), military service (5 per cent), marriage (5 per cent), and employment (2 per cent).

All told, for the two years, twenty-two different reasons were given for not returning. Some students gave more than one reason, but, in both surveys, the reasons cited most frequently had to do with the academic program or social life on campus.

The questionnaires for both the 1966 and 1967 surveys asked the students what their future educational plans were, if any. Twenty-five per cent of the 1966 group and 42 per cent of the 1967 group said they intended to return to Grand Valley College at some future date while 41 per cent of the 1966 respondents and 50 per cent of the 1967 respondents were already enrolled in other institutions at the time they received the questionnaires.

No appreciable change existed between the two groups surveyed however, with respect to the number who were dissatisfied with the social life on campus. This is a problem that will solve itself with time because there is only so much that the college can do to improve the situation. More residential students will undoubtedly help, but until the area around the campus is transformed from a rural to suburban setting, the availability of social activities in the immediate vicinity of the campus will be lacking. The nearest movie theater is in Grand Rapids, the nearest drive-in movie is six miles away, and student "hangouts" such as abound around other colleges located in cities or metropolitan areas are simply absent.

The nearest thing to a student hangout is a bowling alley about two miles from the dormitories. Other than that, students are confined to the campus Commons or they must go into Grand Rapids for an evening's entertainment. There are a number of on-campus evening activities sponsored by the college or by student groups, but they are insufficient in number or not sufficiently diversified in character to provide the kind of relaxation from the grind of studies that many students want and need.

But the situation is better now than it was four years ago, and it will be better five years hence. Perhaps the brightest light on the horizon in this respect will be the opening of the new fieldhouse in which home basketball games and other athletic events will be scheduled. This will add greatly to the things to do on campus and will provide, in addition to scheduled intercollegiate events, a place for student dances, and a variety of intramural games, and other student events for which there has been no accommodation up until now.

With continued effort on the part of the student body and with encouragement and support from faculty and administration, we

should see a significant decline in the number of students who leave the college because "there is no social life on the campus." This is perhaps the chief cause of the high dropout rate at Grand Valley College for the first two classes.

CHAPTER III STUDENT ACTIVITIES



III

STUDENT ACTIVITIES

Introduction

The expectations of most students who are college bound contain some hope that they will be able to participate in many new and exciting experiences both in and out of the classroom. Students the world over are far more visible for what they do outside the classroom than for what they accomplish in their formal program of learning. Student activist groups exist in greater or lesser numbers on most American campuses and their sponsorship of such activities as demonstrations, sit-ins, teach-ins, lie-ins, love-ins, and the like receives considerable notoriety in the press and other news media. These activities are more widespread than they used to be and they are likely to become even more volatile as time goes on. Unfortunately, the publicity received by the activist groups is way out of proportion when compared to other kinds of student activities on and off campus. This chapter will deal with the non-academic aspects of student life at Grand Valley College and will address itself to the organized as well as unorganized activities of the student body.

Student Government

On May 13, 1964, near the completion of the first academic year, the pioneer students at the college adopted a charter creating the United Collegiate Organization. This name for the student government is frequently known by the acronym UCO. The charter which created UCO provides for the Student Assembly, an elected body of student representatives; the Executive Council (ExCo), the executive arm of the Student Assembly; the Cultural and Social Council (CASC), which has regulatory powers over student clubs and organized student activities; the Council of Games (COG), which body

encourages and promotes both intramural and intercollegiate athletic events; and the Council of Order (COO), the judicial arm of student government.

The membership of these councils is determined annually by vote of the Student Assembly. Student apathy in campus politics is apparent from the rather small turnouts for election of members to the Student Assembly. Student government functioned reasonably well over the first four or five years but in early 1968 a new charter convention was called for. Even though the present charter is a good document in my opinion, the fact remains that it was written *for* the students rather than *by* the students. Under these circumstances, it is understandable that the student body would like to try its own hand at writing the constitution or charter which will affect the lives of all students at one time or another during their years at the college.

Student Organizations

Students with common interests may wish to create a formal organization, or they may only desire to meet together without any organizational structure. In either case, the permission of CASC (Cultural and Social Council) is required under the regulations governing the formation of student groups. Any student is eligible for membership in an organization that interests him although no student who is on academic probation may seek or hold office.

The student organizations fall into seven categories. These include (1) the cultural clubs such as the Cinema Guild, GVSC Singers, GVSC Band, and the Grand Valley College Theatre; (2) the clubs related to communications and publications such as the Amateur Radio Club, The Valley View (student newspaper) and the Yearbook; (3) the departmental clubs created to further the students' interest in some academic subject such as biology, foreign languages, and philosophy; (4) organizations related to housing units; (5) political clubs; (6) religious organizations; and (7) service groups.

Some of these student organizations are very popular and quite stable while others do not survive a single academic term. The newest kind of student organization for Grand Valley is the fraternity, two of which were created by action of the Board of Control at its April 1968 meeting. Both fraternities, Lambda Chi Fraternity and Phi Beta Sigma Fraternity, submitted charters to CASC for approval, after

which the authority for formal organization was sought from the Board. Neither is affiliated with a national Greek organization, but this possibility is not excluded as a future development.

Each student club on campus that is recognized by CASC as a formal, organized club must have a faculty adviser. The role of the adviser ranges from one of enthusiastic leader to passive observer. Although it is an added burden for a faculty member to serve as an adviser to a student organization, it is one more way in which student-faculty contacts can be fostered. Students need to know their instructors as human beings, a knowledge that is quite often difficult to acquire in the formal atmosphere of the classroom.

Student Evaluation of the Faculty

While I was teaching at The University of Michigan, I was impressed by the annual student evaluation of the faculty. The evaluation forms were distributed through the dean's office and completed by students during the latter part of a designated class meeting period. Results of the evaluation were made available to the instructor, the dean, and the departmental chairman. Beyond those three individuals, the anonymous comments of the students remained confidential.

Thinking that a similar plan might be helpful to the GVSC faculty, and noting an increase in the number of student bodies in American colleges who participated in some kind of faculty evaluation process, I dropped the hint at my annual state-of-the-college message in February 1966. That fall the students established their first program of faculty evaluation. It was done outside the classroom on a volunteer basis, and its results were published for general distribution around the campus.

By the following year, a more systematic way of conducting the evaluation was established. Class time was made available by the professors so that complete participation by students was possible rather than the haphazard way of the year before. Unfortunately, however, the data collected from the evaluation were never analyzed and evaluated. The students appear to have run out of steam in the final analysis. I still believe that faculty evaluation is a good thing for both students and faculty. Students learn how to make judgments that are in the form of constructive criticism, while, at the same time, faculty members have a chance to find out how good or bad their

classroom techniques are. Because the college places such great emphasis on its dedication to high quality teaching, there is no good reason why it should not use every available means to assess and evaluate the teaching effectiveness and pedagogical competence of its faculty. In future years it may be necessary to provide more staff assistance in developing a useful report if the college wants to make constructive use of the student's evaluation of his instructors.

Student Publications

The Student Newspaper. Students at Grand Valley exercised their right to publish a newspaper in the very first year of operation, 1963-64. The paper was called *The Keystone* and some twelve issues came off the press the first year. The next year found *The Keystone* plagued by lack of interest, lack of experience, and, I suppose, lack of incentive by the student body in producing a respectable student newspaper. Finally, *The Keystone* failed, was resurrected for a brief period, and then went out of existence for good.

The paper was not self-supporting but was subsidized by the college through regularly budgeted money from the general fund. The students apparently concluded that, if the administration controlled the newspaper subsidy, it surely exerted some control over the editorial policy, too. Even though this was not the case, the students were convinced that it was, despite repeated statements to the contrary.

After some months without any student produced newspaper, the administration "enlisted" a new group of students to try again. Modest salaries were established for the editor and business manager. They started fresh with a new name, *The Valley View*, and published the results of their first effort on October 28, 1966. It was some improvement over *The Keystone*, but not much. From time to time it, too, sputtered and threatened to expire. Several editions were late by days and many were composed of a single sheet that barely equaled the journalistic quality of a supermarket handbill. Late in the 1967-68 academic year, *The Valley View* made a remarkable comeback under a new editor and showed signs of real vitality. The writing improved immensely although I had some criticism of certain words of questionable propriety that appeared in some of the editorials.

One of the most awkward problems facing a college administration is the problem of freedom of press on the campus. Either you have a

free press or you don't. I stood for a free press, but I thought that there ought to be some way in which an irresponsible editor could be removed if he misused his freedom. Thinking that this process could be best handled by a duly constituted newspaper board on which there was representation of both students and faculty, we went about creating one. The board membership was to be made up of four students and four faculty-administration representatives. The editor was a member *ex officio* without the right to vote. The board could remove the editor and business manager if they didn't perform to the board's satisfaction.

This scheme was passed by all necessary college committees and councils and presented to the Board of Control for adoption. The Board acted favorably. For the first time, the college had a newspaper board that could preserve freedom of the press but at the same time insist on editorial responsibility and accountability. It was a great idea, but it had one fault; the students didn't like it, mostly, I suspect, because they were not involved in its creation. Consequently, they went about getting it changed to their liking in an orderly fashion by putting the question to the student body in the form of a referendum.

When the students voted the college sponsored newspaper board down by a narrow margin, they devised their own substitute regulations governing the creation of a newspaper board and setting its powers over the student press. The student version allowed the editor to be a voting member of the board which otherwise was constituted in much the same way as the earlier administration sponsored one. The editor could not vote, however, on the question of his removal from office. One other provision in the new charter that wasn't in the old provided for removal of the editor by a vote of the student body, which surely must be a novel idea on college campuses in America.

The Board of Control accepted the new student newspaper charter at its first meeting in 1968. Whether this new found freedom will spur *The Valley View* staff on to greater heights cannot be determined yet, but the improved quality of the May 1968 editions is an encouraging sign. If this trend continues, then the students who organized the overthrow of the administration-sponsored newspaper board and substituted their own will deserve most of the credit.

The Yearbook. Everyone who graduates from college will someday uncover a dusty old yearbook whose pages will recall poignant experiences and vivid memories of those "good old college days."

From what I have seen of these picture book records of college graduating classes, the format is rather stereotyped and the contents are not much more imaginative than the assortment of snapshots one finds in the black pages of the old family album of a generation ago.

The first yearbook published at Grand Valley by the Class of '67 was reasonably well done, but hardly a work of art. Students were shown in casual poses rather than the more formal "class picture" arrangements. In fact, the whole tone of the 120-page volume was informal and casual. The college provided a small subsidy to insure its publication, but with a sale of 730 volumes at \$5.00 per copy plus some advertising revenue, the subsidy was unnecessary. The yearbook by the Class of '68 was a little more sophisticated than the first one, but it followed the same motif of casual poses of faculty and students. The annual production of a college yearbook seems as firmly established at Grand Valley as at any institution that has been graduating students for a hundred or more years.

Special Events

Throughout the academic year from September to June, certain student-sponsored and student-run activities have become more or less traditional.

The fall term gets underway with two events focused on new students, both freshmen and transfers. The first is the Kick Off, an evening of food and entertainment including social dancing designed to acquaint the new students with the upperclassmen and faculty members in an informal setting. If the weather permits, this event is held outside. Welcome Week follows soon after. Its purpose is to allow members of student government and student organizations the opportunity of proselyting and recruiting from the ranks of the new students.

The winter term is highlighted by the Winter Carnival, organized and sponsored by the Ski and Canoe Club in collaboration with other campus groups. This week-long festival features a snow sculpturing contest, selection of a queen, and other social events appropriate for that time of year. Even though western Michigan is noted for its heavy annual snowfall, a thick layer cannot always be counted on for the Winter Carnival. When a mid-winter thaw ruins the snow sculpt-

ing activities, as it did in February 1968, the carnival loses much of its external flavor but not catastrophically so. There seems to be a sufficient number of other events and activities which keeps the pace of things running at about the right speed.

Spring term features the Arts on Campus weekend, an event that came into being in the spring of 1964 and was expanded to a full week in 1968. Both faculty and students are involved in planning and putting on the events. During Arts on Campus a variety of cultural events gets top billing on the campus calendar. Art exhibitions, concerts, films, and student plays are all part of the scheduled activities, and all are open to the general public without charge.

Arts on Campus has obvious public relations value and is given wide publicity in the press and other media. Many people who otherwise would not visit the campus drive out for one or more of the scheduled events. Each year the level of sophistication in planning and executing the events of Arts on Campus improves. As the quality of the program becomes more widely recognized, the culture conscious public will look more and more to the college for this type of activity.

Intercollegiate Athletics

Of all the questions put to me by students or friends of the college during my first six years as president, the one most frequently asked was, "When is Grand Valley going to have a football team?"

My answer has changed since the early years. I used to think that the college could avoid entry into this activity indefinitely, so I replied to the football enthusiasts that it was uncertain whether GVSC would ever have a football team. As time passed, however, my views shifted more toward the realization that football would come some day, so my answer became, "When we can afford it."

In 1968, we still had no football team, and if some of the faculty members in the humanities division have their way, we will never become involved in this sport, at least not on an intercollegiate basis. It is doubtful, however, whether the view of the dissenters will prevail. I think not. The question is no longer, "Will GVSC engage in intercollegiate football," but, "When will the first game be played?" The important thing to remember is that football is a tradition of long standing on the American college scene. Students love it, alumni demand it, and a good many faculty members enjoy it.

Very few four-year colleges and universities in America do not field a football team, even though it is costly. The only reason why football has not yet been installed at Grand Valley is lack of money. College football, contrary to opinions held by a lot of fans, is a sport that rarely pays its own way from gate receipts or student ticket sales. Usually football has to be subsidized by the college in one way or another.

Until football arrives, however, there are other sports that have begun to "take hold." The college competes with other college teams in cross country, golf, tennis, basketball, baseball, and crew. During the first academic year, the college fielded only a golf team that played a casual schedule with other colleges in the area.

The addition of other sports is a worthwhile development and is bound to continue as long as student interest continues and sufficient funds can be made available for their support. The college spent \$1,856 on intercollegiate sports in 1963-64 and \$12,325 in 1967-68. This amounted to about \$3.50 per student in 1963-64 and over \$7.00 per student in 1967-68. As more sports are added, the per capita rate of spending will increase, but how high it will ultimately go cannot be determined with the information available at this time.

Two sports have received the most attention so far. One is basketball and the other is crew (Fig. 8). Basketball has developed as well as could be expected considering the lack of a playing court on the campus, but this deficiency will be overcome with the opening of a new fieldhouse during the 1968-69 academic year.

Crew is less well known in the Middle West than it is in the Ivy League colleges or the English universities. Grand Valley began its competition in this sport in earnest when a crew coach was engaged in the fall of 1966. The spring of 1967 saw the first intercollegiate competition which included dual meets with such schools as Wayne State University, Michigan State University, and the University of Notre Dame, plus the annual Mid-America Regatta on the Ohio River hosted by Marietta College. Meets with Michigan State University and Wayne State University were held on the Grand River in Grand Rapids. The crew did not walk off with any great honors during its first full year of competition, but the 1968 season was another story. GVSC won in all but one of its dual meets and finished sixth in the Mid-America Regatta.

As Grand Valley College matures, so will its program of intercollegiate athletics. Kept in its proper perspective and nourished by

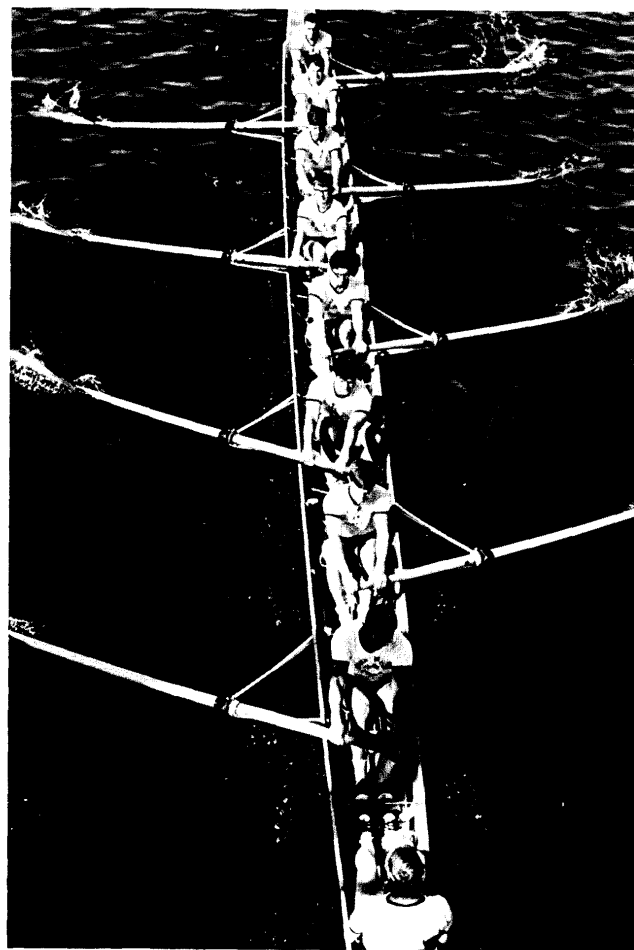
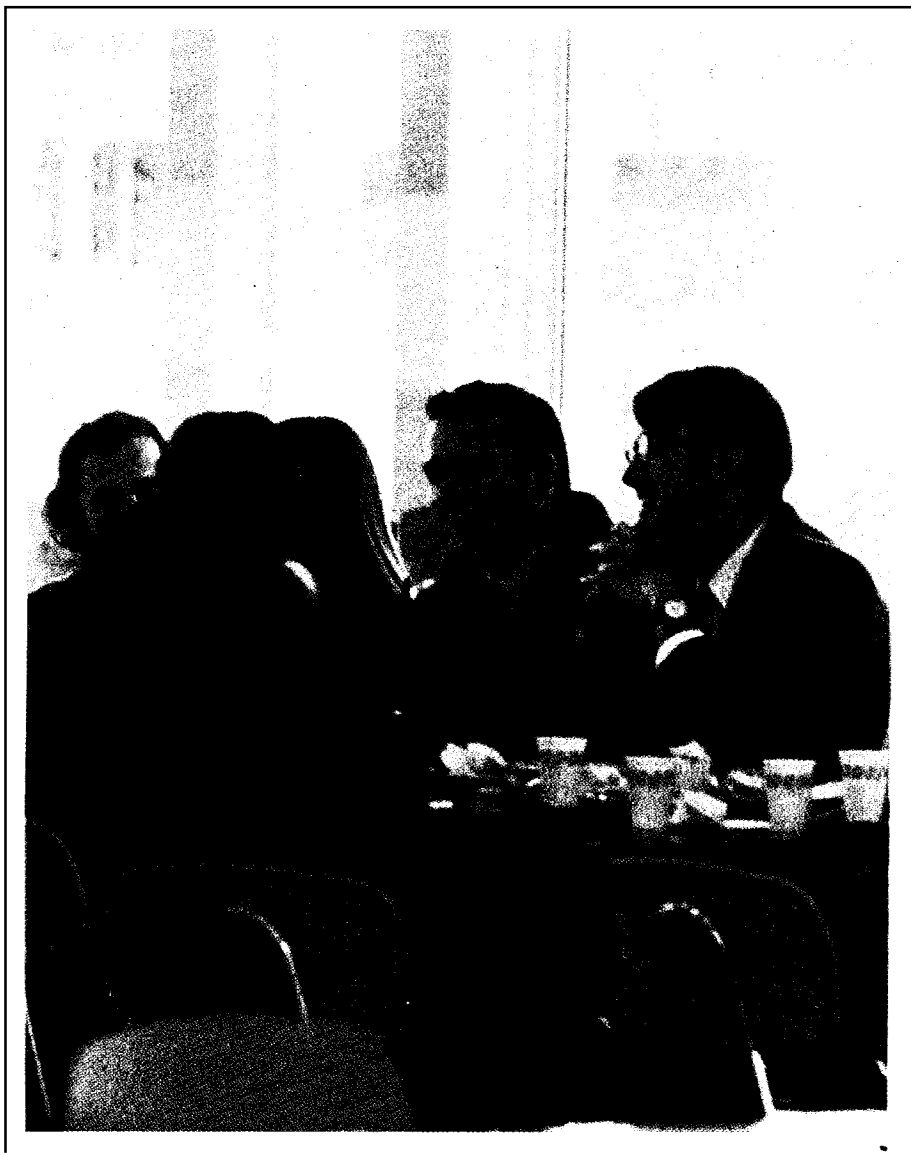


Fig. 8. Grand Valley State College Crew in Action. Spring 1968.

student enthusiasm, competitive games and contests with other colleges can become a positive element in the life of the entire campus community.

CHAPTER IV COLLEGE ADMINISTRATION



IV

COLLEGE ADMINISTRATION

Board of Control

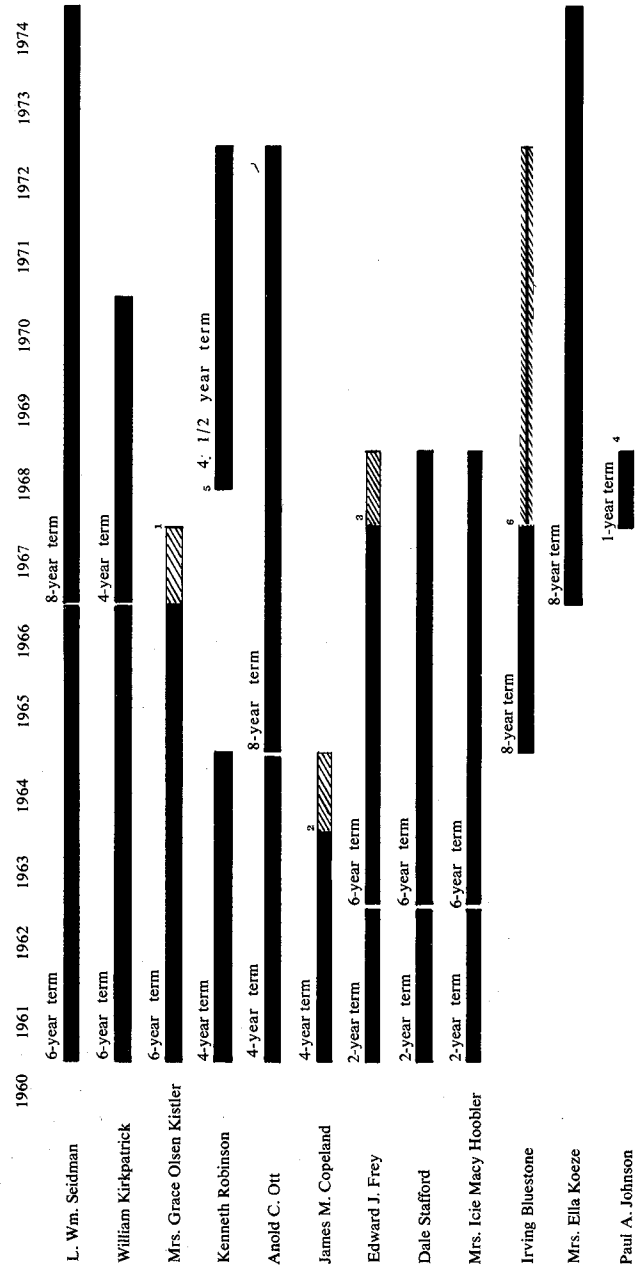
The governance of institutions of higher learning in America is uniquely delegated to lay boards. Whether these boards are elected or appointed, and whether they govern only one institution or a whole state system, they all are dominated by non-professional educators. Since most state-supported colleges and universities are constitutionally established by the state which supports them, it follows that the governing boards who control these schools are directly responsible to the people of the state.

