

1980

## History of GSU 1969-79

Ted F. Andrews  
*Governors State University*

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“A community without history is like a person without a memory – incoherent.”  
Bernard Bailyn

FOR

Dwayne, Dwight, Glen, and Ken and Betty

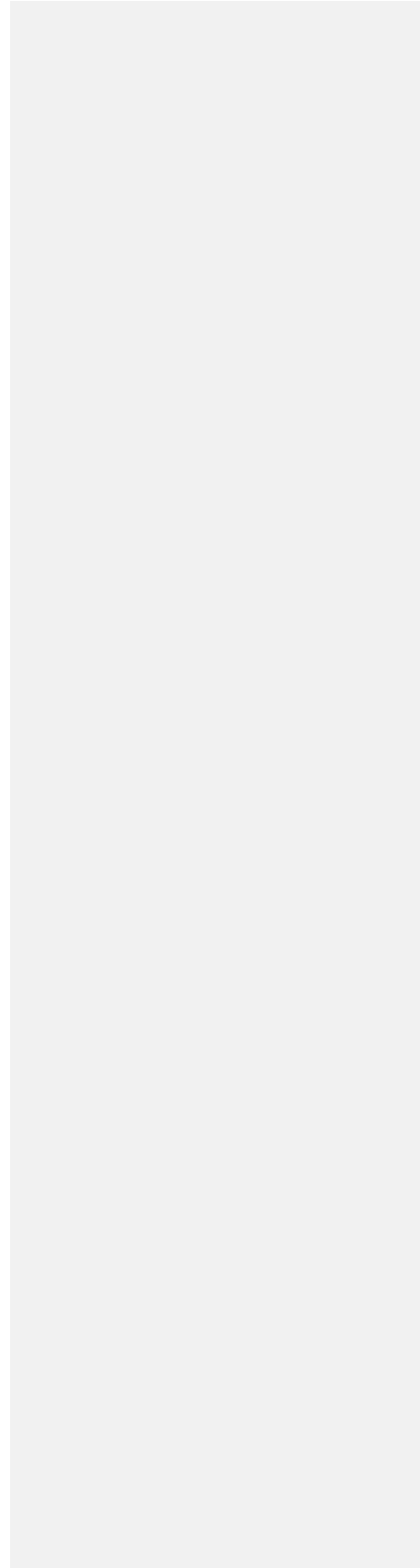
HISTORY OF GSU  
1969-79

Ted F. Andrews

PREFACE

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# **PREFACE**



# PREFACE

In 1966 the Illinois Board of Higher Education (BHE) recommended that an institution for commuting college students should be established in the Chicagoland area and that new model of higher education would be developed by the new University. As a result of the recommendation by the BHE, Governors State University was founded on July 17, 1969 as an upper division institution of higher education when Governor Ogilvie signed House Bill 666 into law at Olympia Fields Country Club. The first President of the University was William E. Engbretson who served from July 1969 through August 1976. During President Engbretson's era the University was founded, 753 acres of land purchased for the campus site, all systems to support and operate a non-traditional experimenting University developed and the University operated with students from September 1971 until August, 1976, when Dr. Engbretson left the University. He was succeeded by Leo Goodman-Malamuth II, who became President on September 1, 1976, a position he still held in 1979-80 when this history was written. President Goodman-Malamuth's era was to witness significant administrative changes and academic reorganization. In 1977, the President reorganized the administrative structure at the University level, but left the organization of the Colleges unchanged. The administrative reorganization established the first office of provost and Vice-president for Academic Affairs. In August, 1977, Curtis L. McCray was appointed Provost, and Academic Vice-President for Administration, positions that each of them still holds. With a new Provost and new Vice-President for Administration in place, the President initiated discussions towards reorganization of the colleges and charged the Provost with overseeing the reorganization.

In September, 1979, a new academic organization was in place having been approved by the Board of Governors of State Colleges and Universities (BOG) in July 1979. Two of the four original colleges, the College of Environmental and Applied Sciences and the College of Cultural Studies, were merged into a new College of Arts and Sciences. The School of Health Sciences which had been a component of the College of Environmental and Applied Sciences was established as a School of Health Professions with a Director whose position was

comparable to that of a Dean of a College. The name of the College of Business and Public Service was changed to the College of Business and Public Administration. The academic programs in the Colleges were grouped into Divisions each headed by an Administrator called a Chairperson. These changes constituted the first significant academic structural reorganization in the history of the University.

I had joined the professional staff of the University as a University Professor of Life Sciences and Dean in September, 1969. During the pre-student era, 1969 to 1971, I served as the primary academic administrator while we recruited faculty and other academic administrators and developed all University systems. Except for an 18 month period in 1975-76 and 1976-77, when I served as Acting Vice-President for Academic Affairs, I served as Dean of the College of Environmental and Applied Sciences from September 1969 through August 1979 the time that the College of Cultural Studies and the College of Environmental and Applied Sciences were merged as a result of the academic reorganization.

The Provost suggested that I assume the responsibility for writing a history of the first 10 years of the University. Since I had been at the University longer than any other person, it seemed to be a reasonable and challenging assignment. I was appointed Special Assistant to the Provost from September 1, 1979, through December 31, 1979. My primary assignment was to write the history of Governors State University, a task that was about 40% completed at the end of December. On January 1, 1980, I returned to the faculty in the Division of Science with released time to complete writing the history of Governors State University.

This history includes the period from July, 1969 through December, 1979, ten years and four months. I elected to write a factual history, minimizing my editorial comments as much as feasible. Although personalities play an important role in a social, academic organization such as a University, I decided that it would not serve a useful purpose to readers of this history if I were to deal with personalities. Most of the faculty and administrators were outstanding scholars, true intellectuals; a few were non-scholars

and truly deviate.

The historical accounts are organized into 12 Chapters:

- I. Early History: Pre-Student Era. The highlights of the two planning years are treated in an attempt to describe the number and kind of people and agencies involved in converting corn and soybean fields into a functioning University unlike others that existed.
- II. Organizational Structures: Administrative Offices. The evolution of each administrative office, the name and term of office of each administrator are discussed from the beginning when there was only a President until there was a complex University with all administrative offices functioning.
- III. Physical Facilities. The number and kinds of temporary buildings rented, the parcels of land purchased, the permanent buildings constructed and the special physical facilities on the campus site during the 10 years are described.
- IV. Colleges and School. The philosophy, goals, academic thrusts, and academic program names in 1971 and in 1978 are described and changes resulting from the 1979 academic reorganization are highlighted.
- V. Academic Programs. The evolutionary history of the initial academic programs approved in 1979, the second constitutions of the University, the roles of faculty in governance, and the impact of collective bargaining on faculty and administrators are described.
- VI. Faculty and Students. Demographic data of faculty in 1971, 1975 and 1979, information on degrees, tenure and sabbatical leaves, and distribution of faculty by Colleges/Schools and academic programs are summarized. Student characteristics, perceptions and demographic information and enrollment distribution of faculty by Colleges/Schools and academic programs are summarized.