Each of Michigan's eleven state-supported colleges and universities is governed by a separate lay board of eight people. Members of the University of Michigan's Board of Regents, Michigan State University's Board of Trustees, and Wayne State University's Board of Governors are elected to their posts; board members of the other eight institutions are appointed by the governor with the advice and consent of the State Senate.

The first Board of Control of Grand Valley College was established by Public Act 120 of the 1960 Michigan Legislature and consisted of nine members, three of whom held six-year appointments, three for three years, and three for two years (Fig. 9). A new state constitution became effective on January 1, 1964, and provided for only eight board members, each serving a term of eight years on a staggered basis. The shift from a 9-member board to an 8-member board was facilitated by the resignation of James M. Copeland. The remaining board members were reappointed or replaced for terms of varying lengths in order to achieve eventually a schedule of staggered eight-year terms whereby two board members would be replaced or reappointed every two years.

Six of the original nine people were still members of the board in July, 1968. Such stability is desirable and necessary because many of

Fig. 9. Names and length of terms and service of all GVSC board members since the first board was named in 1960.



- 1. Served beyond expiration date of term. Deceased December 4, 1967.
- 2. Resigned January 1964.
- 3. Resigned January 1968
- 4. Appointed to fill vacancy created by resignation of Frey.
- 5. Reappointed to fill vacancy created by resignation of Bluestone.
- 6. Resigned March 1968.

the problems of a new and emerging college are long range in nature. A wise and responsible board of control is one of the strongest assets of any college. Grand Valley has been blessed with a board that not only has shown a high measure of devotion to its responsibilities but also understands the difference between policy making and administration of that policy.

The board meets five times a year during the months of January, April, June, October, and December.¹ *Pro forma* minutes are prepared and distributed in advance of each meeting by the GVSC Business and Finance Officer who is appointed by the board as its secretary.

Formal sessions of all Michigan governing boards are open to the public as provided in the 1963 constitution, but executive sessions may be closed although no formal board action is permitted. At Grand Valley College, the board convenes in executive session prior to the regular meeting. Both executive and formal sessions are held on the same day, the former in the morning and the latter in the afternoon. The president and executive officers of the college meet with the board members in both sessions and give formal reports at the formal meeting. On some occasions the board has met in executive session with the president only and in a few instances the board has excused him also.

The board acts by majority vote of its members present at the formal sessions. A majority of the membership is required for a quorum. Formal board action is concerned mainly with reviewing and approving recommended budgets, personnel appointments and changes, compensation schedules, appointment of architects, approval of building plans, tuition increases, and with actions to change or establish basic institutional policies such as new programs and the like. The board members traditionally have not participated in hearings before the State Budget Division or the Legislature, and appear to be satisfied that this is an activity best left to the president and his executive officers.

On special occasions determined by the board chairman the board can take formal action between meetings by a unanimous written vote on any matter. Also, from time to time, special committees of board members are appointed by the chairman to make studies and to

¹ Before 1968 the board met in January, April, June, September, and November. The change in meeting dates was designed to make scheduled board action on budget matters coincide more closely with legislative action in Lansing.

present recommendations for board action. In one or two instances these committees were empowered to take action binding on the entire board but, generally, such matters were related to the naming of a building or action of similar magnitude. Ordinarily, all matters coming before the board are handled by the board acting as a committee of the whole.

The president is responsible for keeping board members informed on all matters relating to the college. Between regular board meetings the board members receive regular mailings that include copies of college news releases, official college publications, the student newspaper, and memoranda directed to them by the president. Personal consultations on special matters between the president and the board chairman, as well as with other board members, are frequent.

State Board of Education

The 1963 constitution of the State of Michigan ushered in a new element into the scheme of higher education by entrusting an eight member State Board of Education who shall "... serve as the general planning and coordinating body for all public education, including higher education, and shall advise the legislature as to the financial requirements in connection therewith."² The constitution guarantees, however, the right of each institution to control and direct the expenditure of institutional funds.

The element of statewide planning and coordination of higher education brings a new dimension to the Michigan system. The State Board of Education intends to create a plan for higher education in Michigan in the form of a written document, several versions of which had already appeared by early 1968. So far, two questions remain unanswered. First, in order to *coordinate* higher education in the state, how much *control* will the State Board need in the matter of new or expanded programs as they are developed at each of the state's colleges and universities? Second, how much influence will the State Board have when it advises the Legislature on the financial needs of each of the institutions of higher learning? To date, the State Board has not been effective in advising the Legislature and has had some difficulty in producing a written state-wide plan that is acceptable to the Michigan Council of State College Presidents.

² Michigan Constitution 1963, Article VIII, Section 3.

Administrative Organization of the College

The Board of Control appoints a president to administer policy which the board creates. The president in turn delegates authority to executive officers in the institution who help him to manage its affairs. The effectiveness of the president and his executive officers in running the affairs of the college depends, among other things, on the administrative structure of the organization. Collegiate administrative organization is not unlike any corporate structure with its several chains of command, each headed by an administrator who reports directly to the chief executive officer. In a normal corporate structure, however, the policy matters acted upon by the board of trustees are matters that originate either with the board itself or with top administrative officials in the organization. In a college or university, policy creation can originate at several levels in the administrative hierarchy so that it becomes necessary to establish formal lines of communication not only from the board to the campus community, but also from the campus community to the board.

Policy creation is the exclusive right of the Board of Control, but in formulating its policy the board looks to the president and other members of the academic community for advice and recommendations. At Grand Valley College, such advice and recommendations reach the board through the president only after clearing certain policy councils, the nature and membership of which are described later in this chapter.

The chart in Fig. 10 shows the general organizational pattern of the college and the relationship of the four policy councils to each of the four main administrative units of the college. The academic affairs division is headed by the vice president for academic affairs, the business affairs division by the business and finance officer, and the student affairs division by the dean of student affairs. The college relations division is administered by the director of public relations.

The president and the executive officers responsible for the four administrative divisions constitute the President's Executive Committee. This committee meets weekly on a prepared agenda pertaining to matters of institution-wide concern or matters requiring coordination between divisions.

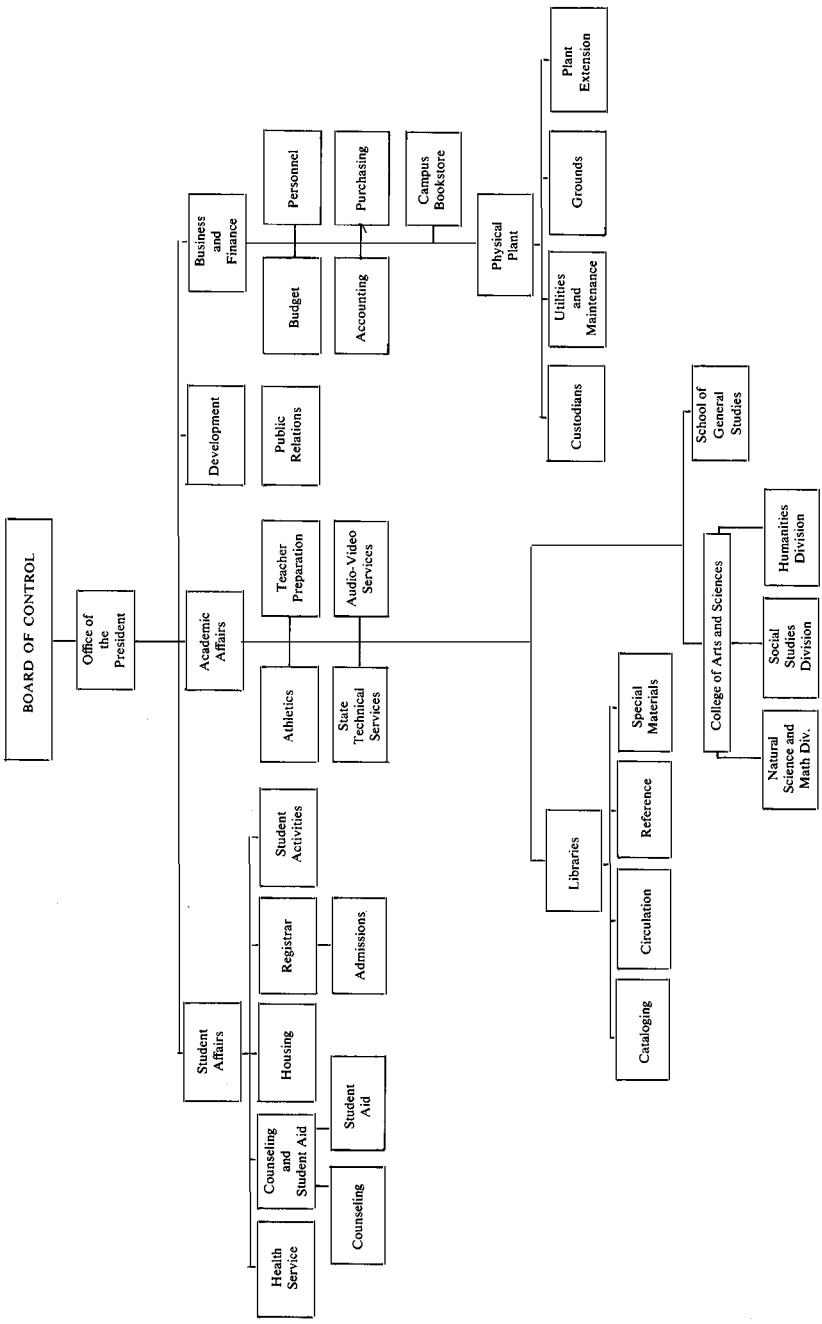


Fig. 10. Organizational Chart of Grand Valley State College, July 1968.

Each administrative division is subdivided into units headed by an administrative officer who reports to the appropriate executive officer. The administrative officers of a single division act as the executive committee under the direction of the responsible executive officer in directing and coordinating the administrative actions of that particular division.

Creation and Administration of Policy

Administrators faced with making day-to-day decisions need to be guided by institutional policies. In a college or university, policy matters need to be established, put into written form, and promulgated throughout the organization.

The establishment of policy at Grand Valley College is accomplished through a series of steps which begin at some level within the organization and end with review and acceptance by the Board of Control. To provide for an orderly means of sending policy recommendations to the board, four policy councils were established. These are the Academic Affairs Policy Council, the Student Affairs Policy Council, Business Affairs Policy Council, and the College Relations Policy Council.

The chairman of each policy council is the appropriate executive officer, and each council includes two faculty members elected at large from the full time instructional staff.³ Meetings of the policy council are called by the chairman as necessary. New policies and changes in existing policy are hammered out and formulated into written proposals at these levels. Almost any one at nearly any level in the college can propose a policy change and present it to the appropriate policy council.

Matters which have cleared one of the four policy councils are referred to the President's Policy Council, the membership of which consists of the president as chairman, the four executive officers, and nine faculty members. Eight of the faculty members are the same people who serve on the four policy councils (two from each) and one is the chairman of the School of General Studies.

³ Before June 1968, there was only one elected faculty representative on each of the four policy councils.

The President's Policy Council normally convenes before each board meeting to consider matters which have passed the lower councils. The President's Policy Council may concur with a recommendation from one of the lower councils and send it on to the Board of Control for final action, or items from the lower councils may be referred back to them with suggested changes or modifications. As a practical matter, it is important for each executive officer to keep the president informed on matters being discussed and considered in the lower councils so that he can keep the board alerted to what policy matters are under discussion within the college. This informal system of communication permits feedback from the board, through the president and his executive officers, to the policy councils and provides the council members with an idea of how the board is likely to react to certain proposals under consideration.

Not all policy changes or policy creation originate within the college. Some matters originate within the board itself without having come up through a lower council to the President's Policy Council. An example is the frequent tuition increases that have been made by the board from time to time. In the 1967-68 fiscal year, for example, the board had to raise tuition in order to balance the budget proposed for that year, after the legislative appropriation failed to come up to expectations. In that instance the board acted in response to a situation that had to be settled on rather short notice.

The board could, if it so desired, handle all policy matters in this way, but a wise board depends on recommendations from the president for most of its actions. The president, however, makes policy recommendations to the board only after they have cleared his own policy council.

The policy of the college is set forth in an internal publication known as the Administrative Manual. This document was first published in 1966 and is divided into nine parts. They are Policy Creation, General Administration, Financial Administration, Personnel Administration, Facilities Planning, Academic Affairs, Student Services, Business Management, and College Relations. Updating of the manual is made from time to time as policy changes become effective after board meetings.

Whereas the Administrative Manual sets forth matters of college policy, it does not cover instructions for carrying out policy. An Instructional Manual is the logical next step but has not been pro-

duced as yet. Although such a manual might be helpful in future years, the *modus operandi* of the college is pretty well understood by the various administrative officers, and they have managed to operate without an instructional manual so far. So long as no serious difficulties arise in carrying out college policy, it may be a long time before an instructional manual is actually produced. The main concern now is the necessity of keeping the Administrative Manual current so that anyone in a decision-making role will have an accurate and up-dated policy code to follow.

Academic Administration

The college now has two basic academic units, the College of Arts and Sciences and the School of General Studies. Both are administratively responsible to the vice president for academic affairs.

The College of Arts and Sciences is divided into three divisions, humanities, social studies, and science and mathematics. Each of these is headed by a division head who is appointed by the president on recommendation of the vice president for academic affairs. Each division contains departments that reflect the traditional subject matter boundaries. The next step in the administrative evolution of the College of Arts and Sciences is to replace the three divisional heads with a single dean of the college to whom all departmental chairmen would report. There seems to be no good reason for retaining divisional chairmen in view of the increased tendency of the faculty of the College of Arts and Sciences to strengthen further the traditional departmental structure.

The School of General Studies is headed by a director to whom all faculty members in the school report directly. No sub-divisions have yet been developed because the emphasis on the inter-disciplinary approach to teaching mitigates against it. Yet, it is conceivable that at some future date the School of General Studies will have at least a broad divisional organizational structure, but exactly what these divisions might be or what their sphere of subject matter will encompass remains to be seen.

Conclusion

The Board of Control exercises its authority in a responsible manner by depending on the president and his subordinates for advice on

policy matters that need to be instituted for efficient and consistent administration of the affairs of the college.

The college administrative structure is sufficiently well organized to provide for an orderly flow of information within each of the main divisions at all levels and across divisional boundaries at the level of the executive officers. No unusual organizational pattern has emerged as the college has expanded. The distinction between policy creation and the administration of existing policy is well defined in the administrative manual and seems to be understood and accepted by all members of the organization.

As the college increases in size and complexity, the organizational pattern may need modification. Whatever these changes might be, it is likely that they can be brought about within the framework of the existing administrative structure.

CHAPTER V PLANNING AND DEVELOPING THE PHYSICAL PLANT



V

PLANNING AND DEVELOPING THE PHYSICAL PLANT

The Campus Master Plan

The building of a new campus from raw land is a formidable task that requires considerable planning, not a little patience, and much money. Planning the physical layout of the campus for Grand Valley College was begun by the planning firm of Johnson, Johnson, and Roy of Ann Arbor, Michigan. In close cooperation with the architectural firm of Meathe, Kessler and Associates, the planners established a master plan that has guided the location of all buildings, the utility distribution system, and the complex of parking lots, roads, and pathways connecting the buildings. Subsequent architectural firms, Tarapata and MacMahon, and Glen Paulsen and Associates, have also worked within the framework of the master campus plan.

The planners started with two basic elements that figured strongly in their deliberations. The first was a rural tract of almost 900 acres of undeveloped farm land ten miles west of Grand Rapids. The second was the requirement for a decentralized campus.

The land itself is rectangular in plan view with an east-west length of $1\frac{1}{4}$ miles and a north-south dimension of one mile. The eastern boundary of the acreage is defined by a north flowing stretch of the Grand River. During late glacial times, the Grand River flowed at a lower elevation because it emptied into an ancestral stage of Lake Michigan that was considerably below the present lake level. At that period in the geological history of the Grand River, short tributaries flowing into it from the west incised themselves into the upland of glacial drift comprising the eastern one-half of the campus, thereby leaving a system of rolling plateaus dissected by deep ravines. The college land farther west of the Grand River remains as glacial mo-

rainic topography. The planners decided to build the first elements of the campus on the dissected plateaus, thereby leaving the undissected morainic part for future expansion. Figure 11 shows the plan of the campus at the extent of its development in June 1968.

The overall plan was based on the idea of decentralizing educational operations to whatever extent was possible without creating impractical separations or costly duplications of specialized instructional facilities. Thus, general purpose classrooms and lecture halls with accompanying faculty offices and student study areas were to be provided in separate groups of architecturally related buildings. Centrally located facilities, on the other hand, were to serve the entire student body. They would consist of the physical education building, science laboratories, a central library, fine arts building, and an auditorium.

Several descriptions of the campus of Grand Valley have been published. Among the best are: David L. William, "Creating a New Institution—Grand Valley State College," *Bulletin, Michigan Society of Architects*, v. 43 no. 7, 1968, p. 12-17; Meathe Kessler Associates, Inc., Architects, "Grand Valley State College," *Bulletin, Michigan Society of Architects*, v. 39, no. 10, 1964, p. 17-21; "Grand Valley State College: a new campus in western Michigan," *Interiors*, v. CXXIV, no. 5 (December 1964), p. 70-71.

Non-Self-Liquidating Buildings

Four separate classroom-office complexes are planned for a student body of 6000. Two of these were completed by 1968. The first, the Great Lakes Complex, consists of three separate buildings: Lake Michigan Hall (1963), Lake Superior Hall (1964), and Lake Huron Hall (1964) (Fig. 12), and a small but very attractive student center, Seidman House. The second, the Islands Complex, consists of Mackinac Hall (1967), and Manitou Hall (1968) (Fig. 13). All buildings in the Great Lakes Complex are built in the same architectural pattern.

The original plans called for each of these academic complexes to serve the general instructional needs of faculty and students belonging to a separate academic unit or "collegiate society" (page 9) as they were called formerly. This has not been possible because the two existing academic groupings of the student body, The College of Arts and Sciences and The School of General Studies, are unequal in size

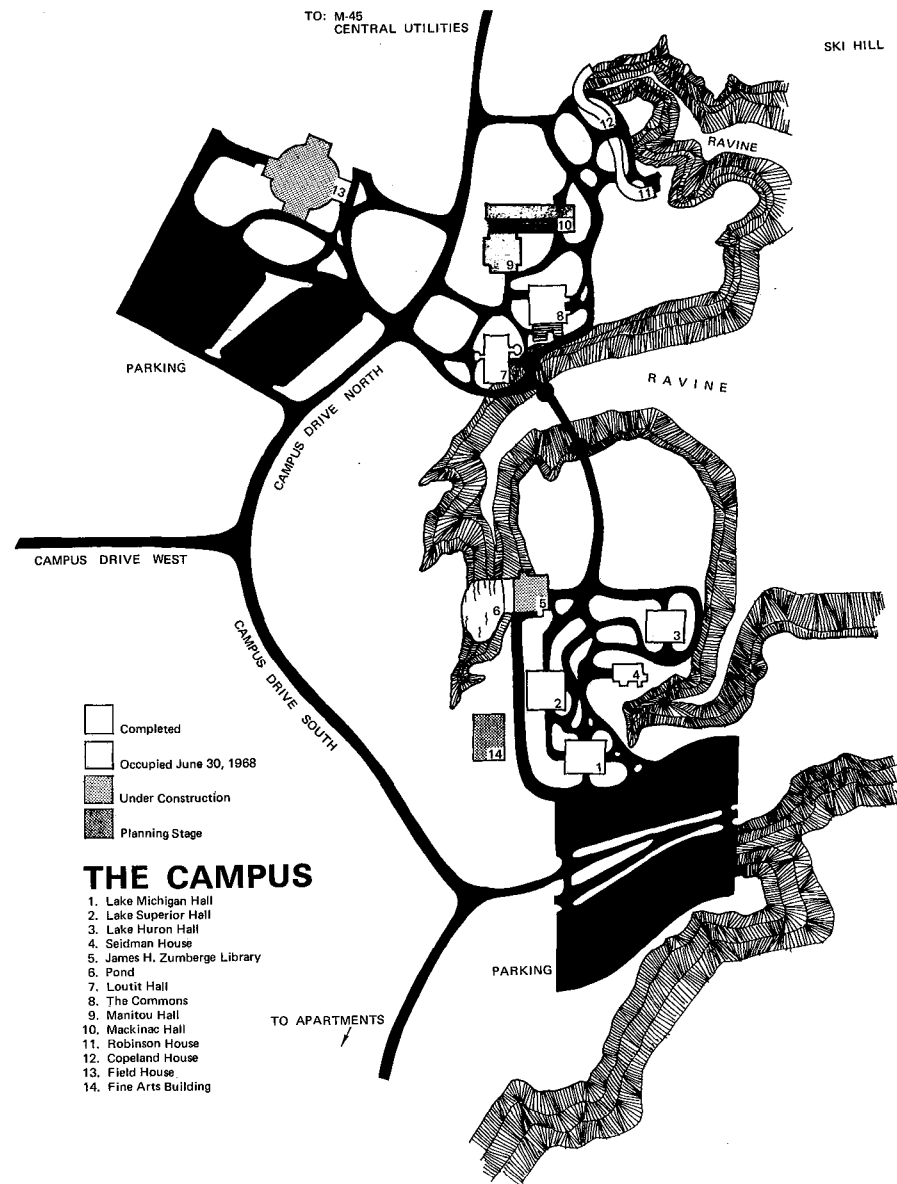


Fig. 11. Campus plan of Grand Valley State College.



Fig. 12. Lake Michigan Hall, the First Building To Be Completed In the Great Lakes Complex of Academic Buildings.