- VII. Budgets: Operating and Capital. The capital and operating budgets by year are summarized.
- VIII. Associations, Centers and Special Offices. The history and function of more than 20 non-academic entities, such as Child Care Center, Publications Office, Financial Aids Office, Grants Office, etc., that provide support services are described.
- IX. Special Events and Activities. More than a dozen special events, such as Groundbreaking, Commencement, YMCA/GSU, etc., are treated.
- X. University Publications. A list of annotated publications by the University of Groups representing the University is presented.

President Goodman-Malamuth and Provost McCray have been personally and professionally supportive of my efforts to write this history. Provost McCray provided funds to support part-time secretarial services while this history was in preparation. Nancy Keane typed the entire manuscript, some parts many times. She also prepared the index, proof-read the manuscript, and assisted in preparation of the bibliography. I could not have written this history without the dedicated assistance of Mrs. Keane.

Perhaps in 1990 someone will write a history of the second decade of Governors State University. The University devoted the first decade to establishing its credibility as a legitimate upper division institution of higher education. It appears that the second decade will be dedicated to survival in a society that is enduring an enormous annual rate of inflation and a changing body politic that has expectations of a University that may be difficult to fulfill.

Ted Andrews  
August 1980



# **CHAPTER I**

## **EARLY HISTORY: PRE-STUDENT ERA**

# CHAPTER I

## EARLY HISTORY: PRE-STUDENT ERA

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# **CHAPTER I**

## **EARLY HISTORY: PRE-STUDENT ERA**

### Introduction

Governors State University (GSU) was officially established as a state supported institution of higher education on July 17, 1969, when Governors Ogilvie signed into law House Bill 666. The University was to have opened with its first class of students in September, 1973. However, the four year planning period was reduced to two years and GSU received its first class of students in September, 1971. GSU was established following two decades of student unrest and a great deal of dissatisfaction with higher education by faculty administration and the body politic.

During the 1950's and 1960's, higher education flourished and the need for improvement in education in all fields in colleges and universities was recognized. Numerous articles and books were written, pointing out the weaknesses in higher education and some ways it could be changed (Frankel, 1959; Sanford, 1962; Wilson, 1965; Jacob 1956; Coombs, 1968; Hefferlin, 1969; Jencks and Reisman, 1968; Smith 1970; Baskin, 1970).

The Illinois Board of Higher Education recognizing the need for changes in higher education, recommended the establishment of GSU with the charge that a new model of higher education be developed.

## Board of Higher Education

The Illinois Board of Higher Education (BHE) was established in 1961. Since its inception, it has placed major emphasis on long-range planning. In 1965, the BHE submitted a Master Plan, later to be known as Master Plan—Phase I, to the General Assembly of the State of Illinois. The original Master Plan pointed the direction of higher education in Illinois. It recommended, among other things, an emphasis be placed on the development of commuter universities and a statewide junior college system. Thus, the Master Plan for Higher Education in Illinois, in July, 1964, resulted in the enactment of the Public Junior College Act and the organization of an Illinois Junior College Board by the 74<sup>th</sup> General Assembly.

In December, 1966, the BHE released “A Master Plan—Phase II for Higher Education in Illinois: Extending Educational Opportunity.” Phase II called for provision of educational opportunity through the establishment of new institutions. Among the 31 recommendations included in Master Plan—Phase II were there:

1. In support of Master Plan policy to emphasize commuter institutions rather than residential colleges to accommodate future enrollments, the state begin in 1967 to plan for additional commuter colleges
  - a. to be located in the Chicago metropolitan area and
  - b. to be located in the Springfield area.
2. To the extent feasible, new colleges authorized will be developed to offer programs initially for junior, senior, and first-year graduate

students, thus strengthening the role of junior colleges and lessening the impact of new public senior institutions on nonpublic colleges.”

An outgrowth of Master Plan—Phase II, the BHE produced a “Report on New Senior Institutions” that was adopted by the Board, February 6, 1968. The report dealt with functions, location and governance of two new senior institutions in the State of Illinois, one to be located in the Springfield area and governed by the Board of Regents, and the other in the Chicago area and governed by the Board of Governors of State Colleges and Universities. The result was the establishment of Sangamon State University in Springfield and Governors State University in Park Forest South, Illinois. The University (GSU) was officially established on July 17, 1969, when Governor Ogilvie signed into law House Bill 666, of the 76<sup>th</sup> General Assembly, which said in part: “a new senior institution of higher education to be known as Governors State University is hereby established to be located in Monee Township, Will County, Illinois.”

The “Report on New Senior Institutions” included a series of recommendations which were taken to be mandates:

1. ...to serve commuter students
2. ...programs blending liberal arts and sciences
3. ...emphasis on work and study
4. ...utilize community resources to train students

5. ...instruction commencing at junior-year level and extending through masters degree
6. ...no lower division work to be offered
7. ...any student with 60 credit hours of college work with C average or an associate degree shall be admitted
8. ...admission on first-come, first-served basis if restrictions need be imposed.
9. ...free-standing institutions with autonomy necessary to be flexible and responsive
10. ...innovative and experimenting educational programs and other systems

#### The First Professional Staff

William E. Engbretson was selected by the Board of Governors to serve as the first President of Governors State University. Although selected in the spring of 1969, he was to assume the presidency July 1, 1969. Prior to July he functioned as a “Consulting President.” In June President Engbretson offered me the position of Dean of Arts and Sciences. I was to assume the position full time in September and to serve as a “Consulting Academic Dean” in the interim. Keith Smith was appointed Vice President for Administration. He was to assume the position full time in October. In the interim he served as a “Consulting Vice President.” (See Chapter II for additional history of Administrative offices).

During June and July 1969, Bill Engbertson, Keith Smith and I met many times to consider ways and means to plan, develop and implement all systems of a new university. We collected heaps of correspondence bearing Commentary on the deficiencies of higher education in Illinois and elsewhere. Suggestions as to what sorts of new and different systems were needed to overcome the deficiencies were few and far between. This encouraged us to convene a wide array of talented people for a think session.

#### Brainstorming Conference

On August 22, 23, and 24, 1969 about twenty-five persons were convened for a three day brainstorming session. Bill Engbretson (President), Keith Smith (Vice President) and I (Dean) were at that time the professional University staff. Others who participated in the conference were educational planners, media specialists, curriculum specialists, architects, site planners, learning theorists, curriculum researchers, needs survey specialists, and the like. The discussions were far ranging, including such topics as curriculum, instruction, physical facilities, community resources, commuting students, community college relations, mission, goals, university structure, collegial structure, built-in change mechanisms, learning resources and the like.

In a memorandum from me to President Engbretson, I suggested that the conference participants consider these suggestions:

Experimental groups of students with little or no college credit, but with considerable experiential background should be admitted a studied.

Instructional materials (learning units) should be highly individualized and the time to complete each unit largely determined by the students.