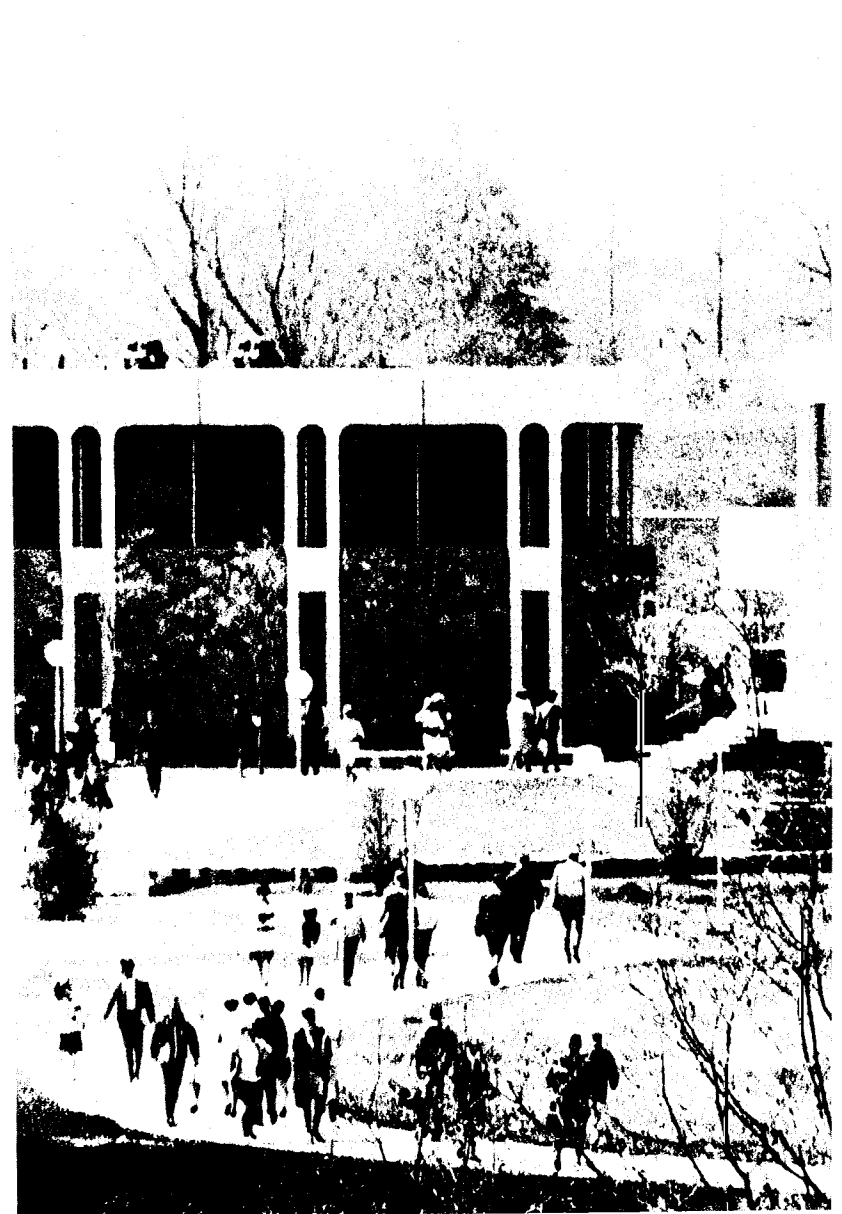


Fig. 13. The Islands Complex.



Fig. 14. Loutit Hall of Science.

and, hence, do not need equal space. With over 2000 students scheduled for the fall term 1968, The College of Arts and Sciences will occupy most of the academic buildings in both the Great Lakes and Islands Academic Complexes while the eighty to ninety students and faculty members of The School of General Studies will be housed in Lake Huron Hall.

The decentralized grouping of the academic buildings provides a great deal of flexibility for future growth of the college. A single building is small enough to accommodate a small school such as The School of General Studies or a fairly large department such as the Department of English in the College of Arts and Sciences is likely to be within a few years.

The science teaching laboratories and some research space are contained in the Loutit Hall of Science near the north extremity of the campus "core" area (Fig. 14). A second science building is now in the planning stages and will accommodate the needs of the chemistry, physics, and mathematics departments. The areas occupied by these three departments in Loutit will be taken over by geology and biology.

Two other centralized buildings are scheduled for completion in the "core" area. One, the physical education building, is a domed structure, 224 feet in diameter, designed for spectator sports such as basketball and indoor track, as well as regular classes in physical education. A partial failure of the domed roof during construction in February 1968 caused a delay in the completion date originally set for May 1968. Later construction phases of the physical education unit call for smaller satellite domes consisting of a swimming pool, women's gymnasium, and a hockey rink.

The second "core" building, the central library, is the largest and most massive building on campus. It will be occupied in early 1969 and has an initial capacity for 140,000 volumes and 840 student stations, plus the necessary offices and work space for the library staff. In addition, it will house the office of the president and his executive officers who were provided for in temporary quarters in one corner of Lake Michigan Hall.

All of the buildings described so far were financed by a combination of state appropriations, federal grants, and private gifts. Loutit Hall bears the name of the man whose estate provided the funds for the creation of the Loutit Foundation in Grand Haven. A gift to Grand Valley College from this foundation provided part of the funds

needed to build the science structure. The Seidman House was totally financed by a gift from the Thomas Erler Seidman Foundation of Grand Rapids. L. William Seidman, chairman of the Grand Valley College Board of Control and his sister, Nancy Seidman Dempsey, Director of Public Relations at GVSC, are two of the trustees. Lake Superior and Lake Michigan Halls were financed by equal amounts from the initial one million dollars raised by the Board of Control and a legislative appropriation. (More details on the costs of these structures can be found in the next chapter.)

Self-Liquidating Buildings

Buildings needed for the normal functioning of a public college campus but which are not traditionally financed all or in part by state appropriations are referred to as self-liquidating. They are financed through private gifts, borrowed funds, or a combination of the two, and the loans made are amortized through revenues generated by use of the buildings. Student residence halls, dining halls, bookstores, stadiums, and the like are obvious examples of structures in this category.

Because the college was destined to become more than just a commuters' campus, it was imperative that dormitories and dining facilities be provided as soon as practical. The financing of the first two residence hall units was accomplished through a gift from the D. M. Ferry Jr. Trustee Foundation of Detroit, plus borrowings from a consortium of area banks in western Michigan. In addition to the 500 beds provided in these two dormitories, a separate unit nearby, The Commons, was built to house the general dining room, bookstore, game room, and lounge areas for residential as well as commuter students (Fig. 15).

The first student residence hall, James Copeland House,² was ready for occupancy by the beginning of the fall term 1966, and the second, Kenneth Robinson House,² was opened for the fall term 1967. Half of each building houses men and the other half, women. First floor lounges are shared by both. Two students live in each room. Additional units will be constructed in the future; legislative

² The Board of Control decided to name dormitories in honor of past board members. Both Copeland and Robinson were members of the first Board of Control appointed in 1960. Robinson was not reappointed in 1964 when his term expired, but was appointed in 1968 to fill the vacancy created by Bluestone's resignation.

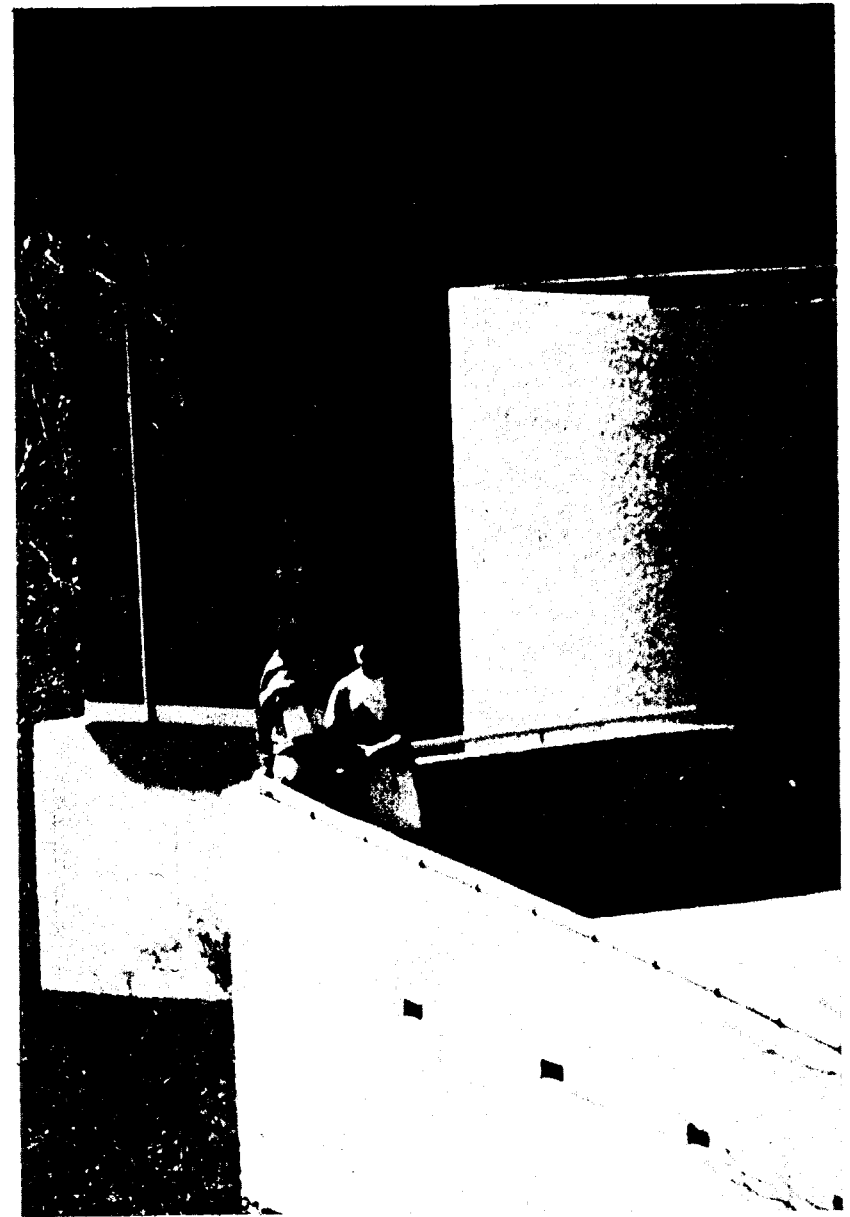


Fig. 15. The Commons, a Self-Liquidating Building Providing a Cafeteria, Lounge Area, Recreational Facilities, and Bookstore.

authority was received in 1968 to proceed with the next unit, but no definite plans have been made with regard to the financing or beginning of construction.

Roads, Walkways, Parking, and Utilities

The master plan of Grand Valley College calls for a pedestrian campus from which the automobile is banned insofar as the inner campus is concerned. Only college service vehicles and cars used by handicapped staff and students are allowed on the inner campus walkways. These paths are laid out in a curvilinear fashion and are lighted by globes mounted on equally spaced aluminum posts. Parking lots were constructed from the part of appropriations designated for the site development program associated with each new building. Four paved lots are available with a total capacity of 1,432 cars. Part of one lot is temporarily being used for tennis courts until permanent courts are provided near the physical education building.

The system of almost two miles of roads on the campus was designed and constructed from special funds earmarked by the State Highway Department. The final segment of the road system conceived in the original master plan has yet to be completed (Fig. 11).

All utilities serving the campus buildings are distributed through an underground tunnel system with the exception of the water supply. The main utilities tunnel originates in the utilities building located near the northeast corner of the campus. The primary water supply is from ground water pumped to an elevated storage tank just south of the campus.

The water and sewage disposal system was built and is operated by the Ottawa County Road Commission. Both water and sewer have been made available to private builders in the area in order to stimulate the residential growth and development of the rural land which still surrounds the campus on all sides. Very little private housing has been built, however. The area contiguous to the campus remains rural in character, for the most part, with the exception of private apartments near the south campus boundary which house students.

Telephone service to the college leaves something to be desired. Allendale and environs are served by a small, independent telephone company. The college is the company's largest customer and has had to put up with some difficulties while the company has been in the process of expanding its services and installing modern equipment.

Although service to the college itself seems to have improved greatly in the last year or so, one still has complaints from other newcomers to the system, such as students who live in the private apartments. Hopefully, the situation will continue to improve with time.

The M/V ANGUS

In 1965, the college was the recipient of a 50-ft. steel hulled diesel boat (Fig. 16) from the late Donald J. Angus of Grand Haven. Actually, the vessel was given to the Grand Valley State College Foundation, a non-profit corporation set up by the Board of Control to receive gifts and grants of benefit to Grand Valley College.

The ANGUS was kept inactive for a few years until funds could be found for refitting her for instruction in oceanographic techniques on Lake Michigan. By the summer of 1967 she was launched with several thousand dollars worth of new gear including radar, sonar, a new electrical power unit, a hydraulic winch, plus considerable scientific equipment. By the summer of 1968, the ANGUS was in use both for instructional purposes and research activities of the faculty. Additional funds made available by members of the Angus family will make possible a new deck house.

This specialized facility gives the college a unique opportunity to develop interest in one of the fastest growing fields in science while, at the same time, providing a tool for research in all aspects of one of Michigan's greatest assets, the Great Lakes.

Summary and Conclusion

Most visitors to Grand Valley College are impressed with the layout of the campus and the architectural "freshness" of the buildings. The master plan of the campus has been carefully worked out and restudied from time to time to keep it in tune with the growth and development of the academic program. The functional specifications for each new building are established by a college committee which includes faculty representation along with the superintendent of the physical plant and the plant extension coordinator. The architects work from a program statement developed by each building committee in their design and layout of the structure.



Fig. 16. The Motor Vessel ANGUS, a Floating Biology Laboratory and an Oceanographic Instructional Facility at Grand Valley State College.

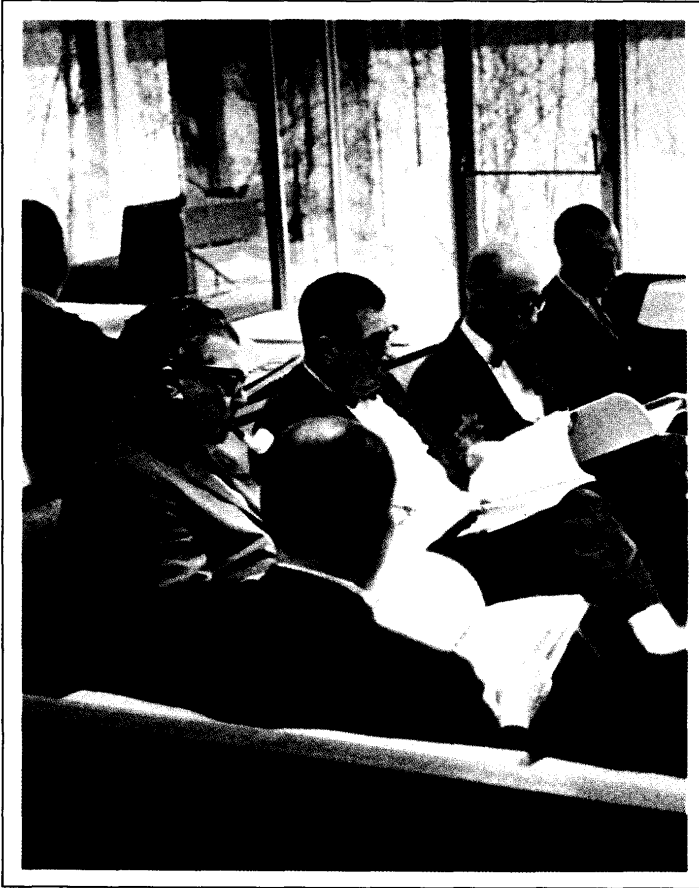
Fortune Magazine³ cited Grand Valley College in 1964 as one of the five best new campuses in the United States.⁴ Fortune said (p.161): "The five new campuses . . . are chosen because their superior architecture and design seem best to anticipate the kind of educational world they will serve."

Architecture is a form of art and, like most works of art, is subject to considerable difference of opinion when it comes to deciding whether certain forms of it are "good" or "bad." From the opinions expressed by many professional architectural organizations, from the number of buildings on the campus of Grand Valley College that have won architectural awards, and from the countless remarks made by hundreds of people who have visited the campus, the consensus is that Grand Valley State College is unquestionably housed in a handsome group of buildings that are beautifully sited, well related, and truly functional.

³ "Building Campuses from the Ground Up," Fortune, November 1964, p. 163.

⁴ The other four: State University of New York at Albany; Concordia Lutheran Junior College (Ann Arbor); University of California at Irvine; and University of Illinois, Congress Circle Campus, Chicago.

CHAPTER VI FINANCIAL AFFAIRS



VI

FINANCIAL AFFAIRS

Introduction

As an institution of higher learning supported by state taxes appropriated annually by the State Legislature, Grand Valley College follows fiscal procedures that are similar to those of other public colleges and universities in Michigan. Several distinct and separate funds are utilized for the fiscal affairs of the college. They are the Current Fund, Plant Fund, Auxiliary Enterprise Fund, Endowment Fund, Student Loan Fund, and Agency and Trust Fund.

The Current Fund is made up of two parts, the General Fund and the Restricted Fund. The Current Fund is budgeted for the operation of the college in twelve functional categories (Table III). Each functional category includes funds spent for salaries and wages, contractual services, supplies, materials, and equipment. The General Fund part of the Current Fund budget is supported mainly by state appropriations and student fees, and, to a lesser extent, by unrestricted gifts and grants. The Restricted Fund portion of the Current Fund is made up of gifts and grants to the college for specific purposes and cannot be spent for anything other than the purpose for which the gift or grant was designated by the donor. Restricted income has ranged from less than 5 per cent of the Current Fund in 1965-66 to more than 13 per cent in 1963-64 (Table III), but in recent years it has been closer to 10 per cent of Current Fund income. Restricted monies are mostly given for use in scholarship aid, support of faculty research, and additions to the library. No funds in the Current Fund budget may be used for capital improvement with the exception that small projects involving \$25,000 or less per project can be supported from this fund.

The Plant Fund is supported by the monies provided for the construction of new buildings, major remodeling of existing structures, acquisition of new land, and general site development. Funds for this

TABLE III. Current Funds (General and Restricted) Receipts and Expenditures At Grand Valley State College for the Fiscal Year 1963-64 Through 1967-68

	1963-64		1964-65		1965-66		1966-67		1967-68	
	\$	%	\$	%	\$	%	\$	%	\$	%
RECEIPTS										
State Appropriations	538,372.00	71.5	1,057,370.00	79.2	1,689,303.00	79.6	2,175,061.00	77.2	1,924,600.00	65.0
Donations	744,744.00	18.4	144,500.00	10.7	312,297.30	14.7	370,892.20	13.4	642,303.56	21.0
Gifts	101,409.67	14.1	149,639.80	10.7	92,179.59	4.3	218,914.37	7.9	331,094.98	11.0
Other Gifts	--	--	10,841.17	0.8	25,099.07	1.2	40,866.81	1.5	48,730.35	1.6
Other Sources	--	--	--	--	--	--	40,866.81	1.5	--	--
	720,529.67	100.0	1,402,665.37	100.0	2,127,878.96	100.0	2,768,659.38	100.0	3,009,028.89	100.0
EXPENDITURES										
Instruction	190,091.25	28.8	508,957.79	38.5	880,865.61	41.3	1,087,026.41	39.8	1,063,204.34	35.8
Other Educational Services	38,466.11	5.7	72,482.18	5.5	122,285.03	5.7	296,737.35	10.9	262,220.72	8.8
Libraries	139,667.12	21.3	198,402.44	15.0	245,057.65	11.5	340,700.29	12.3	327,851.73	11.0
Organized Research	25,626.83	3.9	27,776.15	2.1	46,831.18	2.2	84,109.02	3.1	99,379.19	3.3
Student Activities	15,968.00	2.4	26,163.30	2.0	45,609.15	2.1	140,960.32	5.2	215,654.80	7.3
Student Aid	4,806.11	0.7	31,735.18	2.4	35,027.72	1.6	53,003.07	1.9	69,905.83	2.4
Public Service	1,000.00	0.1	1,000.00	0.1	1,000.00	0.1	1,000.00	0.1	1,000.00	0.1
General Administration	52,379.26	7.9	94,699.93	7.2	133,416.98	6.3	177,598.85	6.5	192,912.34	6.5
Plant Operations & Maintenance	110,410.30	16.7	167,458.46	12.7	229,192.08	10.7	305,715.10	11.2	336,275.74	12.0
Plant Improvements	11,357.17	1.7	12,349.68	1.3	69,632.05	3.2	503,313.15	18.1	121,873.57	4.1
Fringe Benefits	104.79	0	32,740.02	2.6	149,873.07	7.0	177,041.97	6.4	203,018.13	6.8
	660,904.89	100.0	1,321,393.84	100.0	2,134,925.70	100.0	2,731,691.10	100.0	2,968,403.71	100.0
EXCESS OF RECEIPTS OVER EXPENDITURES	59,625.08		81,261.53		(3,046.74)		36,968.28		40,625.18	
FUND BALANCES - BEGINNING										
Internal Transfers	32,808.50		88,174.58		139,012.21		146,765.47		183,733.75	
	(4,259.00)		(30,423.90)							
	28,549.50		57,750.68		153,812.21		146,765.47		183,733.75	
EXCESS OF RECEIPTS OVER EXPENDITURES	59,625.08		81,261.53		(7,046.74)		36,968.28		40,625.18	
FUND BALANCES, ENDING	88,174.58		139,012.21		146,765.47		183,733.75		224,358.93	

account come from state appropriations for specific projects, construction grants from the federal government under Title III of the Higher Education Act of 1965, private gifts designated for specific construction projects, and borrowed funds used to construct self-liquidation buildings such as dormitories and student centers. State law prohibits the use of any capital outlay funds appropriated by the legislature for any purpose other than that specified in the capital outlay bill each year.

The Auxiliary Enterprises Fund budget supports the operational activities of the student resident halls, dining and recreational facilities, intercollegiate athletics, and the college bookstore. Income into this fund is derived from revenues generated by the activity connected with each of the aforementioned categories.

The Endowment Fund is made up chiefly of a single large gift from the Loutit Foundation of Grand Haven plus the accumulated interest. No expenditures have been made from this fund since the Board of Control has not decided the purpose for which it will be used.

The Student Loan Fund handles student loans of all kinds. The main source of income is from the federal government under authority of the National Defense Education Act. Student loans have already been described in Chapter II.

The Agency and Trust Fund is used to service the activities of student organizations and other campus groups. The college merely acts as a receiving and disbursing agency for the organization and maintains the integrity of the funds.

Current Funds: The General Operating Budget

The Budget Process. In the summer before the fiscal year in which funds are to be spent the college administration develops a budget request for operating funds. This request is based on the anticipated enrollment for the year and takes into account the cost of maintaining existing programs and starting new ones. It also reflects any adjustment in salaries because of inflation and other factors. The total planned expenditures must not exceed the total anticipated income because the college is required to operate on a balanced annual budget. An estimate of income from student fees and tuition and from private gifts and grants is made and subtracted from the total planned expenditures. The difference is the amount requested from the legislature and is called the *net state appropriation*.

The budget request is examined by the Board of Control at its first fall meeting and when approved, with or without modification, is submitted to the Governor's Office. In late fall, the Governor's chief budget officer holds hearings with the president and his staff so that by late January the Governor can incorporate the college's request in his fiscal recommendations to the legislature. Both the senate and house committees on appropriations hold additional hearings at which time the president and his executive officers are required to defend their fiscal needs for the coming year. Normally, an appropriations bill is passed in late spring and signed into law by the Governor.

Whereas it would be extremely convenient for Michigan colleges and universities to have their appropriations firmly established two to three months ahead of the beginning of the fiscal year, the legislative process does not always function on a timetable convenient to college administrators. For example, the 1967-68 appropriations did not become law until several weeks *after* the beginning of the fiscal year and the appropriations bill for 1968-69 was not passed until June 26, 1968, only four days before the start of the fiscal year.