--Students should be encouraged to contract for a sequence of learning units and the records maintained by the computer in cooperation with an instructor.

--Learning units should be in "packages" of one-week or four-weeks (mini-courses or micro-courses) in duration. We should avoid the "textbook syndrome."

--Students should be encouraged to enroll in mini-courses which carry from one-half unit of credit in the course to 3 or 4 units of credit.

--Learning units should utilize all available media; programmed instruction, computer assisted, audio-tutorial, single concept loop films, audio tape, simulation experiments utilizing time sharing computer terminals, games, pamphlets, video tapes, and the like, so that students may select different routes through a program of studies.

--Students should learn from students and instructors. To this end a major undergraduate student teaching assistantship program should prevail.

--Students should be actively and meaningfully involved in planning curriculum, establishing university policy and in university-community affairs.

--The instructional programs should be societal based throughout. University-industry-business learning centers; university-community college-school system teacher preparation centers; political-social-economic-subculture learning centers, and the like should be established at the outset.

--The instructional program should be designed as to encourage and in many circumstances mandate interdisciplinary studies.



--Seminars and colloquia that are interdivisional should be an integral part of the program of most students. These seminars should be coordinated by teams of instructors representing various fields and disciplines.

--The preparation of school teachers should be the responsibility of all colleges in cooperation with two-year colleges and school systems. The study of subject matter specialty, theory of instruction and learning, and practice with students in grades K-12 should extend over a three year period whenever feasible—the last year in the community college and two years in the university.

--An institute for Curriculum Research and Evaluation should be evolved as the Colleges develop. Faculty members should be encouraged, if not required, to work in the institute to research, develop and evaluation the learning units and the courses of study they oversee.

--The budgets of the University and Colleges must be flexible, thus planned and administered differently than conventional college budgets, if interdivisional seminars, inter-college seminars, and faculty involvement in curriculum research, development and evaluation are to have a chance to be successful.

-- Conventionally structured facilities will not adequately meet the needs of a truly innovative and experimenting university that places emphasis on flexibility in the curriculum, individually guided learning, instruction by teams, seminars and colloquia, interdisciplinary studies, and university-business-industry-school-community learning centers.

--The evaluation of student achievement and progress should consist of written statements by each instructor and the assignment of a grade of Pass or Fail (an alternative would be Honors or Superior, Pass, or Fail). A portfolio of instructor evaluations would accumulate in the records office of the university.

It was believed initially that a College of Education, a College of Business and a College of Arts and Sciences would be established. My first appointment to the University staff was as Dean of Arts and Sciences. At the August conference, it was generally agreed that an experimenting University that was to develop interdisciplinary programs of instruction should structure itself atypically. Hence what was to have been a College of Arts and Sciences was divided into a College of Cultural Studies and a College of Environmental and Applied Science.

My appointment as Dean of Arts and Sciences lasted only a few weeks. By September, when I assumed full time duties, I was Dean of the College of Environmental and Applied Sciences, a position I held until August 31, 1979.

Concurrent with and following the August brainstorming conference a variety of other groups were engaged to assist in the planning efforts.

#### Planning Agencies and Groups

All systems necessary to sustain the operation of an institution of higher education had to be evolved and the institution ready to receive students in September, 1971. This was a major undertaking when one considers that we didn't even own all the university land, water, and sewer lines were at least two miles from the campus site, and all systems

had to be supportive of an atypical model of higher education. To accomplish this enormous task a large number of organizations and groups were involved simultaneously and the progress of each group's efforts and their influences on each other were overseen by McKee, Berger, and Mansueto, Inc., an agency that specializes in program management services. (Table 1)

Although these groups were primarily planning university-wide systems, each decision made in the planning process influences directly or indirectly the detailed planning and evolution of every component of the University.

#### Planning Publications

The planning agencies and groups (Table 1) generated a wide variety of working and position papers, each of which was revised several times. Some of the planning papers that were influential throughout the two year planning period were:

McKee-Berger-Mansueto. Program analyses, design development, economic studies, construction costs estimates and monthly planning progress reports.

Davis, McConnell & Ralston. Planning matrices and educational planning guidelines (several drafts).

Morton, Daniel. Governors State University Needs Assessment Survey  
Evanston, IL: Educational Testing Service. April, 1970.

Governors State University. Educational Planning Guidelines.  
Park Forest South: July, 1970.

Johnson, Johnson and Roy, Inc. A Guide for Physical Development. Ann Arbor:  
September, 1970.

Westinghouse Learning Corporation. Space Summary and Educational Specifications,  
Phase I, Governors State University. Palo Alto: Davis, McConnell, & Ralston,  
A Division of W.L.C. September, 1970.

Instructional Dynamics, Inc. GSU Proposed Communications and Learning Systems.  
Chicago: January, 1971.

#### Directors of Academic Development

During the fall, 1969 and winter, 1970, various administrative offices were established and some administrators appointed. (See Chapter II for history of administrative offices).

Faculty members were called Directors of Academic Development (“DAD’S”). During the first half of 1970, twenty “DAD’S”, five for each College, were appointed. Most began duty in July, August or September, 1970. Their responsibilities were widely varied, but primarily the “DAD’S” and their Deans were charged with designing curricula and instructional systems and development of instructional materials. In addition every “DAD” was destined to become involved in planning everything (e.g. budgets, physical facilities, governance systems, personnel systems). Later in the history of the University it became difficult for “DAD’S”, who were now called University Professors, to be content with decisions made by the Administrators without the direct involvement of the faculty in the process.

#### “Squatters” Conferences

It was our strategy to involve in the planning process as many faculty (“DAD’S”) and administrators as feasible along with participants from the various planning agencies. One of the tactics used was the so-called “Squatters” conferences. Two “squatters”

conferences were held in 1970, one in April and the other in May. About forty faculty members (DAD'S") and administrators that had been employed to join the GSU staff in the summer or fall of 1970, representatives from the planning groups and several special consultants were convened for three-day conferences. All plans for educational management, support and physical systems were considered and revised many times. A draft of the "Educational Planning Guidelines", which by this time had been revised several times, was reconsidered by all persons who were to help implement them during 1970-1971, as academic programs were being developed. The planning groups, especially the architects in cooperation with the faculty ("DAD'S") and administrators were asked to design a facility to support the kinds of flexible, responsive academic programs envisaged. It was believed that direct involvement of faculty and administrators who were later to implement and manage the academic programs was important and should take place during the early stage of planning. It became increasingly evident that "squatters" conferences provided a good forum wherein all participants could learn from each other. The influence of the faculty ("DAD'S") and administration was most significant in the formulation of the Educational Planning Guidelines. Their influence was less significant in the formulation of the Educational Planning Guidelines. Their influence was less significant on the architects planning process.

#### Educational Planning Guidelines

From July, 1969 until September, 1971, when the University accepted its first class of students, more than 40 professional and 20 support persons worked as teams to

plan all systems of the University. Extensive, dynamic educational planning processes, involving faculty, prospective students, lay persons, and consultants resulted in a publication called the “Educational Planning Guidelines.” The Guidelines served as an aid in planning and developing the physical facilities, academic programs, support services and all other systems of the University.

The Guidelines state:

Since the fall of 1969 professional planners relating to nearly all aspects of university structure have been engaged. Evans Associates in conjunction with Caudill, Rowlett and Scott were selected as architects; Davis, MacConnell and Ralston Associates, a Division of Westinghouse, was chosen to assist in the development of educational guidelines and project initial space allocations; a library consulting team headed by Dean Robert Downs of the University of Illinois was engaged; planning for the wise equipping and utilization of educational technology came from Instructional Dynamics, Incorporated; and a wide variety of additional needed services have been obtained from legal counsel, soil engineers, and surveyor.

The Midwest Research Office of Educational Testing Service completed in the spring of 1970 a Delphi-like survey of educational needs, purposes, goals, and means which involved over 1200 persons in the Chicago metropolitan area, Illinois, and the nation. Almost 600 persons from all walks of life responded to the successive questionnaires by indicating what they thought Governors State University should be and should do as it undertakes its services to the people of the State of Illinois.

Because the process described above was so broad in scope and diverse in components, a unique effort was undertaken to correlated and integrate all the necessary team members’ efforts. The services of McKee, Berger and Mansueto have been used to develop a Critical Path Movement (persistence scheduling) chart and the supporting computerized program which shows monthly progress and assures necessary decision-making at the appropriate times.

#### GSU Mission

The mission of the University was first stated on page 7 of the Guidelines:

In its educational services to the people of the State of Illinois, Governors State University functions within the parameters prescribed

by the State and is governed by the Board of Governors of State Colleges and Universities.

Governors State University is to be a future-oriented, service-minded institution constantly seeking academic excellence. It will explore new dimensions and seek unique solutions to the concerns of society and higher education; develop and evaluate innovative programs keyed to the rapidly changing career demands of our technological society; and will be, in effect, an experimenting institution. Because of the primary urban/suburban population area it will serve and the characteristics of students of the junior colleges in the area, the need to be provoking, innovative and unique creates a challenging and exciting situation charged with serious responsibilities. The need for academic excellence relevant to community service and future-oriented utilitarian programs demands an institution that will be open, humane, and efficient.

As an open university, it will be perceived by students, faculty, administration, and the general community as their responsible agency for the identification and resolution of their educational needs. Part of this responsibility is assured by the distribution of decision-making and policy-recommending authority throughout the University so that each person affected may have direct or representative voice in these processes. In addition, openness is assured through the maintenance of flexible, operational administrative/academic structures that enhance the University's involvement in new and pressing social issues. Finally, openness reflects programmatically in the continuous processes of curriculum appraisal with respect to its relevancy to mankind's deepest concerns.

As a human University, its programs will be developed in a manner that mitigates against depersonalization and dehumanization frequently characterizing contemporary institutional life. It will develop, maintain, and enhance the humanistic, artistic, and aesthetic aspects of education within the limits imposed by quantification and budgeting. The learning environment of Governors State University will reflect a deep, abiding, and pervasive concern for unique individual human beings and their inter-relationships with others in the most technologically complex society mankind has yet evolved.

Governors State University will be a model of efficiency in individualized learning, group learning in program planning and budgeting, evaluation techniques, and in demonstrating that a high order of accountability and responsibility can be attained and maintained. All instructional, research and community service systems, and the necessary management and support systems are defined in terms of inter-related objectives consonant with the major goals of the University and its constituencies. Program planned budgets are the basis for a constant systems analysis relating resource allocations to the most direct and functional operational levels. Excellence and efficiency are to be maintained

through a major commitment to research and evaluation on a constant cycle/recycle feedback basis. Every effort is made to institutionalize change processes so that the University will be truly dynamic. The flexibility to initiate programs to answer society's needs and contend with society's problems is being created and protected. Obviously, freedom of inquiry is a prior condition for the true functioning of the University.

The concepts outlined about (open, experimental, flexible, humane, efficient, utilitarian, excellent) undergird the mission of Governors State University. They are the basis of development of an integrated urban/suburban, future-oriented, community service-minded institution. Students are to profit from their University experience in demonstrable ways with experiences related to objectives which, in turn, are directly related to humane values and societal needs.

#### GSU Objectives and Characteristics

The Guidelines describe the objectives and characteristics of the University

The following action objectives guide the planning, development, and implementation of the instructional, research and community service programs, and internal support systems of Governors State University. The most specific objectives of administrative units within the University are directly related to the action objectives, and thus to society's needs.

1. **Job Efficiency.** Every student has a right and responsibility to expect that her/his full engagement in the higher education process will result in the acquisition and/or improvement of marketable skills, attitudes, and values, regardless of whether her/his occupational professional goals are immediate or long-range. Ours is an economic society and the road to participation within it and the power to change and improve it widen through higher education.
2. **Functional Citizenship.** Every student has a right and responsibility to participated directly, or through representation, in those systematic institutionalized policies and practices which affect her/his life and learning. The University is to provide an environment of participatory democracy that insures the student's full engagement in the University. This provides an opportunity to prepare for functioning in a wider community and is an expression of the human right to involve one's self in one's own destiny.
3. **Intra- and Interpersonal Relationships.** Every student has a right and responsibility to develop to her/his fullest potential. The sense of



individual dignity and worth is to be cultivated by every action of the University. This requires a learning environment which strengthens open, accepting and understanding human relationships. Since healthy self-concepts evolve in social settings, recognition of an individual's rights carries with it the responsibility to recognize and accept the right of other individuals and groups.

4. Cultural Expansion. Every student has a right and a responsibility to seek an appreciation and use of the fine arts and humanities as a countervailing force to depersonalization and as an expander of the capacity to enjoy and enhance the quality of human life. The students and University served each other and the community as culture carriers, studying and reflecting the intricacies, problems, joys, and expressions of all cultures and subcultures.

These objectives can best be achieved in a totally integrated University community.

The primary descriptor of the University's characteristics is Options. The scope of some of these options follows.

1. Insofar as is possible, barriers will be removed. Neither students nor faculty should be constrained by artificial boundaries, such as scholarly disciplines; they will be free to create new areas of study or to specialize. Students and faculty will work in an interdisciplinary fashion in one, two, three, or all four collegiate areas unhampered by departmental constraints.
2. The threat imposed by grades will be removed. Students' records will reflect accomplishments and abilities; they will measure changes affected. Student will be encouraged to work at their pace and toward goals they work out with their faculty colleagues.
3. Faculty and student will be encouraged to work as colleagues. The relationship of faculty to student is best defined as one of mutual participation in the learning process.
4. Within the parameters of the total institution and its colleges, students and faculty will have the opportunity to begin a given investigation and work unit whenever it is appropriate to their goals and convenient to their schedule.
5. The key to success and achievement is motivation and self-direction. The student may alter her/his program if needed in consultation with advisors; hence, it is the student who must set and achieve satisfactory goals that

can be approved by her/his student and faculty colleagues—on essentially a flexible contact basis.