Budget Revisions. The college rarely receives a net state appropriation equal to its request. (The case histories of the budget requests for 1967-68 and 1968-69 are given in Table IV.) Thus it must revise its budget when the income from the state is known and after the fall enrollment is stabilized. Another revision is usually necessary later in the fiscal year after the actual rate of expenditures can be compared with those predicted. All of these revisions must be approved by the Board of Control and are accomplished at one or more of the regular meetings of that body.

When the net state appropriation falls short of the minimum needed to maintain the quality of the program, the Board is forced to raise tuition to balance the budget. This was done in 1967-68 when the legislative appropriation for Grand Valley College was \$53,000 *less* than the net appropriation for 1966-67 (Table III).

Educational Costs, 1963-64 Through 1967-68

The most meaningful analysis of an operational budget is one that is based on a *per capita* cost. The unit used in this case is the *fiscal year equated* (F.Y.E.) student. The F.Y.E. is determined by dividing the total number of credit hours earned by the student body in one fiscal year by 46.5, which is the number of credits that a full time student at

TABLE IV. Net Operating Budget Requests, Recommendations, and Appropriations for 1967-68 and 1968-69

	1967-68	1968-69
GVSC Request	Fall 1966\$2,414,755	Fall 1967\$2,658,701
Governor's Recommendation	January 1967\$2,222,234	January 1968\$2,453,020
Passed by the Senate	Spring 1967\$1,945,000	Spring 1968\$2,412,373
Passed by the House of Representatives	Summer 1967\$2,222,234	Late Spring 1968\$2,449,068
Passed by the Legislature	Mid-July 1967\$1,985,000	Late June 1968\$2,449,068

GVSC would take in one academic year. The total number of F.Y.E. students is thus a hypothetical enrollment figure that differs from an enrollment figure based on head count, the actual number of students enrolled, regardless of the number of credits taken by each.

The use of the F.Y.E. student rather than head count provides a uniform method for determining operating expenditures for all state supported institutions in Michigan. Table V gives the F.Y.E. and the corresponding fall term head count for each fiscal year from 1963-64 to 1967-68. The fact that the ratio of F.Y.E. students to head count is .90 or higher for all years except 1964-65 indicates that most of the students at GVSC carry a full academic load.

The cost per F.Y.E. student for each year since the college accepted its first class of freshmen in the fall term 1963 is presented in Table VI. These costs have declined each year except for 1966-67. In that year, the college budgeted for more than actually enrolled.

Three functions have been lowered significantly on a percentage basis. General Administration [fell from 10.9 per cent of the total current expenses in 1963-64 to 4.8 per cent in 1967-68. During the same period, a dramatic drop in library expenditures was experienced. In 1963-64, library expenditures of nearly \$140,000 accounted for over 21 per cent of the Current Funds budget, whereas in 1967-68 the library expense of over \$230,000 was only 7.8 per cent of the annual operating expense. On a per capita basis, \$686 was spent on the library¹ per F.Y.E. student in 1963 and only \$138 per F.Y.E. student in 1967-68. The decrease in library expenditures of \$548 per student over the five year period accounts for nearly 38 per cent of the decrease in the total cost of educating one F.Y.E. student during that same period (\$3,240 in 1963-64 as opposed to \$1,780 in 1967-68).

The other declining cost factor of significance is departmental instruction and research. Even though faculty salaries increased 18.6 per cent between 1964-65 and 1967-68 (Table I, p. 15), the cost per F.Y.E. student decreased \$441 per student in the same period (from \$1078 per F.Y.E. student in 1964-65 to \$637 per F.Y.E. student in 1967-68). This was made possible by a decreasing faculty-student ratio, which in 1964-65 was 1:13.2 (Fulltime faculty: F.Y.E. students) and 1:18.7 in 1967-68. The possibility of further significant

¹ Library expenditures from the Current Fund budget include salaries and wages, materials, supplies, and all books and periodicals.

TABLE V. Fall Term Enrollment by "Head Count," F.Y.E. Students for the Fiscal Year, and Credit Hours Earned at Grand Valley State College 1963-64 Through 1967-68

Fiscal Year	Fall Term Head Count	F.Y.E. Students	Ratio of F.Y.E. to Fall Head Count	Credit Hours Academic Year	Credit Hours Summer Term	Total Credit Hours
1963-64	224	204	.90	9,472		9,472
1964-65	530	463	.87	20,739	811	21,550
1965-66	1,139	1,042	.92	46,186	2,277	48,463
1966-67	1,341	1,308	.97	57,009	3,822	60,831
1967-68	1,729	1,668	.97	73,228	4,339	77,567

TABLE VI. Total Cost Per F.Y.E. Student and Costs Per F.Y.E. Student For Selected Categories From the Current Fund 1963-64 Through 1967-68

Fiscal Year	Cost Per F.Y.E. Student	Cost of Instruction Per F.Y.E.	Cost of Library Operation Per F.Y.E.	Cost of Gen'l. Admin. Per F.Y.E.
1963-64	\$3,240	\$ 932	\$ 686	\$ 352
1964-65	\$2,854	\$1,078	\$ 428	\$ 242
1965-66	\$2,049	\$ 855	\$ 235	\$ 117
1966-67	\$2,088	\$ 831	\$ 184	\$ 97
1967-68	\$1,780	\$ 637	\$ 138	\$ 85

savings in future years because of an even smaller faculty-student ratio is unlikely because it appears that a ratio less than 1:20 would lead to a serious degradation of the quality of the instructional program.

Current Fund Income, 1963-64 Through 1967-68

Table III shows that the largest single source of income for operations is the Legislature's appropriation of state tax dollars. In 1963-64, Grand Valley College received \$448,372 for operations and \$1,985,000 in 1967-68. This is an increase of a little more than 3½ times, but during the same five-year period the student body increased eight-fold, from 204 (1963-64) to 1668 (1967-68) F.Y.E.'s. On a per capita basis, the appropriation amounted to \$2,741 per F.Y.E. in 1963-64 and \$1,190 per F.Y.E. in 1967-68. In terms of total income for the Current Funds (general and restricted) the legislative appropriation was 78.2 per cent in 1963-64 and 66 per cent in 1967-68. While it has already been shown that the cost per student has declined during the same period, the cost reduction has been less than the reduction in income from tax support. This has resulted in a tuition increase over the years.

Whereas tuition and fee income amounted to 8.4 per cent of total income in 1963-64 it rose to 21.4 per cent in 1967-68. The schedule

of tuition and fees charged to Michigan residents and out-of-state students from 1963-64 to 1967-68 is shown in Table VII.

TABLE VII. Resident and Non-Resident Tuition and Fees Charged to Full-time Students at Grand Valley State College 1963-64 Through 1967-68

Academic Year	Michigan Residents	Non-Residents
1963-64	270	675
1964-65	300	705
1965-66	300	705
1966-67	315	750
1967-68	375	900

Gifts and grants include federal government support of research for faculty members and funds for various student and programs such as the Educational Opportunity Grants and the Work-Study Program (see Chapter II). Other sources of income shown on Table III are from interest on short term investments and scholarship donations by private individuals, clubs, and corporations. As a percentage of the total budget, these funds are small in comparison to the other three categories but in terms of value to the college and its ability to help needy and academically qualified students, these contributions cannot be underestimated. The college needs to increase its efforts in pursuing this type of income if it intends to maintain a competitive position in recruiting students of high academic potential.

Capital Outlay. Funds for new buildings are requested by the college in much the same manner as operating funds although the two requests are treated separately in two distinct legislative acts. Authorization for a new building involves several steps in clearing the Joint Senate-House Capital Outlay Sub-Committee. Initially, planning funds are authorized for preliminary studies after the college has filed a detailed program statement of how the building is to be used and gives an estimate of its size. Architects are then appointed by the State Budget Director and schematic plans are made and again brought before the Joint Senate-House Sub-Committee. If approved, further funds are authorized for final drawings and specifications. In some cases, funds for the beginning of construction are also authorized at this time, but not necessarily. Once construction is authorized, the Legislature appropriates additional funds in subsequent years

until the project is finished. The procedure just described is rather new in Michigan and was first established under provisions of Act 124 of the Public Acts of 1965.

By and large the Michigan Legislature has responded well to our requests for capital outlay projects and, although more than three years may lapse between the time at which planning on a new building begins in earnest and it is ready for occupancy, the college now has nine buildings, completed or nearly completed, built totally or in part with state funds. A tenth, the fine arts building, is still in the planning stage at this writing. A summary of the function, size, and cost of each building is given in Table VIII. These buildings provide sufficient space for all academic and administrative functions of the college for a student body of 3000, the expected enrollment for 1972.

Auxiliary Enterprises

Certain activities on state college campuses are necessary for the functioning of the college but traditionally do not derive any support from legislative appropriations. These include the campus bookstore, intercollegiate athletics, and self-liquidating projects such as student residence halls, dining facilities, and student centers. Separate accounts are maintained for the operation of these functions and care is exercised so as not to mingle income and expenditures in these accounts with other funds.

Campus Bookstore. Because of its isolated location in a rural area, the college found it necessary to run its own bookstore as soon as it was practicable. The first class purchased books and supplies through a special arrangement with a local bookstore in Grand Rapids, but during the last three months of the 1963-64 fiscal year, the college set up its own bookstore in the basement of the Seidman House. When The Commons was opened in 1966, the bookstore moved into larger quarters which permitted an expansion of the inventory and an increase in non-book merchandise.

Since the beginning of the first full year of the bookstore operation, gross sales have increased from \$42,015 in 1964-65 fiscal year to \$173,286 in 1967-68. The gross sales per F.Y.E. student average just about \$100 during this period, from \$90.75 per F.Y.E. in 1964-65 to \$103.88 in 1967-68.

Operating expenses are charged to the bookstore, and any remain-

TABLE VIII. Summary of Buildings Completed or Under Construction at Grand Valley State College in Support of the Instructional Program Through June 1968

Building Name and Function	Completion Date	Gross Total Area Sq. Ft.	Net Available Area Sq. Ft.	Cost Per Sq. Ft. (Gross)	Construction Cost*	Site and Services†	Furnishings‡	Total Project Cost	Source of Funds			
									From State of Mich.	From Federal Funds	From Private Funds	
Great Lakes Complex Lake Michigan Hall Classrooms, Administration	1963	40,854	22,512	\$22.10	\$903,000	\$17,883	\$59,713	\$1,138,596*	\$688,596		\$450,000	
Lake Superior Hall Classrooms, Offices, Library, A.V. (temp)	1964	40,915	23,617	18.22	746,000	189,926	153,975	1,089,901	639,901		450,000	
Lake Huron Hall Classrooms, Offices, Library (temp)	1964	31,940	19,865	23.83	761,018	182,069	104,096	1,047,183	1,047,183			
Louisa Hall of Science Science laboratories, offices	1965	39,568	24,286	29.18	1,154,500	144,000	151,500	1,450,000	900,000		72,200	
Central Utilities Bldg. Heating, cooling, plant maintenance	1966	24,170*	914	60.82	1,470,000	840,000	18,400	2,328,400	2,328,400			
Island Complex‡ McKean Hall Classrooms, Offices	1968	69,751	43,053	30.80	2,148,133	305,000	290,000	2,743,133	1,838,000		905,133	
Manitou Hall Lecture halls, art gallery (temp)												
Physical Education Bldg. Physical Education Instruction, Intercollegiate Athletics	1968	109,941	73,606	16.71	1,837,000	311,000	52,000	2,200,000	1,567,000		633,000	
Library-Gen'l. Admin. Bldg. and Library, Executive Offices	1969	68,459	52,073	26.04	1,783,000	230,000	207,000	2,220,000	1,500,000		720,000	
Totals		425,618	261,926	25.36	10,802,651	2,327,878	1,036,484	14,217,213	10,509,080		2,715,933	972,200

* Includes architectural fees, site survey and soil investigations, general construction (structural, mechanical, electric, etc.) and supervision by

† Includes sewers, water, etc., and roads, walks, grading and outdoor lighting. Does not include cost of land.

‡ Includes all moveable furnishings, window coverings, etc.

§ Includes cost of removing original boiler and remodeling to classroom and office space, 1967.

¶ Costs include both buildings of Island Complex.

ing profits are pledged to debt reduction of The Commons, the student center in which the bookstore is located.

From time to time, both students and faculty have urged the college to sell books at less than retail prices in keeping with the policy that a college and its related activities are not in business for profit making. Since the bookstore is an auxiliary enterprise, however, and since auxiliary enterprises must not only pay their own operational expenses but also generate sufficient revenue to help amortize the capital investment, the college cannot market books or other merchandise for less than regular retail prices. Faculty members do receive a ten per cent discount on all books, however, but for non-book items they pay the same price as the students.

Self-Liquidating Projects. The legislators who supported the creation of Grand Valley College in the late 1950's visualized the college as a school for commuter students. No residence halls were included on the original master plan, although I understand from a generally reliable source that space for dormitories was designated in an early draft but deleted after general opposition to the idea by some legislators became known.

Whatever the original intent of the college founders might have been with respect to residential students, and whatever the feeling of some legislators was with respect to the construction of dormitories in 1958 or 1959, it became abundantly clear to the Board of Control soon after it was first appointed that Grand Valley College would never amount to much by remaining a commuter college in a cornfield. I have already cited the development of the college owned student residence halls and The Commons in Chapter V (p. 86) and need only elaborate here on the financing of these units and their construction costs.

The total investment in The Commons and the two residence halls (Copeland House and Robinson House) totals 3.6 million dollars. Copeland House contains 202 beds (102 men and 100 women) and was built and furnished for \$1,000,000 or about \$5000 per bed. Robinson House provides for 294 students (154 men and 140 women) and cost \$1,350,000 or about \$4,500 per bed. These figures do not include the cost of dining facilities which are incorporated in The Commons. Copeland House opened in the 1966 fall term with an occupancy of 197, the Robinson House followed a year later with an occupancy of 230. Both of these units will be full at the beginning of the 1968 fall term. Residence hall room rentals are based on revenue

requirements need to amortize the borrowings and pay the costs of maintenance and upkeep.

The Commons opened in January 1967 and houses in addition to a student cafeteria the bookstore, snack bar, lounge area, and recreation room. Its total cost was \$1,250,000 including construction, site work, and furnishings.

The construction of these three self-liquidating units was financed by loans from a consortium of local banks who provided a loan of \$3,575,000² on a short term basis. A long range financing scheme, probably in the form of a bond issue, is contemplated as the means of repaying the short term loans from the banks when the maturity date of the notes held by them draws near.

Conclusion

By and large, the college is in sound financial shape. This has been made possible through good legislative support, sound fiscal management, and growing efficiency in the use of the physical plant. The decrease in the cost per F.Y.E. student during the first five years gives credence to this observation.

Further cost reduction of comparable magnitude will be difficult if not impossible to achieve in the next five years unless the current inflationary trend in America is retarded substantially. While this possibility cannot be ruled out entirely, economic forecasts from many sources do not predict an early change in the general direction of the economy.

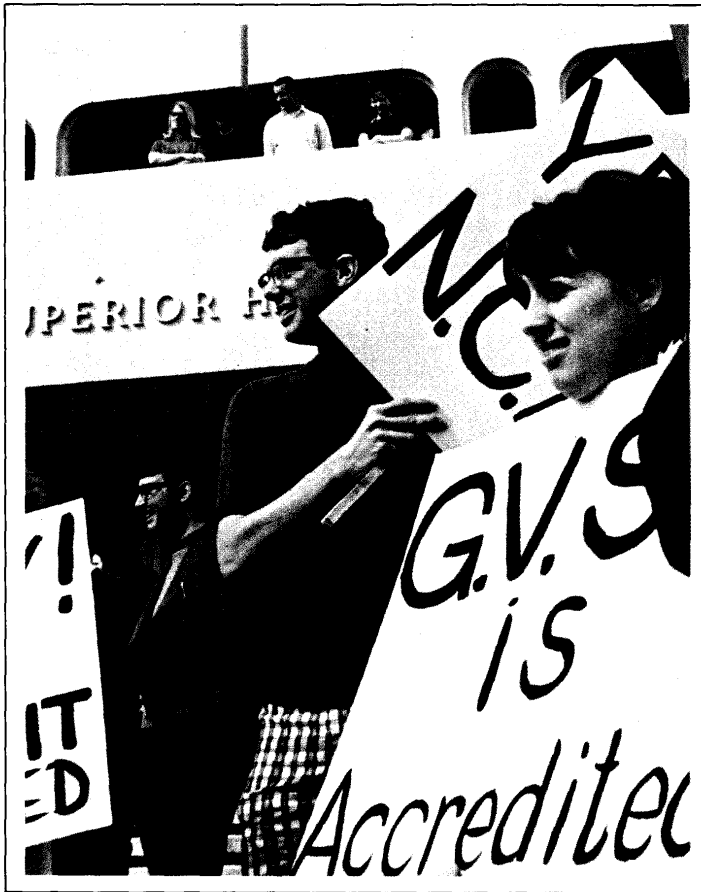
The main concern for the next phase of fiscal development at Grand Valley College relates to this inflationary trend in two areas: faculty and staff salaries, and building costs. If an effective means of offsetting these two rapidly rising cost elements cannot be found, Grand Valley's record of cost reduction per F.Y.E. during the first five years will be slowed considerably and eventually reversed. There is no doubt that further gains in the efficiency of plant use at Grand Valley College can be realized over the next three or four years, but it is unlikely that this element in cost reduction can balance the inflationary trend in salaries. Assuming, then, that the college desires

² An additional \$25,000 was generated from interest on the part of the borrowed funds kept on deposit during the construction period.

to maintain its standard of instruction by paying competitive salaries and holding to no more than twenty students to one faculty member, further substantial cost reduction will not be achieved in the salaries and wages part of the instructional category in the Current Fund budget. The savings will have to be made elsewhere.

As for building costs, inflation is taking its toll there as well. The twenty-dollar-per-square-foot classroom and office building of the early to mid-60's is a thing of the past. Costs will be from two to two and one-half times that much in the late '60's and early '70's. Even though the members of the legislature are well aware of these facts, they may find it increasingly difficult to adjust their thinking to the realities of these inflated costs. Grand Valley College, along with other public institutions in Michigan and other states, will find itself looking more and more to private sources of money, increased federal grants, and more tuition and fees from students to meet the rising cost of a college education.

CHAPTER VII ACCREDITATION



VII

ACCREDITATION

Regional Accreditation by the North Central Association of Colleges and Secondary Schools

The United States has five regional accrediting associations, the largest of which is the North Central Association of Colleges and Secondary Schools (NCA). In its own words¹ the NCA "... is a *voluntary* association of higher educational institutions and secondary schools which share a common purpose—the improvement of education."

Membership in the NCA is by examination after the submission of a detailed internal study by the institution seeking accreditation. The advantages of an accredited status are several, but the most important one is the stamp of approval signifying general acceptance of an institution by the peer group. Accreditation makes transfer of credit from one institution to another a routine matter. Furthermore, a college that holds membership in the "academic establishment" has a far easier task in the recruiting of students. There is no recruiting technique or public relations campaign that can overcome the lack of accreditation, and Grand Valley College was destined to make its way for the first five years without its full academic credentials. Unlike a new branch of an existing accredited institution, a new and independent college must earn its accredited status, or, at least, those were the rules in the early 1960's when we first started down the road towards accreditation.

GVSC's First Application to NCA. In September 1962 the college made its first contact with the NCA secretariat in Chicago through an

¹"Know Your Central Association of Colleges & Secondary Schools," brochure published by the Office of the Secretary, North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615.

exchange of correspondence. My hope at that time was centered around the idea that GVSC might achieve accreditation before the first class graduated in 1967. A letter dated September 20, 1962, from NCA's assistant secretary, Richard H. Davis, was somewhat optimistic in this respect. After advising us against applying for accreditation as a junior college after we had been in operation two years, Davis suggested that the status of "Candidate for Membership" might be more appropriate for the college at a later date. He then closed his letter with these words: "... it may be possible for Grand Valley State College to be examined by the North Central Association during the year of its first senior class, when all the phases of its program are in operation. If Grand Valley were accredited at that time, the first graduating class would be receiving degrees from a North Central Association accredited institution." These words were indeed encouraging, and we began to lay plans that would ultimately lead us to our goal by June 1967, the year of graduation for the first class.

In March of 1963, Dean George Potter (now academic vice president) attended the annual NCA meetings in Chicago where he discussed matters related to GVSC with Secretary Davis. Potter learned that GVSC might possibly be eligible to apply as a "Candidate for Membership" status, although Davis cautioned him that the NCA had never before in its history accepted a college as new as GVSC into the candidate status. Nevertheless, we spent the month of April preparing a status study which was forwarded to the NCA Chicago office on May 2, 1963, three days before NCA's deadline. This status study was received by the Executive Board of the NCA Commission on Colleges and Universities and reviewed at the Board's meeting of June 25, 1963, in Chicago. The results of that meeting were conveyed to me in a letter from Davis, dated June 28, 1963. This was three months before the first classes were to begin. The letter is worth some speculation and is therefore quoted in full.

Dear President Zumberge:

At its June meeting, the Executive Board voted not to grant Candidate for Membership status to Grand Valley College, since the Board decided that newly founded institutions will be eligible for Candidacy after one year of operation. The Board also adopted a revised statement of

policy on Candidates for Membership which I have enclosed for your information.

Under this revised policy, and because the Board was encouraged by the developments thus far at Grand Valley College, it has authorized the diagnostic examination to be made after one year of operation. Moreover, it is possible for you to secure the services of an NCA consultant, if you so desire, as a newly founded institution.

Although I realize this action comes somewhat as a disappointment to you and your institution, I hope you will not hesitate to call upon me as your institution develops its educational program and as it works toward membership in the Association.

Sincerely yours,

Richard H. Davis
Assistant Secretary

Davis' letter was the first mention of the diagnostic examination and the first indication that a year of operation was required before a new institution could become eligible for candidacy. His letter left no room for doubt on that score, and GVSC was, of course, obligated to accept the ruling. Disappointed we were, albeit undaunted in our determination to graduate the first class at GVSC from an accredited college.

Enter NCA Consultant. After reviewing the new state of affairs, we considered several names suggested by the NCA as consultants. Our choice was Dr. Dominic Guzzetta, then Vice President and Dean of Administration at Akron University, and as of February 1968 president of Marian College in Indianapolis, Indiana. Guzzetta made his first visit to our campus on November 7-8, 1963, a little more than a month after classes began. He was thorough in his probing and perceptive in his questioning. His written report was guardedly optimistic and contained many recommendations, all of which were sooner or later implemented.

Dr. Guzzetta returned to the GVSC campus for a second official visit on June 8-9, 1964. Again, his report was thorough and filled with constructive criticism on a wide variety of matters such as administrative organization, the catalog, teaching loads, faculty salaries and

fringe benefits, data processing equipment, and admissions policy. Guzzetta's second visit, like the first, was of great benefit to me as president, and resulted in the improvement of many elements of the college. He left with the intent of returning that same fall but, in fact, did not visit the college again until November 3-4, 1965, seventeen months later. During this interim, the college was officially visited by a duly appointed NCA team for the purpose of examining the institution in connection with the bid of the college for the status of Candidate for Accreditation.