6. Research is encouraged in its broadest sense—methodologic development and evaluation; specialized research; self, peer, and community investigation; and so on. This goal will be facilitated through the University's cooperative education and work-study programs and through the on-site field work that will be relevant for some studies.
7. Emphasis on community relations will be reflected in the nature of cooperative education programs. The cooperative relationships will be real and functional, and every effort will be expended to remove the unnecessary distinction between the "real world" and the University.
8. Society gains will far outweigh the high per-student investment of dollars. Interdisciplinary programs in business, science, education, technology, arts, and health will lead to attainment of status as human beings; to acquisition of vocations, professions, interests and skills; and to the necessary background for further graduate work. Further, continuing education programs will help the University to become integrated within its geographic area.
9. Modes of instruction will emphasize non-lecture situations such as audio-tutorial, colloquy, seminars, etc. Correlatively, a data bank is being developed to help expand the state-of-the-art in information storage and retrieval. Modern video interfaces, computer terminals, and the like will be commonplace in most instructional and research areas. Telecommunications linkages should exist between the community and the institution.
10. A systems view of education is envisioned, perhaps facilitated by what can best be described as a loose-leaf catalogue.
11. A constant concern for open communications must exist so the University family and its constituencies have multiple channels for participation.
12. Automatic change mechanisms are being planned so as to insure persistent responsiveness to experience, varying perceptions of needs and dynamically altering conditions of life. For example, it is proposed that the initial collegial units split or combine into new units when reaching

a finite size of 1500 headcount students. Also, for example, a finite life for course is proposed.

13. Lastly, and especially in view of both the need for academic freedom for students and professional staff and the experimenting nature of the University and the communities it serves, protections are being built in. It is clear that this proposed educational system is not a panacea for everything and everyone; however, it is available to anyone who has two years of college with a “C” average or an Associate of Arts degree and a commitment to self-improvement.

#### GSU Postulates

The University was conceived to be primarily a teaching-learning institution of higher education at the junior, senior, and masters level of study. Although the Colleges were to function as semi-autonomous units, these postulated would guide the planning, development and implementation of the academic programs and all other components of the educational systems:

(Educational Planning Guidelines, p. 13).

1. Any student who has successfully completed two years of collegiate study with a minimum grade of “C” or the equivalent can, if she/he has a personal commitment to do so, successfully complete instructional programs of study leading to a baccalaureate degree.
2. This university will provide a learning environment in which students will interact with faculty whose foremost concern is for the realization of the students’ educational needs and goals.
3. The role of the faculty and administration of this University will be to involve the students meaningfully in the most stimulating, pleasant, and productive learning environment feasible.
4. Teaching, research, and community service are mutually compatible endeavors in which faculty members and students engage themselves during undergraduate and graduate study.

5. The most effective education occurs when the student has a primary voice in determining her/his instructional program of studies, rate of progress through the program and readiness to have his achievement evaluated.
6. Educational performance objectives, expressed in behavioral terms that are readily accessible, prepared by the professor (or both the professor and student), and made available to the student, enhance the probability that the learning experience will be meaningful and rewarding.
7. The audio-tutorial mode of instruction is one of the most effective ways to individualize the teaching-learning process and enable the student to have a choice in determining the rate at which she/he progresses through a unit of study.
8. The concepts and processes of inquiry common to all fields of scholarship are of prime importance to all liberally educated persons whether they plan to become artists, historians, scientists, or whatever.
9. All concerns of the University are inextricably interrelated to the real world; hence, the curriculum in which the student engages should clearly reflect these interdisciplinary relationships through relevant educational experiences.
10. Interdisciplinary programs of teaching and research are more easily formulated and more likely to prove viable in a collegiate unit that is structurally organized on an interdisciplinary basis rather than departmentalized according to fields of specialization.
11. An individual's ability to use the processes of inquiry, skills and competence in demonstrating a functional awareness of the conceptual structure of knowledge, attitudes and behavior patterns as she/he deals with the scientific, social and humanitarian aspects of life and society are more useful criteria to judge whether or not one should be awarded a baccalaureate degree than is the accumulation of so many semester hours of credit with a specialized major and minor area of study.

#### Teaching, Research and Community Service

These educational components were viewed by the planners as functionally

interrelated and interdependent. The major and primary function of the faculty, staff and administration was to plan, develop and implement instructional programs and to evaluate the results. Research about instruction and research as part of instruction were desired activities of faculty. Faculty and student from various disciplines were to team up to carry out research on educational, societal, environmental and industrial problems that demand interdisciplinary expertise. Undergraduate students were to be heavily involved in investigations. Community service and involvement in community affairs were believed to be inextricably related to the educational programs. Community persons were to serve on advisory groups to the University and on governance bodies within the University. Community persons were to cooperate with faculty and student on community-centered research projects. The traditional “wall” that frequently isolates a University from the body politic were not to exist. Community persons were to be involved in teaching, research and community service throughout the University.

#### Experimental-Innovative Practices

The University was to be viewed by faculty, administration, students, and community persons as an experimenting system of higher education. Some of the nontraditional practices and procedures that were put into operation were:

Centralized-Decentralized Concept. Instructional support such as student services, counseling, academic advising, library services, research and evaluation and cooperative education were to be centrally coordinated but were to be decentralized into the respective colleges to effect the most direct influence on and be most responsive to the needs of students.

Year-Round Calendar. The university was to have a 12-month academic year, consisting of six sessions, each of two months' duration. Students would normally enroll for up to eight units of credit each session. Six units were considered a full load.

Faculty Rank and Tenure. The university was to engage in a five-year experimental faculty system in which all full-time faculty would hold the rank of university professor and would receive a seven-year cyclical tenure appointment after an initial one-year and a second two-year probationary appointment.

(Governors State University, 1973, Professional Personnel Systems).

Professional Work Plan Agreement. Each university professor was to complete a PWPA in cooperation with the appropriate dean. The PWPA was intended to state the intention of the faculty member to participate in community services, and professional services. The PWPA was to be prepared annually in September, but could be amended any time during the year by mutual agreement of faculty member and dean. The PWPA was to serve as a guide in peer evaluation for annual salary increases and appointments to tenure positions. (Governors State University, 1973, Professional Personnel Systems for additional information.)

Cooperative Education. The curricular/instructional systems were intended to meld theory and practice. Cooperative education was to be an integral component of the academic programs in each college. Although the cooperative education program was to be centrally coordinated, the cooperative education activities were to be decentralized and managed in each college.

Inpost and Outpost Delivery of Education. The concept of delivery of educational services both through on campus and off campus center was to be an integral, functional component in each college. It was intended to provide innovative, flexible educational experiences.

Instructional Communications Center (ICC). An audio-visual media and hardware center was to be developed for the purpose of production of instructional materials using radio, television and the like. The Center was planned and equipped to transmit audio and video throughout the university upon call.