The NCA Examiners Visit GVSC. In keeping with the new NCA policy of permitting a new college to apply for candidacy status after one year of full operation, GVSC was informed on July 2, 1964, that the diagnostic examination for candidacy would take place between October 1 and November 30, 1964. By September 18 the college received a number of documents from the NCA that were to be completed and returned to the Chicago office. The examiners had not yet been appointed but the examining date was now scheduled to be between November 1 and December 1, 1964.

Finally, on October 2, 1964, the NCA sent the names of its examining team: Dr. William S. Carlson, President, University of Toledo (chairman); Dr. Donald B. Johnson, Chairman, Department of Political Science, State University of Iowa; Dr. Edwin Young, Dean, College of Letters and Science, University of Wisconsin; and Dr. Robert S. Bader, Vice Chairman, Department of Zoology, University of Illinois.

The team made its visit on November 22-25, 1964, and we received a copy of its written report from NCA on March 3, 1965. The report was very favorable and was enough to convince the NCA Executive Board at its March 1965 meeting in Chicago to accept GVSC as a Candidate for Accreditation. On March 31, the day of the official announcement, the Grand Rapids Press quoted me as saying that the next step in the accreditation process was to request a final NCA examination after the college entered its fourth or senior year of operation in the fall of 1966. This made it clear that at that time I still believed it possible to have our first graduates be the products of an accredited college.

Return of Dr. Guzzetta. In the fall of 1965, Dr. Guzzetta returned to the campus for the third time and did his usual thorough job of poking into every corner of college activities and advising me of what things needed to be corrected. He was pleased, of course, that we

were now a Candidate for Membership in the NCA, and we discussed at length the next step. Guzzetta was apparently as enthusiastic as I was about the prospect of having the college accredited by the time of the first graduation, and this enthusiasm was reflected in the closing paragraph of his report on that third visit:

The writer is pleased with the progress being made by Grand Valley State College. If, over the next six months, the same rate of improvement continues, there would be no reason why serious consideration could not be given to requesting a North Central Association accreditation visit just prior to the graduation of GVSC's first senior class in June 1967.

Guzzetta and I discussed the possibility of accreditation by 1967, and he agreed to explore the proper route with the NCA head office. The result of his inquiry was that I was to send a letter to NCA requesting an exception to the normal schedule. This letter was sent on March 11, 1966, and was transmitted to the Executive Board of the Commission on Colleges and Universities for consideration at its March 27 meeting in Chicago.

I went to Chicago to be on hand in case the members of the Executive Board wanted to hear my request presented verbally, although I did not specifically request an audience with them. The day after they met, their decision was conveyed to me by the then assistant secretary, Joseph J. Semrow. It was negative and was elaborated on in a letter, dated April 14, 1966, from Semrow. In short, the reason for the Board's denial of Grand Valley College's petition was that there was insufficient justification for NCA to depart from its policy of requiring one class to be graduated before considering an institution's application for membership. That ended the battle for early accreditation for GVSC.

Accreditation Achieved. Through further inquiry on my part, the NCA Chicago office agreed that GVSC could submit a self-study report by June 1, 1967, followed by an on-site examination before the NCA Annual Meeting in the spring of 1968, at which time our application for full membership in the Association would come before the Executive Board.

In May of 1966, Dr. Guzzetta returned for his fourth visit as NCA consultant to Grand Valley College. His report confirmed our decision to proceed with our self-study in anticipation of a visit by an examining team in the fall of 1967.

Early in 1967 I appointed four college committees to begin assembling data for the self-study. On January 25, 1967, I informed NCA that we were working toward a June 1, 1967, deadline for the delivery of the completed self-study. Actually, I flew to Chicago on June 6 with the required two copies of the report and several other documents including the catalog, financial report, student handbook, administrative manual, and the most recent report of the president. The first class graduated on June 18, 1967. On August 11, 1967, NCA informed me that the Executive Board had met on August 2 and had accepted the GVSC self-study and had authorized an accreditation examination to be held at GVSC sometime between December 1, 1967, and January 31, 1968.

On October 15, 1967, the four members of the committee to examine Grand Valley College were announced by NCA. The examiners were Dr. Samuel G. Gates, President, Wisconsin State University-LaCrosse (chairman); Dr. Edward A. Lindell, Dean of the College of Arts and Sciences, University of Denver; Dr. Mary E. Gaither, Professor of English, Indiana University; and the Reverend L. W. Friedrich, S.J., Dean of the Graduate School, Marquette University.

This group arrived on campus on January 21, 1968 (Sunday) and departed on January 23. A copy of its report was mailed to me on March 1, and it was rather critical of our launching of The School of General Studies (see Chapter 1). My initial reaction to the committee's view of The School of General Studies was to draft a lengthy rebuttal in which their specific criticisms were answered, one by one. Vice President Potter also assembled other data bearing on additional comments made in the committee's report.

Before sending my letter, I called Guzzetta and asked for guidance in the matter. He urged me not to send anything to the committee or to the NCA office, but to hold my fire until the face to face confrontation with the Committee on Types² at the Chicago meeting later in the month. He also said that, contrary to normal practice, he, Guzzetta, had just been made a member of the Committee on Types for four-year colleges.

² The Committee on Types is a committee of the NCA Commission on Colleges and Universities which receives the report of the examining committee and makes a recommendation to the Executive Board of the Commission. The "Types" refers to four-year colleges, junior college, graduate programs, etc.

I followed Guzzetta's advice and did not send a reply to the examining committee's report, but when Potter and I flew to Chicago for the annual NCA meetings, we carried a suitcase full of data and reports in readiness for any defense that might need documentation. By the time we were ready to appear before the Committee on Types at 8:30 a.m. on March 25, 1968, I felt more like an attorney than a college president. As it turned out, all our preparation was in vain, or at least not needed. The meeting with the committee went smoothly, and all of my answers to their questions were accepted at face value. The meeting lasted a scant half hour after which we were politely excused. The recommendation of the committee was not made known to me but was passed on to the Commission of Colleges and Universities which would make the final decision. That decision would be revealed to me, verbally, two days later by the secretary.

Between Monday the 25th and Wednesday the 27th while the NCA meetings were in session I tried to find out how things were going for Grand Valley, but accurate information was hard to come by. The final decision to grant accreditation for a ten-year period to Grand Valley College was delivered to me Wednesday morning and was almost anticlimactical. It was the end of several frustrating years and a decision that was cause for elation by all those who shared in the shaping of the destiny of the college during the formative years.

The official notification of our accreditation was transmitted to me a letter by Norman Burns, NCA Executive Secretary, in a letter dated April 3, 1968. The text of that letter is reproduced as Appendix G of this report.

Accreditation by the Michigan Commission on College Accreditation

In anticipation of the possibility that GVSC's bid for early accreditation would be denied, the college began its negotiations with the officially recognized accreditation agency in Michigan, the Michigan Commission on College Accreditation, in December 1964. After much foot-dragging by that group and considerable prodding on our part, the Michigan Commission agreed to send an examining committee to our campus on February 28, 1966. Membership on that committee was made up of individuals from various Michigan Institutions and consisted of the following: Dr. Winfred A. Harbison, Vice President for Academic Administration, Wayne State Univer-

sity (chairman); Dr. Harry Kimber, Director, Department of Resident Instruction, Michigan State University; Dr. Warner G. Rice, Chairman, Department of English Language and Literature, The University of Michigan; Dr. Harold C. VandenBosch, Vice President, Alma College; Dr. Wilbur Moore, Vice President for Academic Affairs, Central Michigan University; and Dr. James P. McCormick, Assistant to the President, Wayne State University.

I found this group to be very responsive to what Grand Valley College was trying to accomplish and sensitive to the problems of a developing institution. They apparently had no difficulty in convincing the Commission to accredit GVSC for a three-year period ending June 30, 1969. Automatic accreditation by the Michigan Commission is granted to all institutions who are fully accredited by the NCA, so it will be unnecessary for us to go through another examination by the Michigan group now that we have the NCA credentials.

One of the important consequences of accreditation by the Michigan Commission was the improved status it gave GVSC *vis-a-vis* the American Association of Collegiate Registrars and Admissions Officers (AACRAO). This group publishes an annual listing of all colleges and universities in the United States with a rating that depends on their accredited status. Michigan institutions receive the highest rating of "A" only if they are fully accredited by the NCA or the Michigan Commission. The "A" rating gained through our newly won status thus gave us a better image in the eyes of high school counselors with whom our admissions officers had to work in their task of recruiting students for GVSC.

Reflections on the Accreditation Process

I have no hesitancy in confessing that I felt from time to time that the North Central Association was being unduly severe with Grand Valley College. Perhaps my attitude toward NCA was unconsciously related to a feeling that my attempts to move forward with the development of a new school were being thwarted by the peer group. I considered the NCA as an adversary rather than an ally. This was a mistaken concept, and I erred in holding that attitude. Possibly that attitude could have been ameliorated somewhat if I had been given the opportunity of a hearing with the Executive Board of the Commission on Colleges and Universities at an early date so that their position on new institutions could have been explained to me rather

than having their decisions reach me through an NCA staff member. And, whether true or not, I had the gnawing impression that NCA was making policy on a year-to-year basis to deal with GVSC, and this was frustrating and annoying. But, be that as it may, I do not hesitate to admit that NCA was a great help to Grand Valley College in its early years of development, especially through the work of its consultant, Dr. Guzzetta. Certainly his knowledge of college administration, his experience with NCA, and his advice and recommendations to me regarding things that had to be done to strengthen our institution were invaluable in our preparation for the day when NCA examined our credentials. Without Guzzetta or someone like him, the outcome might have been very different. This is not to say that the Association accredited Grand Valley because its consultant recommended it. On the contrary; there is no doubt in my mind that NCA satisfied itself about our qualifications and did not take the word of a single individual as to our acceptability as a member in its ranks.

In addition to the consultant's help and guidance, the other benefit from NCA accreditation, or the Michigan Commission for that matter, is the experience of conducting an institutional self-study. The process of completing the self-study is illuminating because it requires an institution to appraise itself in terms of seven fundamental questions. These are:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well organized for carrying out its educational task?
4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale?
6. Is student life on campus relevant to the institution's educational task?
7. Is student achievement consistent with the purpose of the institution?

The essence of the seven questions is: What are you trying to do and how well are you doing it? Or, stated more bluntly: Are you really doing what the college catalog claims you are doing? Framed in

this reference, it is obvious that *NCA sets no standards for accreditation*. While it is true that the evaluation of each facet of the college is made by individuals from other colleges or universities and these individuals are, because of their own experience, in one way or another prejudiced in their opinions of how things ought to be, the fact still remains that the NCA does not demand performance according to a set of standards adopted by them. To me, this philosophy is very wise since, theoretically, it allows for diversity and innovation in the member institutions. In fact, it is difficult to conceive of a philosophy that does not provide for the differences among the institutions that hold membership in North Central.

Whereas I am certain that this policy is well understood by the professional NCA staff members and the members of the Executive Board of the Commission on Colleges and Universities, I am not convinced that all members of the examining team or Committee on Types are completely imbued with it. I can appreciate the difficulty in adhering to strict objectivity when evaluating the practices of another institution if you are an examiner who has been accustomed to certain successful methods at your own institution for several years. Nevertheless, if NCA is going to follow its announced policy of judging each candidate for accreditation according to the institution's answers to the seven basic questions, it is imperative that all NCA examiners and committee members who sit in judgment adhere as rigorously as possible to this objectivity.

Grand Valley College will not be required to undergo an NCA examination again until 1977 or 1978, but I think that it would be wise for any future president of Grand Valley College to institute a self-study on his own early in the 1970's. The very process has a unifying effect on the institution because it involves not only the administration and staff but faculty members as well. Moreover, the self-study is one way of finding out whether the college is still on course. If it is, the self-study is reassuring. If it isn't, the self-study will provide the basis for either getting back on track or altering the course itself. In either case, the self-study is not only a valuable means of self criticism but also an objective analysis of how well the college is doing what it claims to be doing. I cannot recommend it too highly.

Teacher Certification

The lack of NCA accreditation made GVSC ineligible to provide certification of teachers in elementary and secondary education. The State Board of Education handed down this ruling and refused to permit any deviation from it. In a sense, they were far more rigid with respect to teacher certification than NCA had been with regional accreditation.

Before GVSC was fully accredited, therefore, it was necessary to make some provision for those of our students who wanted to be teachers in the Michigan public school system. This was not an insignificant group as the list of graduates in Appendix D shows. By June of 1968 the college turned out 97 elementary teachers and 77 secondary school teachers (Fig. 17). Our solution was to arrange with Michigan State University to enroll GVSC students during their senior year so that MSU could act as the legally authorized teacher certifying authority. This arrangement came to an end when a group of examiners from Michigan universities, appointed by the State Board of Education, made an on-site inspection of GVSC in the late spring of 1968, a few months after NCA accreditation. The State Board of Education granted full approval of Grand Valley State College for its elementary and secondary teaching program at its July 30-31, 1968 meeting.



Fig. 17. GVSC Student Carrying Out Her Assignment of Practice Teaching in an Elementary School. (By June of 1968 the college turned out 97 elementary teachers and 77 secondary school teachers.)

VIII

CONCLUDING REMARKS

For the past few years new colleges in the United States have been created at the rate of about one a week. Some are branches of existing universities, some are junior colleges, and some are new campuses in a state-wide system. Relatively few are brand new four-year institutions with their own separate boards of trustees. Grand Valley State College was one of the first four-year institutions created at the beginning of the college boom of the sixties. It was the first new four-year institution in Michigan in sixty years.

Grand Valley College might have been a branch of one of the existing great state universities, a possibility not overlooked by the founders when they began to lay plans for a new college in the Grand Rapids area in the late 1950's. I believe that history will prove the wisdom of their decision to create an autonomous institution that could seek its own destiny and establish its own program with regard to the special needs of the local community and within the framework of the total system of higher education in Michigan. There is little doubt that the early years of Grand Valley would have been less trying in the recruitment of a student body if the full "faith and credit" of a distinguished university had been pledged legally to it. Certainly the lack of accreditation would not have been a problem and the college would have been spared the anguish of achieving it on its own. Yet, the very fact that Grand Valley College established itself in its own right gives it the mark of distinction and respectability that accrues to all successful individuals, business enterprises, or institutions that are identified with humble beginnings.

Even though GVSC chose autonomy instead of amalgamation with an existing state university, it should be pointed out that this choice did not mitigate against a cordial relationship between Grand Valley College and other public and private colleges and universities in Michigan. The large state universities especially were very helpful in the first years. The University of Michigan Office of Admissions

provided counsel and advice in our admissions policies, and Michigan State University helped us in our recruitment of students. The presidents of all the state colleges and universities were extremely cordial to me personally and always responded with wise counsel and moral support when asked. Without their assistance there is little question that Grand Valley would be able to claim the measure of success that it now enjoys. Our closest neighbor, Grand Rapids Junior College, has been especially cooperative and helpful in many ways during the formative and developmental years. The same is true of Muskegon County Community College. Both institutions now send many transfers to GVSC at the end of their sophomore years.

One must exercise restraint, however, in proclaiming the college an unequivocal success at this time. As implied in the sub-title of this report, the college is in its developmental years and has not yet arrived at the point in time when its character and distinctive features are so well known by the public that a definite image is associated with the very name, Grand Valley State College. To many, the college is still somewhat nebulous in terms of its academic program, but in view of the rapid changes that have been made in the course offerings and degree programs over the span of a few years, this is to be expected. At some unknown future date, however, the public uncertainty will dissolve into public confidence. This will not be brought about, however, unless the college continues to recognize its responsibility of maintaining open channels of communication with the people it serves, and this is one reason why I have tried to be as inclusive as possible in the writing and distribution of this report.

In the final analysis, however, the credibility of Grand Valley College will be established when the quality of its graduates and their effectiveness as responsible and productive citizens becomes evident in the communities where they live, work, and play. It is pretty much axiomatic that the reputation of an institution of higher learning is established ultimately by the quality of its students, great football teams and clever public relations programs notwithstanding. It is unknown how many graduating classes are necessary to provide a fair assessment of GVSC's effectiveness as an educational institution, but sooner or later the quality of its graduates will so firmly establish the character of the college that there will be no doubt about its capacity for education.

Some readers may feel that I lay too much stress on public acceptance. I admit that life of a college president would be more pleasant if

he could be spared the anxiety and worry about the nature of the public image of his college. It goes without saying, of course, that the public image must truly reflect the real college, for no enterprise, public or private, can ever achieve success if its fortunes are tied to the maintenance of a false image.

To what extent Grand Valley's future accomplishments will deserve public approbation or public apathy cannot be predicted with certainty, but it is my firm belief and strong conviction that the developmental years, 1964-1968, have provided a glimpse of a goal that is likely to bring warm public admiration and esteem.

APPENDIX A
LEGISLATIVE ACTS RELATED TO GRAND
VALLEY STATE COLLEGE 1964-68¹
PUBLIC ACTS 1963—No. 173.

AN ACT to make appropriations for studies and preliminary or complete planning for construction at certain state institutions, the acquisition of land and to provide for the expenditure thereof under the direction and supervision of the state administrative board.

The People of The State of Michigan Enact:

Appropriation; planning for construction.

Sec. 1. There is hereby appropriated from the general fund of the state for studies and preliminary or complete planning for construction at certain state institutions and the acquisition of land for the fiscal year ending June 30, 1963, the sum of \$1,110,500.00 or as much thereof as may be necessary.

DEPARTMENT OF ADMINISTRATION

For the fiscal year
ending June 30,
1963

For studies, preliminary or complete planning, and land acquisition for projects as listed below

Grand Valley College
Central utilities plant and distribution (preliminary plans)

PUBLIC ACTS 1963—No. 176.

AN ACT to make appropriations for various state institutions, departments, commissions, boards and certain other purposes relating to education for the fiscal year ending June 30, 1964; to provide for the expenditure of such appropriations; and to provide for the disposition of fees and other income received by various state agencies.

The People of the State of Michigan Enact:

Appropriation; education.

Sec. 1. There is hereby appropriated for the state of institutions, departments, commissions, board and certain state purposes related to education herein set forth, from the general fund of the state, for the fiscal year ending June 30, 1964, the sum of \$122,837,692.00, or as much thereof as may be necessary for the several purposes in the following respective amounts:

For Fiscal Year
ending June 30,
1964

¹ Only those portions of the legislative acts applicable to Grand Valley State College have been extracted and included in Appendix A.

GRAND VALLEY COLLEGE		
Administration and operation	\$ 666,372.00	
Less student fees and advance deposits	\$ 108,000.00	
Total		\$ 558,372.00

PUBLIC ACTS 1963—No. 243.

AN ACT to make appropriations for certain construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards, repairs and maintenance at such institutions; to provide for new construction at certain state institutions; and to provide for the expenditure thereof under the direction and supervision of the state administrative board.

The People of the State of Michigan Enact:

Appropriation; general fund, new construction.

Sec. 6. There is hereby appropriated from the general fund of the state of Michigan for plans and new construction for the fiscal year ending June 30, 1964, the sum of \$24,999,280.00, or as much thereof as may be necessary and in the following respective amounts:

For Fiscal Year
Ending June 30,
1964

GRAND VALLEY COLLEGE

Utilities and site development for learning center

No. 3—to start construction..... \$ 150,000.00
(total cost not to exceed \$200,000.00)

Learning center No. 3—to complete plans
and start construction..... \$ 720,000.00
(total cost not to exceed \$840,000.00)

Sub-total..... \$ 870,000.00

PUBLIC ACTS 1964—No. 259.

AN ACT to make appropriations for various state institutions, departments, commissions, boards and certain other purposes relating to education for the fiscal year ending June 30, 1965; to provide for the expenditure of such appropriations; and to provide for the disposition of fees and other income received by various state agencies.

The People of the State of Michigan enact:

Appropriation; education.

Sec. 1. There is hereby appropriated for the state institutions, departments, commissions, boards and certain state purposes related to education herein set forth, from the general fund of the state, for the fiscal year ending June 30, 1965, the sum of \$147,647,302.00, or as much thereof as may be necessary for the several purposes and in the following respective amounts:

GRAND VALLEY STATE COLLEGE

Administration and operation..... \$ 1,313,270.00
Less student fees and other income..... \$ 216,000.00

Total..... \$ 1,097,270.00

PUBLIC ACTS 1964—No. 273.

AN ACT to make appropriations for certain construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards, repairs and maintenance at such institutions; to provide for certain remodeling and additions at state institutions; to provide for grants to junior and community colleges; to provide for new construction at certain state institutions; to authorize the sale of bonds and to provide for parks development; to provide for the award of contracts by controller, department of administration; and to provide for the expenditure thereof under the supervision of the state administrative board.

The People of the State of Michigan enact:

Appropriation; general fund, special maintenance projects.

Sec. 1. Subject to the conditions and limitations contained in section 7, there is hereby appropriated from the general fund of the state for special maintenance projects for the fiscal year ending June 30, 1965, the sum of \$865,000.00 or as much thereof as may be necessary.

For Fiscal Year
Ending June 30,
1965

GRAND VALLEY STATE COLLEGE

Utilities and site development—to complete project..... \$ 50,000.00
(total cost not to exceed \$200,000.00)

Learning center No. 3—to complete project
(total cost not to exceed \$840,000.00) \$ 100,000.00

Science building including utilities and site
development—to start construction..... \$ 900,000.00
(total estimated cost \$1,450,000.00, state
share \$1,150,000.00)

Central heating plant and distribution of
heat and electricity—first phase—to start
construction..... \$ 1,000,000.00
(total estimated cost \$2,450,000.00)

Sub-total..... \$ 2,050,000.00

PUBLIC ACTS 1965—No. 117

AN ACT to make appropriations for various state institutions, departments, commissions, boards and certain other purposes relating to education for the fiscal year ending June 30, 1966; to provide for the expenditure of such appropriations; and to provide for the disposition of fees and other income received by various state agencies.

The People of the State of Michigan enact:

Appropriations; education.

Sec. 1. There is hereby appropriated for the state institutions, departments, commissions, boards and certain state purposes related to education herein set forth, from the general fund of the state, for the fiscal year ending June 30, 1966, the sum of \$181,777,621.00, or as much thereof as may be necessary for the several purposes and in the following respective amounts:

	For Fiscal Year Ending June 30, 1966
GRAND VALLEY STATE COLLEGE	
Administration and operation	\$ 1,943,303.00
Less student fees and other income	325,000.00
<hr/>	
Total	\$ 1,618,303.00

Appropriations for students and faculty salary improvements.

Sec. 2. Recognizing the state's responsibility to meet the problems and needs connected with providing educational training and facilities for those seeking admission to our various colleges and universities and endeavoring to provide for students over and above those recommended, [there is hereby appropriated from the general fund for the fiscal year ending June 30, 1966, the sum of \$1,200,000.00, which amount shall be allocated by the controller for additional fiscal year equated students that may be accepted in either a split third semester program or during the regular school year over the numbers recommended to any of the following schools:] Central Michigan university, Eastern Michigan university, Northern Michigan university, Western Michigan university, Michigan Technological university, M.S.U., Oakland, Grand Valley State college and Ferris State college. A complete report of this activity shall be furnished the legislature no later than March 1, 1966.