Interdisciplinary-Intercollegiate Study. All curricular elements were intended to be interdisciplinary. It was also expected that students would take 20 to 25 percent of their work in colleges other than the one in which they were based.

Instructional Systems Paradigm. The university was to develop a paradigm to serve as a guide for all curriculum development and instruction in the university. The ISP was to assist faculty and students alike in relating the expected competencies in a learning module to the expected competencies of the area of emphasis; the area of emphasis competencies those specified for the instructional program; and the instructional program competencies to the mandates, goals, and objectives of the university. (Governors State University, 1973, Instructional Systems Paradigm includes additional information on curricular terminology).

Competency-Based Curricula. All components of the instructional system were to have stipulated competencies that a student was expected to demonstrate before

being awarded a degree. The transcript was to carry a list of competencies achieved in each learning module.

Instructional Program. All curricula were to be organized into primary subdivisions in each College and were to be called degree programs. Each Instructional Program was to be approved by the Board of Governors and was to be comprised of one or more Areas of Emphasis. The College of Cultural Studies used the terms Interdisciplinary Studies Context instead of Instructional Program.

Area of Emphasis. Each Instructional Program was to be comprised of subdivisions called Areas of Emphasis which would be comparable to a major in traditional universities.

Instructional Objectives. The curricular/instructional systems were to be commonly understood both by faculty and students. The competencies specified for the learning module were to be demonstrated by the students performance of objectives specified in the module. The student was expected to accomplish the instructional objectives in order to achieve the specified competencies.

Learning Modules. Instructional materials were to be packaged into learning modules, which would be vehicles for direct faculty-student contact. Learning modules were to vary in form, time for completion, credit, and mode of instruction. The instructional objectives of a module were to be expressed in performance terms that were measurable. The objectives were to be faculty developed or student-faculty developed. Self Instructional Materials (SIM).



One of the primary aims of the University was to provide alternative instructional delivery systems. To this end, packages of self instructional materials were to be developed by faculty so that learning by the student could occur any time, any place.

Coordinator. Teachers were expected to play an interactive role with students in the learning processes. The term Coordinator was to be used instead of “professor,” and intended to indicate the expected role of the faculty member.

The Educational Planning Guidelines, 1970; the GSU Bulletins, 1971, 1973, 1974; the Instructional System Paradigm, 1973; and the Professional Personnel System, 1973 include additional information on innovative and experimental practices. Many of these innovative-experimental practices, procedures, and concepts were fully implemented and are still operational in 1979. Some were never fully developed and implemented; some were initiated and then modified; some were fully implemented and at a later date eliminated. (See Summary and Conclusions for additional information).

#### University Organization

During the fall of 1969 and the winter of 1970 an initial organizational structure was proposed. There was to be three wings, each headed by a Vice President:

1. Academic Affairs
2. Administration
3. Research and Innovation

As a result of discussions during the “brainstorming sessions” in August, there were to be four colleges each headed by a Dean:

- College of Business and Public Service
- College of Cultural Studies
- College of Environmental and Applied Sciences
- College of Human Learning and Development

Each of the three wings was to have subcomponents headed by an administrator who was to assist the Vice President in Administration.

The Academic Wing included the:

- Dean of the four colleges
- Director of Student Services
- Director of Admissions and Records
- Registrar
- Coordinator of Financial Aids
- Coordinator of Junior College Relations
- Coordinator of Cooperative Education
- Coordinator of Community Services

The Administrative Wing included the:

- Manager of Business Operations
- Director of Management Information Systems
- Superintendent of Building and Plant Operations

The Research and Innovation Wing included the:

Director of Instructional Resources

Director of Learning Resources

Coordinator of Research and Evaluation

As the University matured the organizational structure regularly evolved and became more complex. The evaluation of administrative offices and organizational structure is treated in detail in Chapter II.

# CHAPTER II

## ORGANIZATIONAL STRUCTURES: ADMINISTRATIVE OFFICES

# CHAPTER II

## ORGANIZATIONAL STRUCTURES: ADMINISTRATIVE OFFICES

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## CHAPTER II

### **ORGANIZATIONAL STRUCTURES: ADMINISTRATIVE OFFICES**

#### Introduction

The ten year history of Governors State University has consisted of two primary eras:

1. President Engbretson era, July 1969 to September, 1976
2. President Goodman-Malamuth II era, September, 1976-1979.

The evolution of the organizational structures and administrative offices during the period 1969 to 1976 was guided by the first president, William E. Engbretson. The Engbretson era consisted of two periods: July 1969 until September 1971 was the pre-student period. During those two years the first organizational structure and administrative offices were planned and their functions described (GSU Bulletin, 1971). Most administrators were appointed to fill the positions described in Chapter I. During the second period of the Engbretson era, September 1971 to September, 1976, the student enrollment increased from about 700 in 1971 to about 4600 in 1976 and organizational structure evolved to provide management and leadership positions that would cope with the increased responsibilities. (Tables 3 to 6). Leo Goodman-Malamuth II was appointed as the second President of the University effective September, 1976. A great deal of organizational change was to take place during the Goodman-Malamuth era (Tables 2, 7, 8).

## II-2

This chapter is devoted to highlighting the primary organizational changes that have occurred during the first ten years (summer 1969 through the fall 1979) of the University's existence and to tracing evolution of each administrative office throughout the ten year history. The office of the Vice President of each wing is described first and is followed by descriptions of those offices that comprised that wing.

Charts depicting the organizational structure of the University in 1971, 1974, 1976, 1977, 1978 are included in Tables 3 to 8.

The organization of the University in 1971 is described in Chapter I and in GSU Bulletin, 1971. There were three wings, four Colleges, and several administrative support offices (Table 3). The Academic and the Administrative wings, each headed by a Vice President have existed throughout the ten year history of the University . The Research and Innovation wing was changed to the Institutional Research and Planning wing in 1978 (Table 7). A Wing called Community Services headed by a Vice President was established in 1974 and eliminated in 1976 (Table 5). The four original Colleges existed until 1979 when collegial structures were reorganized. (See the section on 1979 Organizational Changes, this chapter).

### Office of the President

The President's Office was established in 1969. William E. Engbretson (1969-1976) was the first President and Leo Goodman-Malamuth II (1976 – present) was the second. In reality all administrators and faculty in the University are accountable to the President's Office. The Vice Presidents, as indicated by the titles, report directly to the



## II-3

President's Office. However some "Assistant" administrators are assigned directly to the President's Office. The assistant administrators assigned to the President's Office, their titles and the years of their appointments follow:

Gerald C. Baysore, Assistant to the President, 1971-1975

Paul G. Hill, University Advocate, 1973-1977

William H. Dodd, Director of University Relations, 1975-present

Esthel B. Allen, Executive Assistant to the President, 1973-1976

Esthel B. Allen, Assistant to the President and Affirmative Action Officer, 1976-present

David B. Curtis, Executive Associate to the President, 1975-1978

Beverly Beeton, Executive Assistant to the President, 1978-present

Office of the Vice President for Administration

The Administrative Wing office was established in 1969. Keith Smith the first Vice President (1969-1974) died suddenly while in office. The second Vice-President for Administration was Thomas D. Layzell (1974-76). Layzell was succeeded by Raymond B. Kiefer who served as Acting Vice-President (1976-77). Melvyn Freed was appointed Vice-President for Administration in August, 1977.

Only two Assistant Administrator positions have been assigned to this office. Thomas D. Layzell served as Assistant to the Vice-President for Administration (1969-71) and as Assistant Vice-President (1971-74). Examination of tables 3 to 7 show the number and kinds of Administrative offices that have reported to the office of the Vice President for Administration from 1970-73, when it was assigned to the Office of the

President. In 1979, it was transferred from the Office of the President to the Office of the Vice President for Institutional Research and Planning.

#### Office of Communications

An Office of Communications which was to be responsible for planning and coordinating all university publications, was established in 1970 (Table 3). L. David Schuelke was appointed (Acting) Director in 1970. (GSU Bulletin, 1971). This office has always reported directly to the Office of the President, even though it became a separately budgeted unit. The sequence of Administrators and their terms of service follows:

#### Chief Administrators

L. David Schuelke, (Acting) Director, Communications, 1970-1973

Melvyn M. Muchnik, Director, Communications, 1973-1975

William H. Dodd, (Acting) Director, 1975

#### Assistant Administrators

John A. Canning, Assistant Director, Communications, 1973-1975

#### Office of University Relations

The Office of Communications was renamed the Office of University Relations (Tables 3 to 7) and William H. Dodd was named Director, a position he still holds. John A. Canning served as Assistant Director of University Relations from 1975 to 1979 when he left the University, retiring for the second time in his career. In 1979, Robert O. Jaynes was appointed Assistant Director. He still holds that position.

## II-5

The Office of Computer Services at Governors State University has had a complicated history (See section of Management Information Systems, this chapter).

### Office of Business Operations

The Office of Business Operations was established in early 1970. The Chief Administrators and their terms of office follow:

Raymond B. Kiefer, Manager, Business Office, 1971-1976

Richard D. Struthers, (Acting) Manager, Business Office, 1976-1979

Richard A. Lazarski, Manager, Business Office, 1978-present

Ray Kiefer, after serving as Business Manager for six years, was appointed (Acting) Vice President for Administration in 1976, replacing Tom Layzell who had resigned to accept a position on the staff of the Board of Governors. Dick Struthers, who had served as Assistant Business Manager became (Acting) Business Manager replacing Ray Kiefer. In 1978 an affirmative action search was conducted and Rich Lazarski was appointed Business Manager. Lazarski had served as budget planner in the Office of the Vice President for Institutional Research and Planning immediately prior to his appointment as Business Manager.

The Assistant Administrators in Business Operations were:

Richard D. Struthers, Assistant Manger, Business Office, 1972-1977

Tom W. Call, Assistant Manager, Business Office, 1977-present

Richard D. Struthers, Director of Purchases, 1977-present

Richard D. Struthers, Director of Purchases, 1977-present.

## II-6

Following his term of office as (Acting) Manager of the Business Office, Dick Struthers returned to the position, Director of Purchases, a position he had previously held.

### Office of Building and Plant Operations

The Office of Building and Plant Operations was established early in 1970 and the Chief Administrator was titled Superintendent. In 1979 the Office was changed to Physical Plant Operations and the title of the Chief Administrator was changed to Director.

The Chief Administrators and their terms of office were:

John C. Minder, Superintendent, Building and Plant Operations, 1970-1973

William S. Wickersham, Superintendent, Building and Plant Operations, 1973-1979

William S. Wickersham, Director of Physical Plant Operations, 1979-present

Only one assistant administrator has served in this unit. Vernon H. Thomas served as Assistant Superintendent of Building and Plant Operations from 1973-1977.

This position was not filled after Thomas left the University.

### Office of the Department of Public Safety

This Office was established in 1972, several months after the first Director was appointed. Prior to 1972 a security firm contracted with the University to provide a security force. There have been three chief administrators:

Raymond E. Benn, Director, Department of Public Safety, 1971-1976

Philip R. Orawiec, Assistant Director, Department of Public Safety,

## II-7

1971-present

Philip R. Orawiec, (Acting) Director, Department of Public Safety, February to September, 1976

Norman Love, Director, Department of Public Safety, 1976-present

Phil Orawiec, after serving as (Acting) Director, returned to the position of Assistant Director of Public Safety, a position he still holds.

### Office of Personnel

The Personnel Office was established early in 1971. This Office maintains the personnel records of all university employees, but manages the hiring only of the Civil Service personnel. The President's Office manages the hiring of all professional personnel.

Two persons have served as Chief Administrators of the Personnel Office:

John R. Kirksey, Director, 1971-1978

Dorothy L. Howell, (Acting) Director, 1978 (for about six weeks)

Dorothy L. Howell, Director, 1978-present

Dorothy Howell, who served as Assistant Director of Personnel for four years (1974-78), served as (Acting) Director when she was appointed Director in 1978, a position she still holds.

### Office of Management Information Systems

Computer services at Governors State University has had a notable or notorious history, depending on one's point of view (See Chapter IX for more).

In 1969-70 when the initial Operating and Capital budgets were being developed it was the intent of President Engbretson and Vice President Smith that Governors State University would own and operate its own computer. The first budget included funds to purchase the computer, and establish its operation. The Board of Governors approved the concept, but the Board of Higher Education did not. The Board of Higher Education at that period of time was promoting cooperative ventures among institutions of higher education.

As a result, the University was not to have its own computer. It was destined finally to be a member, along with Chicago State University and Northeastern Illinois University, of a Board of Governors Cooperative Computer Center with the computer facility located on the campus of Elmhurst College in Elmhurst, Illinois. The Cooperative Computer Center was officially established in 1973, with a Director who reported directly to the Board of Governors as did the Presidents of the three universities. In 1974, the Board of Governors contracted with Systems Computer Technology, Harrisburg, Pennsylvania to develop student information systems and administrative information systems that would service all three universities. The Cooperative Computer Center was unable to provide adequate student or administrative information systems even with the help of Systems Computer Technology. The inadequacy of computer services has had major impacts on the Governors State University student records. (See Admissions and Records Office section in Office of Provost and Vice President Academic Affairs). To this date the student records systems, fiscal records systems, and

academic program support systems are hampered because of inadequate computer support services.