In addition, in an effort to provide faculty salary improvements and thus minimize the faculty turnover at all our colleges and universities there is hereby appropriated from the general fund for the fiscal year ending June 30, 1966, the sum of \$4,900,000.00 to be used only to improve faculty salaries as listed in the following respective amounts:

Grand Valley State college	\$ 80,000.00
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PUBLIC ACTS 1965—No. 126

AN ACT to provide for a general fund capital outlay program; to set forth the provisions for its implementation within the budgetary process; to make appropriations for planning and construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards, repairs and maintenance at such institutions; to provide for certain remodeling and additions at state institutions; to provide for grants to junior and community colleges; to provide for new construction at certain state institutions; to provide for the award of contracts; and to provide for the expenditure thereof under the supervision of the state administrative board.

The People of the State of Michigan enact:

Appropriations; construction.

Sec. 6. Subject to the provisions of this act, there is hereby appropriated from the general fund of the state for plans and new construction for the fiscal year ending June 30, 1966, the sum of \$47,893,728.00, or as much thereof as may be necessary and in the following respective amounts:

	For Fiscal Year Ending June 30, 1966
Grand Valley State College	
Physical Education and Athletics Building—Phase I— complete plans and start construction	700,000.00
(total cost not to exceed \$1,900,000.00)	
Central heating plant and distribution of heat and electricity—Phase I—to continue construction	727,500.00
(total cost not to exceed \$2,450,000.00)	
<hr/>	
Sub-total	\$ 1,427,500.00

PUBLIC ACTS 1966—No. 2.

AN ACT to make appropriations to supplement former appropriations for certain state agencies for the fiscal year ending June 30, 1966; and to declare the intent of the act.

The People of the State of Michigan enact:

Supplemental appropriations; general fund, capital outlay.

Sec. 1. There is appropriated from the general fund of the state to supplement former appropriations for certain state agencies for the fiscal year ending June 30, 1966, the sum of \$4,420,000.00 for the purposes and in the amounts as follows:

Grand Valley State College
 Academic complex II—complete plans and start construction..... 300,000.00
 (total cost not to exceed \$2,800,000.00; state share not to exceed \$1,867,000.00)

PUBLIC ACTS 1966—No. 150.

AN ACT to amend section 4 of Act No. 120 of the Public Acts of 1960, entitled as amended "An act to establish and regulate a state institution of higher learning known as Grand Valley state college; and to fix the membership and the powers of its governing board," being section 390.844 of the Compiled Laws of 1948.

The People of the State of Michigan enact:

Section amended.

Section 1. Section 4 of Act No. 120 of the Public Acts of 1960, being section 390.844 of the Compiled Laws of 1948, is amended to read as follows:

390.844 Grand Valley college; board of control; borrowing power. [M.S.A. 15.1852(4)]

Sec. 4. The board shall not borrow money on its general faith and credit, nor create any liens upon its property. The board may borrow money to be used to acquire land or to acquire or erect buildings, or to alter, equip or maintain them, to be used as dormitories, student centers, stadiums, athletic fields, gymnasiums, auditoriums and other related activities, and it shall obligate itself for the repayment thereof, together with interest thereon, solely out of the fund derived from rentals or other income from the use and operation of the property so acquired, or from special fees and charges required to be paid by the students deemed by it to be benefited thereby; and may pledge all or any part of the fund as security therefor.

This act is ordered to take immediate effect.

Approved June 24, 1966.

PUBLIC ACTS 1966—No. 26.

AN ACT to make appropriations to supplement former appropriations for certain state agencies and special purposes for the fiscal year ending June 30, 1966; and to declare the intent of the act.

The People of the State of Michigan enact:

Supplemental appropriations; over-expenditures of 1964-1965.

Sec. 1. There is hereby appropriated for the state departments and certain state purposes from the general fund for the payment of over-expenditures of 1964-65 appropriation accounts for certain state agencies and special purposes the sum of \$48,638.38 for the purposes and in the amounts as follows:

Grand Valley State College
 Central heating plant and distribution of heat and electricity—Phase 1—to include remodeling of Lake Michigan hall—to continue (total cost not to exceed \$2,450,000.00)..... \$ 200,000.00

PUBLIC ACTS 1966—No. 285.

AN ACT to make appropriations for the department of education, the state institutions of higher education and certain other purposes relating to education for the fiscal year ending June 30, 1967; to provide for the expenditure of such appropriations; and to provide for the disposition of fees and other income received by various state agencies.

The People of the State of Michigan enact:

Appropriations; education.

Sec. 1. There is appropriated for the department of education, the state institutions of higher education and certain state purposes related to education herein set forth, from the general fund of the state, for the fiscal year ending June 30, 1967, the sum of \$229,287,135.00 or as much thereof as may be necessary for the several purposes and in the following respective amounts:

For Fiscal Year
 Ending June 30,
 1967

Grand Valley State College	
Administration and operation including retirement and fringe benefits.....	\$ 2,644,430.00
Less student fees and other income.....	\$ 506,449.00
Total.....	\$ 2,137,981.00

PUBLIC ACTS 1966—No. 310.

AN ACT to provide for a general fund capital outlay program; to set forth the provisions for its implementation within the budgetary process; to make appropriations for planning and construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards at such institutions; to provide for certain remodeling and additions at state institutions; to provide for preliminary studies and planning of proposed building projects at certain state institutions; to provide for repairs and maintenance at state institutions; to provide for new construction at certain state institutions; to provide for the award of contracts; and to provide for the expenditure thereof under the supervision of the state administrative board.

The People of the State of Michigan enact:

Appropriations;

Land Acquisition, plans and new construction.

Sec. 5. Subject to the provisions of this act, there is appropriated from the general fund of the state for land acquisition, plans and new construction for the fiscal year ending June 30, 1967, the sum of \$48,420,036.00 or as much thereof as may be necessary and in the following respective amounts:

For Fiscal Year
Ending June 30,
1967

Grand Valley State College

Physical education and athletics building—phase I—to continue construction.....\$ 467,000.00
(total cost not to exceed \$2,200,000.00;
state share not to exceed \$1,567,000.00)

Central heating plant and distribution of heat and electricity—phase I—to include remodeling of Lake Michigan hall—to complete construction.....500,000.00
(total cost not to exceed \$2,450,000.00)

Academic complex II—to continue construction.....1,000,000.00
(total cost not to exceed \$2,800,000.00;
state share not to exceed \$1,867,000.00)

Subtotal.....\$ 1,967,000.00

Complete plans and start of construction.

Sec. 6. Subject to the provisions of this act, there is appropriated from the general fund of the state for complete plans and start of construction for the fiscal year ending June 30, 1967, the sum of \$10,576,000.00 or as much thereof as may be necessary and in the following respective amounts:

For Fiscal Year
Ending June 30,
1967

Grand Valley State College

Central library and administration building—complete plans and start construction.....600,000.00
(total cost not to exceed \$2,483,000.00;
state share not to exceed \$1,683,000.00)

Appropriations for continuation of studies and planning.

Sec. 7. In addition to the appropriation made in Act No. 124 of the Public Acts of 1965, there is hereby appropriated to the bureau of the budget an additional \$2,500,000.00 to continue studies and planning of those projects listed in Act No. 124 of the Public Acts of 1965 for which start of construction has not been authorized and to begin studies and planning of the following projects subject to the provisions prescribed in Act No. 124 of the Public Acts of 1965:

Grand Valley State College

Science laboratory building II
Academic complex III

PUBLIC ACTS 1967—No. 240.

AN ACT to make appropriations for the department of education, the state institutions of higher education and certain other purposes relating to education for the fiscal year ending June 30, 1968; to provide for the expenditure of such appropriations; and to provide for the disposition of fees and other income received by various state agencies.

The People of the State of Michigan enact:

Appropriations; education.

Sec. 1. There is appropriated for the department of education, the state institutions of higher education and certain state purposes related to education herein set forth, from the general fund of the state, for the fiscal year ending June 30, 1968, the sum of \$244,585,378.00 or as much thereof as may be necessary for the several purposes and in the following respective amounts:

For Fiscal Year
Ending June 30,
1968

GRAND VALLEY STATE COLLEGE

Administration and operation.....\$ 2,444,000.00

Less student fees and other income.....459,000.00

TOTAL GRAND VALLEY STATE COLLEGE.....\$ 1,985,000.00

PUBLIC ACTS 1967—No. 252.

AN ACT to provide for a general fund capital outlay program; to set forth the provisions for its implementation within the budgetary process; to make appropriations for planning and construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards at such institutions; to provide for certain remodeling and additions at state institutions; to provide for the award of contracts; and to provide for the expenditure thereof under the supervision of the state administrative board.

The People of the State of Michigan enact:

Appropriations for land acquisition, plans and new construction.

Sec. 4. Subject to the provisions of this act, there is appropriated from the general fund of the state for land acquisition, plans and new construction for the fiscal year ending June 30, 1968, the sum of \$41,288,500.00 or as much thereof as may be necessary and in the following respective amounts:

For Fiscal Year
Ending June 30,
1968

Grand Valley State College

Physical education and athletics building—Phase I—to complete construction..... \$ 400,000.00
(Total cost not to exceed \$2,200,000.00;
state share not to exceed \$1,567,000.00)

Academic complex II—to complete construction.....452,000.00
(Total cost not to exceed \$2,800,000.00;
state share not to exceed \$1,867,000.00)

Central library and administration building—to continue construction..... 500,000.00
(Total cost not to exceed \$2,220,000.00;
state share not to exceed \$1,500,000.00)

Subtotal.....\$1,352,000.00

PUBLIC ACTS 1968—No. 230

AN ACT to make appropriation for preliminary studies and planning of proposed building projects at certain state institutions; and to provide for the expenditure thereof.

The People of the State of Michigan enact:

Sec. 1. There is hereby appropriated from the general fund of the state for preliminary studies and planning of proposed building projects at certain state institutions for the fiscal year ending June 30, 1969, the sum of \$575,000.00 or as much thereof as may be necessary.

For Fiscal Year
Ending June 30,
1969

Grand Valley State College
Campus stores building

PUBLIC ACTS 1968—No. 244

AN ACT to provide for a general fund capital outlay program; to set forth the provisions for its implementation within the budgetary process; to make appropriations for planning and construction at state institutions and the acquisition of land; to provide for the elimination of fire hazards at such institutions; to provide for certain special maintenance, remodeling, and additions projects at state institutions; to approve certain state parks improvements and land acquisition; to authorize the conservation commission to borrow money and issue revenue bonds; to provide for the award of contracts; and to provide for the expenditure thereof under the supervision of the state administrative board.

The People of the State of Michigan enact:

Sec. 1. Subject to the provisions of this act there is appropriated from the general fund of the state for remodeling, alteration, renovation, moving or demolition of and additions to structures and other physical properties, for the fiscal year ending June 30, 1969, the sum of \$1,200,000.00 or as much thereof as may be necessary.

For Fiscal Year
Ending June 30,
1969

Grand Valley State College

Central library and administration building—to complete..... \$ 375,000.00
(Total cost not to exceed \$2,220,000.00;
state share not to exceed \$1,500,000.00)

Fine arts building—complete plans and start construction..... 300,000.00
(Total cost not to exceed \$1,600,000.00;
state share not to exceed \$1,070,000.00)
(Construction not to begin before March 1, 1969)

Subtotal.....\$ 675,000.00

APPENDIX B
TEACHING FACULTY AT GRAND VALLEY STATE COLLEGE
1963 - 1968

- Alegria, Mauricio A.
BA, Michigan State University
Instructor in Spanish 1966-67
- Alkema, Chester J.
AB, Calvin College; MA, MFA, Michigan State University
Lecturer in Art 1965-66
Assistant Professor of Art 1966-
- Andersen, Daniel
BS, Union College; MA, Teachers College, Columbia University
Assistant Professor of Physics 1964-
- Andersen, Doris
BA, MA, Teachers College, Columbia University
Instructor in Spanish 1965-67
- Anderson, Jack C. Jr.
BS, MA, Michigan State University
Assistant Professor of Physical Education 1966-68
Co-ordinator of Student Activities 1968-
- Atkinson, Richard F.
BS, University of Chicago; MA, PhD, Harvard University
Assistant Professor of Chemistry 1966
- Bajema, Carl J.
BS, University of Michigan; MA, Western Michigan University,
PhD, Michigan State University
Assistant Professor of Zoology 1964-67
Associate Professor of Zoology 1967-
- Baker, A. Albert
BS, MS, North Texas State University; PhD, University of Wisconsin
Associate Professor of Chemistry and History of Science 1963-
- Baker, John H.
AB, Calvin College; MA, University of Michigan, MS, Michigan State
University
Assistant Professor of Physics 1965-68
Associate Professor of Physics 1968-
- Baum, William C.
BA, MA, Kalamazoo College; PhD, University of Iowa
Assistant Professor of Political Science 1965-67
Associate Professor of Political Science 1967-
- Beidler, William B.
BM, American Conservatory of Music; MM, Michigan State University
Assistant Professor of Music 1964-67
Associate Professor of Music 1967-
- Beverluis, John
AB, Calvin College
Assistant Professor of Philosophy 1965-67
- Bevis, Frederick B.
BS, MS, University of Michigan
Assistant Professor of Biology 1964-
- Boand, Joan
BS, MA, Michigan State University
Assistant Professor of Physical Education 1966-
- Boyles, Marcia V.
BS, University of Virginia; MS, Ohio University
Assistant Professor of Biology 1965-
- Boynton, Beatrice S. G.
BA, University of Manitoba; MA, Columbia University
Assistant Professor of Mathematics 1965-67
- Boynton, Holmes
PhB, University of Chicago; MA, EdD, Teachers College, Columbia University
Professor of Mathematics 1965-67
- Breen, Quirinus
AB, Calvin College; PhD, University of Chicago
Professor of History 1965-68
- Carley, Robert K.
AB, MA, University of Florida
Assistant Professor of Political Science 1964-
- Carroll, Joseph F.
BA, Syracuse University; First Degree, Grenoble University; MA,
University of Maryland; Certificate, London University
Assistant Professor of English and French 1965-66

- Chamberlain, Robert L.
 AB, Brothers College, Drew University; MA, PhD, Syracuse University
 Associate Professor of English 1963-68
 Professor of English 1968-
- Clampitt, Philip T.
 BA, Cornell College; MS, PhD, State University of Iowa
 Assistant Professor of Zoology 1963-67
- Clock, Daniel A.
 BA, Principia College; MA, University of Illinois; PhD, University
 of Wisconsin
 Associate Professor of Mathematics 1964-68
 Chairman, School of General Studies 1968-
- Crawford, Margaret Louis
 BFA, MFA, University of North Carolina
 Assistant Professor of Art 1966-
- Davis, Gilbert R.
 BA, MA, PhD, Wayne State University
 Associate Professor of English 1965-68
 Tutor, School of General Studies 1968-
- DeLong, Arthur R.
 BS, MA, Ohio State University, PhD, University of Michigan
 Professor of Psychology 1965-
- DeLong, Greta L.
 BS, Eastern Michigan University; MA, University of Michigan;
 PhD, Ohio State University
 Associate Professor of Psychology and Education 1965-
- DeVries, Marvin G.
 BSE, MBA, PhD, University of Michigan
 Assistant Professor of Mathematics and Economics 1963-66
 Associate Professor of Economics 1966-
- Durocher, Aurele A.
 AB, Northern State Teachers College; MA, University of Michigan;
 PhD, University of Minnesota
 Professor of English 1966-
- Feyt, Marie Josette
 MMEqIt, Royal Conservatory of Music, Brussels; BS, Belgium Institute of
 Social Studies; BS, MA, Western Michigan University
 Assistant Professor of French 1965-

- Flanders, Richard E.
 BA, MA, State of University of Iowa; PhD, University of Michigan
 Assistant Professor of Sociology and Anthropology 1964-66
 Associate Professor of Sociology and Anthropology 1966-
- Frase, H. Weldon
 BS, University of Wisconsin, MA, Northwestern University, EdD, Michigan
 State University
 Professor of Psychology 1965-
- Frederick, John J.
 AB, MA, PhD, University of Michigan
 Assistant Professor of Botany 1963-65
- Freeman, Helen R.
 BS, Teachers College, Columbia University, MA, University of Michigan
 Assistant Professor of Physical Education 1964-67
 Associate Professor of Physical Education 1967-
- Freund, John R.
 BA, MA, Miami University; PhD, Indiana University
 Associate Professor of English 1964-68
- Ghezzi, Bertil W.
 BA, Duquesne University
 Assistant Professor of History 1967-
- Goss, Thomas J.
 BA, MA, University of Iowa
 Instructor of History 1965-66
 Assistant Professor of History 1966-68
 Tutor, School of General Studies 1968-
- Greenshields, Charles M.
 BA, MA, PhD, Michigan State University
 Associate Professor of Psychology 1966-
- Haglund, Patricia
 BS, Central Michigan University; MA, Michigan State University
 Instructor in Physical Education 1965-67
- Hall, Donald A.
 BS, MS, Michigan State University
 Associate Professor of Physics 1963-67
 Dean of Student Affairs 1967-

- Hanson, Henry
 AB, Wittenberg College; MA, University of Illinois; PhD, Michigan State University
 Visiting Lecturer in Mathematics 1966-
- Herman, Donald L.
 AB, University of Michigan; MA, Wayne State University; PhD, University of Michigan
 Assistant Professor of Political Science 1964-67
 Associate Professor of Political Science 1967-
- Hills, Arthur C.
 BM, MM, University of Michigan
 Assistant Professor of Music 1963-1964
 Associate Professor of Music and Assistant Dean for Academic Affairs 1964-66
 Associate Dean for Academic Affairs 1966-
- Hoeksema, Robert J.
 AB, Hope College; MA, University of Illinois
 Assistant Professor of Spanish 1964-
- Hoitenga, Dewey J. Jr.
 AB, Calvin College; BD, Calvin Seminary; MA, PhD, Harvard University
 Associate Professor of Philosophy 1965-
- Huisman, David A.
 MA, University of Michigan
 Instructor of English 1965-66
- Huizenga, Paul A.
 AB, Hope College; MS, University of Michigan
 Instructor in Biology 1966-68
 Assistant Professor of Biology 1968-
- Hundley, George K.
 BA, MA, University of Colorado
 Associate Professor of Sociology 1966-67
- Irwin, Charles
 BS, Western Michigan University; MA, Michigan State University
 Assistant Professor of Physical Education and Intra-mural Athletics 1963-65
 Associate Professor of Physical Education and Director of Athletics 1965-

- Jellema, W. Harry
 AB, MA, PhD, University of Michigan
 Professor of Philosophy 1963-
- Jones, Curtis J.
 BA, MA, Western Michigan University
 Assistant Professor of Sociology 1967-
- Junn, Sungjook
 BA, Korea University; MA, University of Tennessee; PhD, University of Illinois
 Assistant Professor of Political Science 1965-67
 Associate Professor of Political Science 1967-
- Kaufman, J. Lee
 AB, MA, University of Michigan
 PhD, Indiana University
 Assistant Professor of English 1966-
- Kelley, William J.
 BS, Mount Saint Mary's College; MEd, West Chester College
 Assistant Professor of Psychology and Education 1966-
- Knop, Charles P.
 BS, Aquinas College; PhD, Michigan State University
 Assistant Professor of Chemistry 1965-
- Kobernik, Carl A.
 BA, Central Michigan University; MA, University of Kansas
 Assistant Professor of German 1964-
- Kollath, Rudolph
 Diploma, PhD, University of Danzig
 Visiting Professor of Physics 1966-67
- Kolody, Philip
 BA, Wayne State University; MA, PhD, Princeton University
 Assistant Professor of History 1964-68
- Kovats, Daniel
 BM, MM, University of Michigan
 Assistant Professor of Music 1966-
- Lanniel, Jean
 Baccalauréats Mathématiques – Philosophie, Lycée St. Louis, Paris;
 Ingénieur, E.N.A. Grignon; MA, Michigan State University
 Assistant Professor of French 1966-

- Lauberté, Emma
MA, University of Latvia
Assistant Professor of Modern Languages 1963-66
- Lefebvre, Richard H.
BS, University of Michigan; MS, University of Kansas; PhD,
Northwestern University
Assistant Professor of Geology 1967-
- Lucke, John B.
BS, MA, PhD, Princeton University
Professor of Geology 1964-
- Lundy, James R.
BS, MA, University of Tennessee
Assistant Professor of Psychology 1966-
- Meek, Jay
AB, University of Michigan; MA, Syracuse University
Instructor in English 1966-67
- Meloy, Carl R.
BS, MS, University of Michigan; PhD, Michigan State University
Professor of Chemistry 1966-
- Mulder, Rodney J.
AB, Calvin College; MA, Michigan State University
Instructor in French 1966-68
Assistant Professor of French 1968-
- Muraski, Virginia
AB, BS, Jacksonville State College; MAT, Michigan State University
Instructor in Mathematics 1966-68
Assistant Professor of Mathematics 1968-
- Musch, Edward J.
BSE, University of Michigan; MA, Kent State University
Assistant Professor of Mathematics 1966-
- Niemeyer, Glenn A.
AB, Calvin College; MA, PhD, Michigan State University
Assistant Professor of History 1963-66
Associate Professor of History 1966-
- O'Hara, Norbert W.
BS, MS, Michigan State University
Assistant Professor of Geology 1965-67

- Oldenburg, E. William
AB, Calvin College; MA, PhD, University of Michigan
Assistant Professor of English 1965-68
Associate Professor of English 1968-
- Paré, Eileen
BA, Rosary College; MS, University of Illinois
Assistant Professor of Chemistry 1966-
- Peterson, William A.
AB, Calvin College; MBA, PhD, University of Michigan
Assistant Professor of Economics 1965-67
Associate Professor of Economics 1967-
- Richter, Laurence R.
AB, MA, University of Illinois
Assistant Professor of Russian 1966-68
- Rivera-Muniz, Pedro I.
BA, MA, Syracuse University
Assistant Professor of Mathematics 1967-
- Rus, Louis,
AB, MA, PhD, University of Michigan
Professor of English 1963-
- Salazar, Hugo
BA, Alma College; MA, Michigan State University
Instructor in Spanish 1965-66
Assistant Professor of Spanish 1966-
- Salazar, Laura
BS, Wisconsin State University; MA, Kent State University
Instructor in English and Drama 1967-68
Assistant Professor of Drama 1968-
- Schamel, Irmingard M.
First Degree, Lyceum in Gorlitz/Silesia, Germany
Instructor in German 1966-67
- Seeger, Mary
BA, University of Minnesota
Instructor in English & German 1965-66
Assistant Professor of German 1966-68
- Seeger, William
AB, MA, University of Michigan
Assistant Professor of German 1965-

- Sharporn, David P.
BS, MA, Western Michigan University
Assistant Professor of Physical Education 1965-
- Simone, Roberta (Chamberlain)
BS, Northern Illinois University; MA, Bowling Green State University;
PhD, University of Illinois
Assistant Professor of English 1965-
- Speckman, William H.
BA, Western Michigan University
Instructor in English 1965-67
- Stein, Howard J.
AB, Temple University; MA, PhD, University of Michigan
Associate Professor of Biology 1965-
- Tevebaugh, John L.
AB, MA, PhD, University of Illinois
Assistant Professor of History 1963-66
Associate Professor of History 1966-
- Tschirky, Ivo
College Teacher, University of Freiburg
Visiting Lecturer in Russian 1965-66
- Vanden Wyngaard, Julianne M.
Instructor in Music 1967-68
Assistant Professor of Music 1968-
- Vander Jagt, Donald
AB, Hope College; MS, Florida State University
Assistant Professor of Mathematics 1964-
- VanderVelde, Sjoerd
MA, University of Colorado, PhD, State University of Iowa
Associate Professor of German 1963-
- Van Halsema, Franklin T.
BA, Calvin College; BD, Calvin Seminary
Instructor in Philosophy 1963-65
- Veltman, Hugh E.
AB, University of Michigan; MA, Michigan State University
Assistant Professor of Spanish 1967-

- Vonk, John A.
BA, MA, Western Michigan University
Instructor in Sociology 1966-68
Assistant Professor of Sociology 1968-
- Ward, John Preston
AB, MA, Indiana University
LLB, New York University School of Law
Assistant Professor of Political Science 1966-68
- Ward, Ronald W.
BS, Indiana State College; MS, Ohio University; ScD, Johns Hopkins University
Assistant Professor of Biology 1966-
- Wasserman, Irving
BA, Rutgers University; MA, Indiana University
Assistant Professor of Philosophy 1966-
- Wasserman, Loretta
BA, MA, University of Minnesota
Assistant Professor of English 1966-
- Weldon, John W.
BS, Marquette University; MS, PhD, University of California, Berkeley
Associate Professor of Chemistry 1965-
- Wiltse, Ralph A.
BS, Central Michigan University; MS, Wayne State University
Assistant Professor of Mathematics 1965-
- Wohlrab, Gisela
BA, MS, PhD, University of Chicago
Assistant Professor of Biology 1966-
- Young, Theodore A.
AB, University of Denver; MA, PhD, Indiana University
Assistant Professor of Philosophy 1964-66
Associate Professor of Philosophy 1966-

APPENDIX C

ADMINISTRATIVE STAFF AT GRAND VALLEY STATE COLLEGE
1963 - 1968

Allen, James B.
AB, University of Michigan
College of Relations Officer 1967-68

Anderson, Jack C.
BS, MA, Michigan State University
Student Activities Coordinator 1968-

Aurich, Ward M.
BA, Grand Valley State College
Custodial Supervisor 1968-

Bolthouse, James H.
BS, MA, Western Michigan University
Admissions Counselor 1966-68

Buchen, Philip W.
AB, JD, University of Michigan
Vice President 1961-68
Vice President for Business Affairs 1966-67

Bulthuis, G. Thomas
AB, Calvin College; MA, Western Michigan University
Assistant Librarian 1964-68
Assistant Librarian for Circulation 1968-

Cobb, Purl A.
Utilities & Maintenance Supervisor 1968-

Dahm, John W.
AB, Calvin College; MA, Western Michigan University
Counselor 1965-

Daniels, Robert G.
Assistant Accounting Officer 1968-

Dawson, Adrian C.
AB, Calvin College; MA, Michigan State University
Director of Accounting 1963-68
Accounting Officer 1968-

DeJonge, Phyllis A.
Bookstore Manager 1968-

Dempsey, Nancy S.
AB, Vassar College
Director of Public Information 1961-67
Director of Public Relations 1967-

Dempsey, William
AB, Augustana College; MA, Iowa State University
Director of A-V 1962-64

DeYoung, Robert N.
AB, Hope College; MA, Western Michigan University
Associate Director of Admissions 1964-66

Doebel, David H.
BA, State University of Iowa
Assistant A-V Technician 1964-65
Associate Director of A-V Engineering Services 1965-

Dowaliby, Nancy J.
BS, University of Kansas
Assistant Student Activities Coordinator 1966-67

Dykstra, Charles T.
Assistant to Dean of Students 1963-64
Student Services Assistant 1964-65

Eardley, Charles H.
BA, MA, Michigan State University
Admissions Counselor 1967-

Ellis, M. Jean
AB, Bethany College; MLitt, University of Pittsburgh
Secretary to the President 1963-68
Administrative Assistant 1968-

Eskedal, Glen
BS, Kings College; MA, Michigan State University
Assistant to the Dean of Student Services 1965-66
Housing Officer 1966-67
Director of Housing 1967

Fansler, Robert E.
Plant Extension Coordinator 1966-

- Ford, Stephen W.
AB, Wayne State University; AMLS, University of Michigan
Director of Libraries 1963 -
- Frase, H. Weldon
BS, University of Wisconsin; MA, Northwestern University; PhD, University of Michigan
Director of Admissions 1963-65
Coordinator of Teacher Education 1965
- Fridsma, Kenneth
BS, Calvin College; MA, Michigan State University
Director of Financial Aid 1968 -
- Garey, Carol F.
BA, MA, University of Michigan
Catalog Librarian 1965-67
- Gregory, Walter M.
AB, Alma College; MA, Western Michigan University
Counselor 1965-66
- Griffin, Robert E.
BA, Michigan State University
Administrative Assistant for Purchasing 1964-65
Associate Director of Purchases 1965
- Hall, Donald A.
BS, MS, Michigan State University
Assistant Dean for Academic Affairs 1966-67
Acting Dean of Student Affairs 1967-68
Dean of Student Affairs 1968 -
- Hart, Robert B.
BS, Montana State University
Graphic Artist 1966-68
Art Director 1968 -
- Hills, Arthur C.
BM, MM, University of Michigan
Assistant Dean & Associate Director of Music 1963-65
Assistant Dean & Associate Professor 1965-66
Associate Dean for Academic Affairs 1966 -
- Hilyard, Stevens W.
AB, Bowdoin College; AMLS, University of Michigan
Assistant Librarian 1965-66
- Hundley, George K.
AB, MA, University of Colorado
Dean of Students 1963-65
Development Officer 1965
Community Relations Officer 1965
- Irwin, Charles H.
BS, Western Michigan University; MA, Michigan State University
Director of Athletics 1966 -
- Jones, David H.
AB, Yale University; LLB, Yale Law School
Director of Business Affairs 1967-68
Business and Finance Officer 1968 -
- Langereis, Gordon E.
AB, Calvin College; MA, Michigan State University
Counselor 1963-65
Director of Financial Aid & Placement 1965-66
Assistant Dean of Student Services 1966-68
Assistant Dean of Student Affairs 1968 -
- Lautenbach, R. Donald
Superintendent of Buildings & Grounds 1961-67
- Lemmen, Roger J.
Grounds Supervisor 1968 -
- Lorenz, David E.
BS, Central Michigan University; MA, Michigan State University
Housing Officer 1967-68
Director of Housing 1968 -
- Lowe, James J.
AB, Indiana University; MA, Western Michigan University
Counselor 1964-65
- Martz, Donald
AB, Western Michigan University; MA, University of Michigan
Associate Coordinator for Teacher Preparation Program 1966-68
Assistant Director of Teacher Preparation 1968 -
- McConeghy, Gary L.
BS, Central Michigan University; MEd, EdD, Wayne State University
Associate Director of A-V Program Production 1965-67

Ocker, Jan K.
BA, Beloit College; MS, University of Wisconsin
Director of Financial Aid 1966-67

Payne, John B.
BS, MF, University of Michigan
State Technical Services Director 1968 -

Phillips, H. George
AB, MA, University of Michigan
Counselor 1966-

Post, Stuart H.
BA, Hope College; MA, Western Michigan University
Admissions Counselor 1967 -

Potter, George T.
AB, MA, Oriel College, Oxford University
Dean of Faculty 1962-65
Academic Dean 1965
Vice President for Academic Affairs 1966

Potts, Robert E.
BFA, University of Cincinnati
Director of A-V Services 1965-67

Putnam, William P.
AB, MA, Western Michigan University
Counselor 1965-66
Assistant Director of Admissions 1966-67
Director of Admissions 1967 -

Romkema, Robert J.
BS, Michigan State University
Campus Engineer 1964-68
Superintendent of Physical Plant 1968 -

Sparks, Mary E.
BA, University of Virginia; BLS, Columbia University
Head Catalog Librarian 1963-64
Assistant Librarian for Cataloging 1965 -

Spielmacher, Patrick E.
BA, Michigan State University; MA, University of Michigan
Admissions Counselor 1966-67

Stamatagos, Louis C.
BS, MS, EdD, Indiana University
Dean of Student Services 1965-67
Dean of Student Affairs 1967

Starkweather, James P.
BA, Wayne State University
Budget Officer 1967 -

Swartz, Walter F.
BS, MA, Michigan State University
Assistant for Registration 1964-65
Student Records Officer 1965-66
Registration and Records Officer 1966-67
Financial Aid Officer 1967

Terry, Martha N.
AB, AMLS, University of Michigan
Reference Librarian 1966 -

Tweddle, R. Bruce
BS, MA, Michigan State University
Counselor 1965-66
Acting Director of Admissions 1966
Director of Admissions 1966-67
Registrar 1967 -

VandeVusse, Howard J.
Associate Director of Purchases 1966
Associate Director of Purchasing 1966-67
Purchasing Agent 1967 -

VanSteeland, Ronald F.
BA, Michigan State University
Assistant Director of Personnel 1966
Associate Director of Personnel 1966-67
Personnel Officer 1967 -

VerBurg, Kenneth
AB, Calvin College; MA, Michigan State University
Administrative Assistant 1961-63
Director of Purchasing and Personnel 1963-65
Director of Purchasing Personnel & Budget 1965-66
Director of Personnel and Purchasing 1966-67

Webster, Richard S.
BA, Antioch College; MA, University of Michigan
Assistant to the President 1965

Wisniewski, Ramon R.

AB, M.A., University of Michigan

Associate Director of A-V Program

Director of Audio-Video Services 1967 -

Wolf, Laverne W.

BS, Central Michigan University

Student Activities Coordinator 1965-68

Wong, Helen

BA, National Sun Yat-sen University; A.M.L.S., University of Michigan

Assistant Catalog Librarian 1963-65

Special Materials Librarian 1965 -

Zumberge, James H.

BA, PhD, University of Minnesota

President 1962-68

APPENDIX D
GRADUATES OF GRAND VALLEY
STATE COLLEGE 1966-68

GRADUATES SUMMER TERM 1966

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
ANDERSEN, DOROTHY L.	BA	Honors	English	
ANNULIS, JOHN T.	BA	Honors	Mathematics	
BATES, RICHARD J.	BA		English	
KNUE, GEORGE C.	BA		English	Secondary
SOVA, LYNWOOD J.	BA		English	

GRADUATES FALL TERM 1966

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
BODE, STANLEY E.	BA		Mathematics	Secondary
KLOOSTER, JOHN G.	BA		Social Studies Group	Secondary
LASKE, MARY S.	BA	Honors	Sociology	
MONTAGUE, ROBERT G.	BA		Social Studies Group	Secondary
ROHN, JAMES A.	BA		Economics	
VAN HALL, SHARON K.	BA	High Honors	English	

GRADUATES WINTER TERM 1967

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
ANDERSON, ARDITH L.	BA		English	Elementary
CAREY, CORINNE S.	BA	High Honors	Social Studies Group	Elementary
HECKSEL, PHILIP J.	BA		Social Studies Group	Elementary
KING, NANCY J.	BA	High Honors	German	Secondary
KOLENBRANDER, NANCY B.	BA		Social Studies Group	Secondary
MAC DONALD, JEAN K.	BA		Social Studies Group	Elementary
MOES, PATRICIA J.	BA	High Honors	Social Studies Group	Elementary
MOORE, JAMES E.	BA		Political Science	
ROBERTS, JOYCE M.	BA		Social Studies Group	Secondary

GRADUATES SPRING TERM 1967

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
ARENDSSEN, JANICE F.	BA	High Honors	English	Elementary
BARTLETT, PATRICIA R.	BA		English	Elementary
BARTLETT, WILLIAM A.	BA		English	Secondary
BENGTSON, STEPHEN R.	BA		Psychology & Sociology	
BERGLAND, CHRISTEN J.	BA		German	Secondary
BEYER, BARBARA L.	BA		Sociology	
BISBEE, GEORGE E.	BA		Economics	
BOERSMA, WILLIAM J.	BA		Physics	
BONGE, VIVIAN F.	BA	High Honors	English	Secondary
BOSCH, ALAN C.	BA		History	Secondary
BOSE, HARRY E.	BA	Honors	Biology & Psychology	
BOYCE, DAVID A.	BS		Biology	
BREEN, MELVIN P.	BA		Social Studies Group	Elementary
BRINTNAL, GALENE J.	BA		Social Studies Group	Elementary
BROWER, MARK W.	BA		Political Science	
BRUNINK, DONALD W.	BA		Social Studies Group	Elementary
CANNON, BRUCE J.	BA		Psychology	
CARLSON, JOYCE C.	BA		Social Studies Group	Elementary
CATTANACH, DORIS A.	BA		English	Secondary
CLARK, GARY G.	BS		Social Studies Group	
COLE, CLIFFORD R.	BS		Biology	
DAAGA, PHILLIP A.	BA	Honors	Sociology	
DAHLSTROM, DONALD F.	BA	Honors	History & Mathematics	
DAKE, DORIS M.	BA		History	Elementary
DALMAN, MAX	BA		History	Secondary
EBELS, TOM A.	BA		Social Studies Group	Secondary

ELLINGER, DEAN M.	BA		French	Secondary
FARRAND, DAVID L.	BA	Honors	Political Science	
FLESER, WILBERT D.	BA		Mathematics	Secondary
FOLKERTSMA, KENNETH J.	BA	High Honors	English	
FUNCKES, CAROLYN R.	BA		Social Studies Group	Elementary
FUNKE, JAMES A.	BA		Sociology	
GARFIELD, JOEL F.	BA		History	
GARRISON, JAMES S.	BA		Chemistry	
GERBER, KENT A.	BA	Honors	Physics	
GILL, ANN L.	BA	Honors	Social Studies Group	Elementary
GRASMAN, LARRY W.	BA		Economics	
GRAY, LINDA J.	BA		Social Studies Group	Elementary
GROCHOSKI, CHESTER F.	BA		Economics	
HAISMA, RICHARD L.	BA		Philosophy	
HATCH, DIANE M.	BA		Social Studies Group	Elementary
HEMPHILL, JOHNNIE	BA		General Science Group	Secondary
HERLEIN, DORIS G.	BA	High Honors	Social Studies Group	
HUFFORD, DAVID K.	BA		Biology	Secondary
HUIZINGA, WILMA	BA		Social Studies Group	Elementary
HUNT, CAROL A.	BA		English	
HYRNS, MONTE L.	BA	Honors	Sociology	
JOHNSTON, GORDON A., JR.	BA	Honors	Social Studies Group	Elementary
JOHNSTON, JOSEPH L.	BA		Behavioral Science	
KAMMERAAD, LINDA S.	BA		English	Secondary
KINDERMAN, ARLENE K.	BA		Social Studies Group	Elementary
KLOPPE, LINDA J.	BA		Biology	
KRUPINSKI, PAUL H.	BA	High Honors	Economics	
KRYWICKI, DONNA M.	BA	Honors	English	
LEONARD, DAVID W.	BA	High Honors	History	
LOSSIN, RICHARD D.	BA	Honors	Chemistry	
LUBBERS, RONALD J.	BA		Economics	

LUPTON, CATHLEEN A.	BA		German	Elementary
MAURER, JANIS N.	BA		English	Secondary
MC DONALD, ANNIE K.	BA		Social Studies Group	Secondary
MEANEY, TIMOTHY L.	BA		English	
MILLER, MARJORY J.	BS		Social Studies Group	Elementary
MINNAAR, FREDERICK L.	BA		Chemistry	
MONAGHAN, ROBERT E.	BA		Political Science	
MOORE, JANICE K.	BA		History	
MORRISON III, JOHN S.	BA	High Honors	Economics	
NADOLSKI, KENNETH R.	BA	Honors	Psychology	
OVERLY, PATRICIA K.	BA		English	Elementary
PERKINS, ROGER L.	BA		History	Secondary
PETERSON, JOSEPHINE K.	BA		Psychology	Elementary
PETROELJE, WAYNE S.	BA		Mathematics	Secondary
POWER, CATHERINE M.	BA		Political Science	
RAMAGE, JR., HERBERT E.	BA		Economics	
REETHS, MILDRED	BA	Honors	English	Secondary
RICHARDS, MARY ANN	BA		English	Elementary
ROBART, ROBERT E.	BA		Physics	
ROBINSON, SUE ANN	BA		Social Studies Group	Elementary
ROCKWELL, KATHLEEN A.	BA		Social Studies Group	Elementary
ROCKWOOD, RICHARD D.	BA		Sociology	
RUSTEMEYER, JOHN E.	BA		Psychology	
SACKRISON, NANCY K.	BA		Social Studies Group	Elementary
SCHNEIDER, MARY K.	BA		English	Elementary
SCHUTTE, DONALD L.	BA		English	
SHEPARD, JOAN J.	BA		Social Studies Group	Secondary
SIETSEMA, HARLEY B.	BA		Economics	
SMITH, GLENDA M.	BA		History	Secondary

STEINER, JENNY E.	BA		History	
STOCKMAR, RICHARD A.	BS	Honors	Biology	
SYTSMA, LINDA J.	BS		Social Studies Group	Elementary
TEACHOUT, THOMAS, J.	BA		Behavioral Science	
TELGENHOF, HENRY	BA	Honors	Psychology	
TELGENHOF, JO ANN	BA		English	Elementary
TER AVEST, KAREN J.	BA		English	Elementary
TIDD, BRIAN M.	BA		Sociology	
TORNGA, KATHRYN J.	BA		Psychology & Sociology	
TURPIN, NANCY	BA		German	Elementary
VANDEN BERG, NANCY L.	BA		English	Elementary
VANDER KUYL, DONALD	BA		Political Science	
VAN KOUGHNET, WILLIAM	BA		Biology	
VAN WIENEN, BARBARA I.	BA	High Honors	Social Studies Group	
VAN WYK, LINDA M.	BA		Social Studies Group	Elementary
VER HECK, GERALD M.	BS		General Science Group	Elementary
VERHULST, NANCY J.	BA		Social Studies Group	Elementary
WAGENAAR, NELLY	BA	Honors	English	
WANROOY, LARRY C.	BA		Mathematics	Secondary
WASKIN, MARY A.	BA		Social Studies Group	Secondary
WESTRATE, RONALD D.	BA		Biology	Secondary
WIENCZKOWSKI, THOMAS H.	BA		Mathematics	
WIERSMA, WILLIAM E.	BA		Political Science	
WILLIAMS, DONNA V.	BA		English	Elementary
WOLTJER, KATHERINE M.	BA		Social Studies Group	Elementary
WONG, MIMI	BA		Social Studies Group	Elementary
WOOD, KAREN E.	BA	Honors	English	
ZEERIP, MARY B.	BA		English	Elementary
ZUIDEMA, ROBERT H.	BA	Honors	Physics	

GRADUATES SUMMER TERM 1967

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
BANHAM, LINDA R.	BA		History	Secondary
BILES, JAMES K.	BA		Political Science	
COX, MARSHA J.	BA		History & French	
DE LONG, JR., ROBERT E.	BA		History	Secondary
DE VRIES, EUNICE M.	BA		English	Secondary
FARIS, ROBERTA N.	BA	Honors	English	
FELDKAMP, DAVID B.	BA		Behavioral Science	
GRAEBER, EARL J.	BS		Behavioral Science	
GRUBE, ROBERT C.	BA	Honors	Economics	
GWINN, LARRY N.	BS		Physics	
HUIZEN, BRUCE A.	BA		Mathematics	
MAREK, STEPHEN P.	BA	Honors	History	
MONTGOMERY, THOMAS J.	BA		Social Studies Group	Elementary
MORRELL, BETTY L.	BA	Honors	English	Secondary
PAAUWE, KAREN L.	BS	High Honors	Biology	
PATON, DONALD J.	BS		Social Studies Group	
PRATT, DONNETTE L.	BS		General Science Group	Elementary
REETHS, CHARLOTTE	BA		History	Secondary
WOZNIAC, DONALD E.	BA		Sociology	Secondary

GRADUATES FALL TERM 1967

<i>NAME</i>	<i>DEGREE</i>	<i>HONOR</i>	<i>MAJOR</i>	<i>TEACHING CERTIFICATE</i>
ALWARD, ROBERT E.	BS		Social Studies Group	Elementary
BOEHM, RICHARD W.	BA		Sociology	
BORGMAN, RODGER A.	BA		Social Studies Group	Elementary
BOSWORTH, SUSAN M.	BA	Honors	English	Elementary
CAMPBELL, RICHARD A.	BA		Social Studies Group	Elementary
COOK, DOUGLAS J.	BS		Biology	
DEAN, RICHARD	BA	Honors	English	
DORENBUSH, GEORGIA L.	BA	Honors	Social Studies Group	Elementary
DYKSTRA, ALVIN W.	BS	Honors	Economics	
HOSKO, LYNN W.	BS		Social Studies Group	Secondary
LANCASTER, DONALD R.	BA		Social Studies Group	
MISNER, CHARLES D.	BA		English	
NADOLSKI, SUSAN B.	BA		Sociology	
O'MEARA, JANE P.	BA		English	Secondary
PARRAMORE, BARBARA A.	BS		Behavioral Science	
RITSEMA, CLARENCE J.	BA	High Honors	Sociology	
ROZELLE, BARBARA N.	BA		Mathematics	Secondary
TERRIEN, GREGORY J.	BS		Mathematics	
VANDEN BOSCH, KENNETH	BA		Biology	
VISSER, RICHARD P.	BA	Honors	Social Studies Group	Elementary
WERT, FLOSSIE M.	BA		History	Secondary
WIER, JON R.	BA		History	Secondary
WILLIAMS, S. BRADFORD	BA		Psychology & English	
ZINK, N. ELLA	BA		General Science Group	Elementary

GRADUATES WINTER TERM 1968

<i>NAME</i>	<i>DEGREE</i>	<i>HONOR</i>	<i>MAJOR</i>	<i>TEACHING CERTIFICATE</i>
BOYD, PATTY ELLEN	BA	Honors	Behavioral Science	
BUHLER, MAXIE LEE	BA		Mathematics	
BURBRIDGE, GARY W.	BA	Honors	History	
CLEM, MARILYN J.	BA	High Honors	Social Studies Group	Elementary
CROUSE, JR., JOHN	BA		Philosophy	
DELAHUNTE, JOAN E.	BA		Social Studies Group	Elementary
DUEMLER, RICHARD H.	BA		Social Studies Group	Elementary
DUNN, THOMAS E.	BS		Sociology	
FREEMAN, MARILYN E.	BA	High Honors	History	Elementary
LOSEY, TIMOTHY C.	BA		Geology	
LOVEWELL, GERALDINE A.	BA		Social Studies Group	Elementary
MALONE, ANTHONY J.	BS		Sociology	
MARR, EVELYN B.	BA		French	Elementary
MILLER, CARLTON W.	BS		Mathematics	
OBERLY, MARY BETH	BA		English	
PETERS, NICHOLAS W.	BA	High Honors	Psychology	
SHEFFER, MARGARET A.	BA		Social Studies Group	Elementary
SKIBINSKI, EILEEN M.	BA		General Science Group	Elementary
STRICKLER, THELMA E.	BS		Sociology	
VANAMERONGEN, RICHARD	BS		Sociology	
VANDER JAGT, BARBARA S.	BA		Social Studies Group	Elementary
VISSER, HOWARD J.	BA		English	Elementary
WEINGATE, JANICE P.	BA		Mathematics	Secondary
ZINN, MICHAEL J.	BA		English	

GRADUATES SPRING TERM 1968

NAME	DEGREE	HONOR	MAJOR	TEACHING CERTIFICATE
ALFENITO, JOHN FELIX	BA		Psychology	
ARTER, BARBARA TURNER	BA	High Honors	History	Elementary
BACON, BRIAN SCOTT	BA		Chemistry	
BARNETT, JON PAUL	BS		Physical Education	Secondary
BEDAU II, DAVID JOHN	BA		Social Studies Group	Elementary
BLANDING, LINDA LUCILLE	BS		Sociology	
BODE, JACK ADLAM	BS		Social Studies Group	Secondary
BOERMA, THOMAS	BS		Social Studies Group	Elementary
BORR, RONALD J.	BA		Economics	
BOS, DIANE LEE	BA		English	Elementary
BOSWORTH, WILLIAM ROBERT	BA	Honors	Biology	
BOUMA, DONALD JAY	BA	High Honors	Biology	
BRANDT, BARBARA JEAN	BA		English	Elementary
BROUWER, CHARLES	BA		English	
BROWER, JERRY JOE	BA		Physics	
BRUSKOTTER, RONALD LEE	BA		Social Studies Group	Elementary
BUURSMA, LEONARD JOHN	BA	Honors	Social Studies Group	Elementary
CHURCH, BETTY GRETCHEN	BA		General Science Group	Elementary
CONAWAY, TARA LYNNE	BA		English	Secondary
COOK, LARRY JAY	BA		English	Elementary

GRADUATES SPRING TERM 1968

COSTEN, BRUCE J.	BA		Social Studies Group	Elementary
COVEY, SANDRA SUE	BA		English	Secondary
COX, VIRGINIA MULLINS	BA	High Honors	Sociology	
CRACHORSKI, ROBERT STANLY JR.	BS		Biology	Secondary
DE LEEUW, ANTHONY PETER	BA		German	Secondary
DE WITT, PETER JAMES	BA		Mathematics	
DILTS, JACK LEON	BA		General Science Group	
DOOD, JAMES DALE	BA		Chemistry	
DRAKE, REBECCA-JO	BA	High Honors	Mathematics	Secondary
DRESSLER, RICHARD MICHAEL	BS		Chemistry & Math	
DRYER, SANDRA JO	BA		English	Elementary
DYKE, SHAREN LOU	BA		Social Studies Group	Elementary
EDWARDS, JUDITH MARIE	BA		French	Secondary
ELSINGA, LILLIAN IRENE	BA		German	Secondary
ELZINGA, SANDRA TEN HAVE	BA		English	Elementary
EPPINGA, WILLIAM JOHN	BA		Social Studies Group	Elementary
ERARD, MARY CRUICKSHANK	BS	Honors	Social Studies Group	Secondary
EWING, NORMA DEE	BS		General Science Group	Elementary
FOSHEIM, SUSAN ELIZABETH	BA		Social Studies Group	
FRENS, BRUCE ALLEN	BA		Biology	
GIBBS, MAX EDWARD	BA		Social Studies Group	Secondary
GILL, PAMELA RAE	BA		German	
GREIG, MARIAN JEAN	BA		Sociology	Elementary
GROSS, JR., MAURICE	BA		Political Science	
HAMPEL, SONDRRA MARLANE	BA		German	Elementary
HAVERKAMP, PETER	BA		Biology	Secondary

HEMPHILL, PATRICIA HENRIETTA	BA		General Science Group	Elementary
HERRON, BARNEY	BA	High Honors	Mathematics	
HENTON, KATHY ANN	BA		Biology	Secondary
HOUSTON, DONALD ROGER	BA	High Honors	Behavioral Science	
HULL, DALE EDWARD	BA		English	Secondary
HUYSER, DAVID ALAN	BA		General Science Group	Elementary
JANSSEN, IVAN JAY	BA	Honors	Mathematics	Secondary
JOHNSON, GERALDINE LOUISE	BS		Social Studies Group	Secondary
JOHNSON, GREGORY PARKER	BA		Mathematics	
KEMP, DANIEL ARTHUR	BA		Chemistry	
KENSIL, WAYNE FOSTER	BA		History	Secondary
KONING, CHARLES JACK	BA		Social Studies Group	Elementary
KORHORN, DAVID J.	BA	Honors	German	Secondary
KORTEN, SHARON LYNNE	BA		Social Studies Group	Elementary
KOSTER, KENNETH JOHN	BA		Economics	
KUIPERS, HARRY F.	BA	Honors	German	Secondary
KUSHNER, DENNIS SHELDON	BA		Political Science	
LAMBERT, GEORGE HIGGINS	BS	Honors	Behavioral Science	
LONDO, DOUGLAS WAYNE	BA		Sociology	
LUCAS, JUDY ANN	BS		Social Studies Group	Elementary
MACKUS, SANDRA LYNN	BA	High Honors	Social Studies Group	Elementary
MC ALEVY, JAY KEVIN	BA		Mathematics	Secondary
MC EVOY, STEPHEN DOUGLAS	BA		Psychology & Sociology	
MERIZON, DENNIS ADRIAN	BA		Sociology	
MIEDEMA, KATHLEEN ANN	BA		Sociology	Elementary
MIERAS, JACQUELINE HAHN	BA	Honors	History	Secondary
MILLARD, HAROLD	BS		Social Studies Group	Elementary

MOCINI, BENITO JOHN	BA	Honors	English	Secondary
NELSON, GERALD REX	BA		Mathematics	Secondary
OLSEN, MARY ALICE	BA		General Science Group	Elementary
ONDERSMA, JAMES CARL	BA	High Honors	Mathematics	
PENCE, JANET ANNE	BA		Behavioral Science	
PHILLIPS, MICHAEL JOHN	BA		Sociology	
PLAKKE, JACK RANDALL	BA		Sociology	
POPPS, LOLLY	BA	Honors	German	Secondary
REMINGA, TYRONE JON	BS		General Science Group	
RICKERT, CARL DONALD	BA		Social Studies Group	Secondary
RICKERT, PAUL HENRY	BA		English	
RIETSMA, CAROL SUSANNE	BS	Honors	Biology	Secondary
ROBERTS, DENNIS	BA		Biology	
ROLLINS, NANCY LYNN	BA		Mathematics	
RUSSELL, SUSAN LYNNE	BA		Biology	Secondary
RUTH, MARGARET ANN	BA		Psychology	
SAENZ, ANTONIO	BA		Chemistry	
SAVAGEAU, STEPHEN ALFRED	BS		Biology	
SCHAAR, CHARLENE ANNETTE	BA		Social Studies Group	Elementary
SCHAUB, VIRGINIA KATHRYN	BA	High Honors	Social Studies Group	Secondary
SHAPIRO, ARTHUR JR.	BA		Political Science	
SHARPE, LINDA L.	BA		English	Elementary
SKAR, KEN D.	BA		Psychology & Sociology	
SKUJA, VISVALDIS PETERIS	BA	High Honors	German	
SMITH, ROBERT GLEN	BA		Behavioral Science	
SOKOL, JANICE KAY	BA		History	
STEVENS, KENNETH LEE	BA	High Honors	Economics	
STRODTMAN, MARION HUGHES	BA		Biology	
STANBERG, RONALD FREDERICK	BA		Biology	
TANIS, BETTY JANE	BA		English	Elementary

TEN ELSHOF, PHYLLIS KAY	BA	Honors	English	
THATCHER, JOHN STEPHEN	BA	Honors	Psychology	Elementary
TUFFS, JOHN COVELL	BA		Biology	
VAN ARK, WILLIAM ROWE	BS		Mathematics & Physics	
VAN DAM, LINDA JOAN	BA		English	Elementary
VANDER MARK, CAROL JEANNE	BA		History	Secondary
VANDER MOLEN, TERRY L.	BA		Psychology	
VANDER WALL, DAVID ARTHUR	BA	Honors	Biology	
VAN DYKE, JENNY IRENE	BS		Physical Education	Secondary
VISSER, JANICE KAY	BA		Social Studies Group	Elementary
VITINS, DZINTRA	BS		General Science Group	
WARD, RICHARD CLARK	BA		English	Elementary
WESTCOTT, NANCEE LEE	BA		Social Studies Group	
WIEBENGA, PETER JACK	BA	Honors	Biology	
WIEDA, SHARON KAY	BS		Physical Education	Secondary
WILLIAMS, RICHARD ALLEN	BA		Mathematics	
WOLFERT, REIN HARM	BA		German	Secondary
WOOD, GEORGE PERRY	BS		Psychology	
YORK, ROBERT JOSEPH	BA		English	Secondary
YOUNG, JUDITH LYNNE	BA		Social Studies Group	Elementary
YSSELDYKE, JULIE ANN	BA		History	Secondary
ZAINEA, SAMUAL MITRI	BS		Physical Education	Secondary
ZIMMERMAN, SALLY LEA	BA		Mathematics	
ZOERNER, ROBERT LOUIS	BA		Social Studies Group	Elementary

CHRONOLOGY OF IMPORTANT EVENTS

1964 - 1968

APPENDIX E

March 31, 1965	GVSC accepted as Candidate for Accreditation by NCA
February 21-26, 1966	First Winter Carnival
May 13, 1966	Dedication of Louitt Hall of Science
June 1, 1966	Accreditation granted by Michigan Commission on College Accreditation
October 13, 1966	Establishment of Bachelor of Science degree
December 20, 1966	Plant Department employees vote to join AFSCME, AFL-CIO
February 15, 1967	GVSC given "A" rating by American Association of Collegiate Registrars and Admissions Officers
March 27, 1967	First annual GVSC Invitational Regatta
June 18, 1967	The First Commencement. Speaker: Dr. Harlan H. Hatcher, President of University of Michigan
December 8, 1967	Establishment of the School of General Studies approved
February 28, 1968	Physical Education Building dome suffers partial collapse
March 22-23, 1968	Michigan Academy of Science, Arts & Letters annual meeting held on campus.
March 27, 1968	GVSC granted accreditation by North Central Association
April 11, 1968	Dr. James Zumberge announces his resignation as President of the college
June 16, 1968	Second Commencement. Speaker: John Hannah, President of Michigan State University

APPENDIX F

SCHOLARLY PUBLICATIONS AT GRAND VALLEY STATE COLLEGE
1964-1968

ALKEMA, CHESTER

- "The Art of Making Puppets", *Design*, Vol. 68, September-October 1966, pp. 29-33.
- "Birds from Another Planet", *Grade Teacher*, Vol. 85, No. 1, September 1967, pp. 120-121.
- "Christmas Eve on Our Street", *School Arts*, Vol. 66, No. 4, December 1966, pp. 12-13.
- "Crayon and Chalk Stencil Technique", *School Arts*, Vol. 66, No. 7, March 1967, pp. 38-41.
- "Creative Copper Tooling" in *Twenty-Four Living Art Ideas*, Skokie, Ill., Publisher's Development Corp., 1967.
- Creative Paper Crafts in Color*, New York: Sterling Publishing Co., 1967, 168p. illus.
- Also published in United Kingdom by Oak Tree Press, London.
- "Implications of Art for the Handicapped Child", *Exceptional Children*, Vol. 33, No. 6, February 1967, pp. 433-434.
- "Let's Progress Beyond the Lollipop Tree", *Design*, Vol. 68, Summer 1967, pp. 4-8.
- "Paper Weaving", *The Instructor*, Vol. LXXVII, No. 2, October 1967, pp. 142-143.
- "Printing...An Art You Can Put to Use", *The Instructor*, Vol. LXXVI, No. 4, December 1966, p. 30.
- "Things to Make", *Grade Teacher*, Vol. 84, No. 3, November 1966, p. 92.
- "Tooling Aluminum", *Design*, Vol. 68, Summer 1967, pp. 28-29.

BAKER, A. ALBERT

- "The Development of the Understanding of Unsaturation, 1858-1870", *Kekule Centennial*, American Chemical Society, Advances in Chemistry, Series 61, pp. 81-90.
- Book Reviews*
- "The Rise of the American Chemistry Profession, 1850-1900", by Edward H. Beardsley, *Technology and Culture*, V. 6, no. 4, Fall 1965, pp. 659-660.
- From Vital Force to Structural Formulas*, by O. Theodor Benfey, *ISIS*, Vol. 58, pt. 4, no. 194, Winter 1967, p. 566-568.

BAJEMA, CARL JAY

- "Estimation of the Direction and Intensity of Natural Selection in Relation to Human Intelligence by means of the Intrinsic rate of natural increase", *Eugenics Quarterly*, Vol. 10, No. 4, December 1963, pp. 175-187.
- "Human Population Genetics and Demography: a selected bibliography", *Eugenics Quarterly*, Vol. 14, No. 3, September 1967, pp. 205-237.
- "Relation of Fertility to Educational attainment in a Kalamazoo Public School Population: A Follow-up study", *Eugenics Quarterly*, Vol. 13, No. 4, December 1966, pp. 306-315.

BAUM, WILLIAM C.

- "The Myth of the Republican 'Establishment' and the Goldwater Nomination in 1964", *Dalhousie Review*, Vol. 45, No. 4, Winter 1965-66, pp. 479-491.
- "On Electoral Myth and Reality", *American Political Science Review*, Vol. 59, No. 3, September 1965, pp. 693.
- Book Reviews*
- The Goldwater Caper*, by Richard H. Rovere. *North American Review*, Vol. 250, no. 3, July 1965, pp. 59-61.
- "The Responsible Electorate", by V.O. Key, *Dalhousie Review*, Vol. 46, No. 3, Autumn 1966, pp. 394-95.

BEVERSLUIS, JOHN

- "Some Remarks Concerning a Non-Propositional Knowledge of God", *Australasian Journal of Philosophy*, Vol. 43, No. 3, December 1965, pp. 376-381.

BEVIS, FREDERICK

- Cladonia of the Western Upper Peninsula of Michigan*. Michigan Technological University, Ford Forestry Center Bulletin No. 11, September 1964, 16p.
- Phytosociology of Lichen Vegetation on a Sandy Glacial Outwash Plan in Northern Michigan*, Michigan Technological University, Ford Forestry Center Bulletin No. 10, June 1964, 9p.

BREEN, QUIRINUS

- Christianity and Humanism: Studies in the History of Ideas*; collected and published in his honor; with a foreword by Paul Oskar Kristeller; and a preface by Heiko A. Oberman; ed. by Nelson Peter Ross. Grand Rapids, Eerdmans, 1968. 283p.
- John Calvin; a Study in French Humanism*; with a foreword by John T. McNeil. 2nd ed. Hamden, Conn., Shoe String, 1968. 193p. (Archon Books)
- Book Review: *Die Einziehung des geistlichen Gutes im albertineschen Sachsen 1539-53*, by Helga-Maria Kuhn. *Eramus*, Vol. 20, No. 5-6, 1968, pp. 187-188.
- Book Review: *L'Opera e il pensiero di Giovanni Pico della Mirandola nella storia dell'Umanesimo*. 2 vols. Florence: Istituto Nazionale di Studi sul Rinascimento 1965, *The Catholic Historical Review*. v. 54, no. 2, July 1968, p. 362-63.

CARLEY, ROBERT

- "Notes on the Metropolitan Seminar", *The Michigan Republican Quarterly*, Vol. 1, No. 3, July 1968, pp. 16-20.
- "Two Steps Backward", *The Michigan Republican Quarterly*, Vol. 1, No. 2, January 1968, pp. 10-12.
- Editor of *The Michigan Republican Quarterly*.

CHAMBERLAIN, ROBERT L.

- George Crabbe*, New York, Twayne, 1965. 188pp. (Twaynes English Authors Series)

DAVIS, GILBERT

"The Characterization of Mamon in Jack Drum & Entertainment", *English Language Notes III*, Vol. 3, No. 1, September 1965, pp. 22-24.

"U.S. Foreign Policy and the Third World", *World Affairs Coordinating Council Courier*, Vol. II, No. 2, January 1967, p. 2.

"Variations in the use of Distinguished Professorships", *College English*, Vol. 27, No. 3, December 1965, pp. 252-53.

Book Review

Censorship and the Law, by Irz H. Earmen. *Dissent*, May-June 1967, pp. 365-366.

DEVRIES, MARVIN

"Christ Died for (Repentant) Sinners?", *The Reformed Journal*, Vol. 17, No. 3, March 1967, pp. 21-23.

Financing in Michigan (R and D vs. Manufacturing Firms), Industrial Development Division, Institute of Science and Technology, Ann Arbor, Michigan, University of Michigan Press, 1966. 40 p. (With Clark E. Chastain)

"Financing Problems of the New Research and Development Firm in Michigan", *The Michigan Republican Quarterly*, Vol. 1, No 2, January 1968, pp. 17-20.

"Financing Research and Development Firms", *Michigan Economic Record*, Vol. 7, No. 9, November 1965, pp. 3-7.

"Technology, Economic Growth and the State Technical Services Program", *Michigan Republican Quarterly*, Vol. 1, No. 3, July 1968, pp. 21-26.

"The Competitive Structure of the Michigan Machine Tool Industry", *Michigan Economic Record*, Vol. 9, No. 9, November 1967, pp. 4-9.

DE LONG, ARTHUR

"A New Perspective," *ARGR Journal*, Vol. 8, No. 2, April 1967, pp. 1-3.

Book Review

Teacher, by Sylvia Ashton-Warner, *ARGR Journal*, Vol. 7, No. 1, November 1965, pp. 5-6.

DE LONG, GRETA

Book Review

The Public Schools and Religion, by Sam Durker, *ARGR Journal*, Vol. 7, No. 2, April 1966, p. 3.

FLANDERS, RICHARD E.

Book Review

Middle Woodland Sites in Illinois, by Harry C. Henriksen, et al., *American Antiquity*, Vol. 32, No. 3, July 1967, pp. 408-409.

FRASE, H. WELDON

Editor of the *ARGR Journal* (Association for Research in Growth Relationships)

GREENSHIELDS, CHARLES

Book Review

The Disadvantaged Child - Issues and Innovations, by Joel L. Frost and Glenn R. Hawkes. *ARGR Journal*, Vol. 8, No. 1, November 1966, pp. 5-6.

HERMAN, DONALD

Book Reviews

Latin America: Politics, Economics, and Hemispheric Security, ed. by Norman A. Bailey. *The Western Political Quarterly*, Vol. 20, No. 4, December 1967, pp. 990-991.

The Press in Latin America, Spain, and Portugal - a Summary of Recent Developments, by Ronald H. Chilcote. *The Western Political Quarterly*, Vol. 19, No. 2, June 1966, pp. 378-379.

HOITENGA, DEWEY

"War and the New Morality," *Reformed Journal*, Vol. 18, No. 3, February 1968, pp. 10-15.

JUNN, SUNGJOOK

Book Review

Neutrality, by Peter Lyon. *American Journal of International Law*, Vol. 59, No. 2, April 1965, p. 430.

LANGEREIS, GORDON

Book Review

Guidance Needs in the Primary Grades, by G. T. Kowitz and associates. *ARGR Journal*, Vol. 7, No. 2, April 1966, p. 3-8.

LUCKE, JOHN B.

Books Reviews

The Quaternary of the United States, ed. by H. E. Wright, Jr., and D. G. Fry. *American Scientist*, Vol. 54, No. 4, December 1966, p. 467A-469A.

NIEMEYER, GLENN

"Automotive Beginnings! The Olds Motor Works and Detroit", *Detroit Historical Society Bulletin*, Vol. 22, No. 8, May 1966, pp. 4-9.

"Oldsmar for Health, Wealth, and Happiness", *Florida Historical Quarterly*, July 1967, pp. 18-28.

Book Review

The American Automobile, by John B. Rae. *Journal of American History*, Vol. 53, No. 1, pp. 145-146.

Master of Precision: Henry M. Leland, by Mrs. Wilfred C. Leland with Minnie Dubbs Millbrook. *Michigan History*, Vol. 50, No. 3, pp. 257-259.

OLDENBURG, E. WILLIAM

"The Christian Novel and the World of Rudy Wiebe", *The Reformed Journal*, Vol. 28, No. 3, March 1968, pp. 11-14.

PETERSON, WILLIAM

"Significance of Prospective Income Data", *Accounting Review*, Vol. XLI, No. 2, April 1966, pp. 275-282.

POTTER, GEORGE T.

"Dial Remote Sources", in Weissgerber, Robert A., ed., *Instructional Process and Media Innovation*. Chicago, Rand-McNally, 1968.

SEEGER, MARY

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PRESIDENT'S REPORT

APPENDIX G

Accreditation Letter from North Central Association
of Colleges and Secondary SchoolsNORTH CENTRAL ASSOCIATION OF COLLEGES
AND SECONDARY SCHOOLS

COMMISSION ON COLLEGES AND UNIVERSITIES

NORMAN BURNS
EXECUTIVE SECRETARY
JOSEPH J. BENDON
ASSOCIATE SECRETARY
ROBERT C. BARTLEY
ASSISTANT SECRETARY
THOMAS J. COPPEY
ASSISTANT SECRETARY

8484 SOUTH SHORE DRIVE
CHICAGO, ILLINOIS 60618

April 3, 1968

CHAIRMAN
A. L. FISLEY
YOUNGSTOWN UNIVERSITY
YOUNGSTOWN, OHIO
VICE CHAIRMAN
WALTER C. LANGRAN
UNIVERSITY OF CINCINNATI
CINCINNATI, OHIO

President James Zumberge
Grand Valley State College
College Landing
Allendale, Michigan

Dear President Zumberge:

It is a pleasure to inform you officially that the North Central Association of Colleges and Secondary Schools, at its meeting on March 27, 1968, voted to accredit Grand Valley State College as a bachelor's degree-granting institution. Grand Valley State College will be added to the published list of accredited institutions that will appear in the summer, 1968 issue of the North Central Association Quarterly.

Among the strengths noted by the Association are the general high quality of the liberal arts objectives, academic programs and policies; the sound operation of the capable and dedicated board; the good financial support; the generally excellent academic and student residence facilities; the good relationships between positive administrative leadership and the generally strong, able, and dedicated faculty; the good faculty salaries, appointment procedures, academic freedom and participation in institutional affairs; the generally sound student personnel service structure; the sound admissions practices; the excellent efforts to articulate with area junior colleges; and the good student participation in institutional affairs. The Association also wishes to comment the institution for continuing efforts in educational innovation. Further improvements are needed in re-assessing and internally clarifying the implementation plans for the potential impact of the School of General Studies; the assessment of the possible premature nature of excessive professional program development which is related to the present extensions and modifications of the institution's liberal arts objectives; and more institutional research and counseling staff.

We wish to express our thanks to you and your staff for your cooperation in the examination and to extend our congratulations to everyone at your institution. Please feel free to call upon us for assistance at any time.

Sincerely,


Norman Burns

cc: Rev. L. W. Friedrich
Mary E. Gaither
Edward A. Lindell
Sam G. Gates

FILE: 204.1