In 1970 an Office of Management Information Systems was established (Table 3) in the Administrative Wing. It was believed at that time that the University would eventually have its own computer facility. But this was not to be. The on campus computer personnel were to become brokers between the university and the Cooperative Computer Center, trying to obtain from the Cooperative Computer Center the services needed to support the operation of the University. Because of these unusual relationships on campus computer services offices have undergone many permutations and the personnel have changed regularly during the past 10 years. Joseph E. Butler was Director of the Management Information Systems office from 1970-73 when he left the University. In 1973, the name was changed to Office of Computer Services, within the Office of the President (Tables 4-7), and C. William Higginbotham was named (Acting) Manager. In 1974, when the Systems Computer Technology contracted to develop computer systems for the Cooperative Computer Center, the Systems Computer Technology employed a Coordinator and stationed that person at the University. Higginbotham filled this position briefly. He was replaced by Samson G. Rice in 1975. The office was then called the Cooperative Computer Center and Rice's title was Coordinator of Board of Governors Cooperative Computer Center/Systems Computer Technology. In 1977, Lloyd G. Jones replaced Rice. Jones' title was Site Manager of the Board of Governors Cooperative Computer Center/Systems Computer Technology. In 1978, the office was renamed Computer and Management Information Systems and

## II-10

Ronald D. Miller was named (Acting) Site Manager, Board of Governors Cooperative Computer Center, a position he held for one year. In 1979, Ron Miller was named Assistant Director of Campus Computing, Board of Governors Cooperative Computer Center, and Office of the Computer Center was assigned to the Office of Institutional Research and Planning.

The contract between the Board of Governors and Systems Computer Technology continued and on campus computer personnel were to remain brokers between Governors State University and the Cooperative Computer Center. At the time this history was written the University was struggling to secure high quality, reliable computer services. Even though services improved during the last two years, the need for better computer services remained a regular topic of conversation.

### Office of the Vice President for Research and Innovation

This Wing of the University was established in early 1970 and Virginio L. Piucci was appointed Vice President in 1971. Between 1971 to 1977 the following offices comprised this wing (Table 3 to 7)

- Office of Instructional Resources which later was to become the Instructional Communications Center
- Office of Learning Resources which was to become the Learning Resources Center and finally the University Library
- Office of Research and Evaluation
- Office of Special Projects
- Office of Instructional Services



In 1977, President Goodman-Malamuth reorganized part of the University (Table 6,7):

1. The Research and Innovation Wing was changed to the Institutional Research and Planning Wing;
2. The Office of Special Project was moved to the Academic Affairs Wing and renamed the Office of Research under the management of an Associate Vice President;
3. The Offices of the Instructional Communication Center and the Learning Resources Center were moved to the Academic Affairs Wing;
4. Offices of Institutional Research, Budget Planning and Facilities Planning were established in the Institutional Research and Planning Wing (See Table 3 to 7); and
5. The Office of Instructional Services, which was established in 1974, was moved to the Office of the Vice President for Academic Affairs under the direction of a Dean. (See Office of Instructional Services for history of the Instructional Communications Center and the Learning Resources Center.)

Virginio L. Piucci was the only Chief Administrator to serve as Administrator of the Research and Innovation and the Institutional Research and Planning Wings.

Assistant Administrators, their titles and terms of office were:

David V. Curtis, Assistant Vice President, 1972-1973

David V. Curtis, Associate Vice President, 1973-1976

Gerald C. Baysore, Associate Vice President, 1976-present

The Office of Special Projects, coordinated by Robert E. Krebs was assigned to the Research and Innovation Wing from 1972 until 1977 when it was moved to the Academic Affairs Wing and Bob Krebs was appointed Associate Vice President for Research. (See Office of Vice President for Academic Affairs).

The Office of Research and Evaluation was established in 1971. Jerome W. Wartgow served as Coordinator from 1972 to 1975 when he left the University. Nathan Keith was appointed Coordinator in 1975, a position he held until 1978 when he left the University. In 1979, Alan L. Bennett was appointed Coordinator. Tables 3 to 7 show these changes diagrammatically.

#### Office of the Vice President for Academic Affairs

The Academic Affairs Wing of the University was established early in 1969. During 1969-1970 this writer represented Academic Affairs to the public and governing boards. Several Chief Administrators have served in this office:

Tilman C. Cothran, Vice President, 1970-1971

Albert M. Martin, (Acting) Vice President, 1971-1972

Mary P. Endres, Vice President, 1972-1975

Ted F. Andrews, (Acting) Vice President, 1975-1977

Academic Affairs in the University were not enhanced by the instability of administrative leadership during the first 10 years. Tilman Cothran served only one year before accepting a position at Western Michigan University. He was succeeded for a year by Al Martin who had served as (Acting) Assistant Vice President. Mary Endres was appointed Vice President in September, 1972. She retired December, 1975. This

writer replaced Endres, serving as (Acting Vice President) for about 18 months.

This history of Assistant Administrators in the Academic Affairs Office was one of considerable change from 1969-1979:

Clayton Johnson, Assistant Vice President, 1969-1971

Albert M. Martin, (Acting) Assistant Vice President, 1971-1973

Albert M. Martin, Assistant Vice President, 1973-1976

Douglas Q. Davis, Assistant to Vice President, 1972-1974

Tom E. Deem, (Acting) Assistant Vice President, 1976-1977

William J. Kryspin, Research Associate, 1977-1978

William J. Kryspin, Special Assistant to the Provost, 1979-present

Robert W. Krebs, Associate Vice President for Research, 1977-1978

Donald L. Douglas, (Acting) Associate Vice President for Research,  
1978-1979

Sheadrick A. Tillman, IV., Associate Vice President for Research,  
1979-present

Office of the Provost and Vice President for Academic Affairs

The Office of the Provost and Vice President for Academic Affairs was established in 1977 and Curtis L. McCray was appointed Provost, a position he still holds.

In 1977 the President reorganized components of the University (Table 2) which resulted in the shift of some administrative offices from other Wings to the Academic Affairs Wing. (Tables 6 and 7). Each of the administrative offices that comprise

the Academic Affairs Wing in 1977 are shown in Table 7. Examination of Tables 3 to 9 shows the evolution of the Academic Affairs Wing from a relatively simple structure to a very complex organizational structure. The history of each of the offices that have formed the Academic Wing will be individually treated.

#### Office of Community College Relations

The University was established as an upper division institution to provide education for students who had completed two years of higher education presumably at a community college. The Office of Community College Relations was established in 1970 for the purpose of providing liaison with Community Colleges. Albert M. Martin was Coordinator of Community College Relations from 1970-1974 and Thomas E. Deem from 1974 to present. The Office of Community College Relations reported directly to the Office of the Vice President for Academic Affairs until 1978 when it was assigned to the Office of Special Programs and Instructional Services (Tables 3 to 7). In November 1979, Office of Community College Relations was transferred to the Office of the Dean of Student Affairs and Services.

#### Office of Financial Aids

This office was established early in 1970. The first Coordinator was Richard S. Allen who served from 1970-1974 when he left the University. Cora Burks was (Acting) Director in 1974, prior to the appointment of Herbert Robinson who has held this position since August, 1974. In 1978, Stephen L. Bellin was appointed Assistant Director. He still holds that position.

The Office of Financial Aids reported directly to the Vice President of Academic Affairs until 1977 when it was assigned to the Student Affairs and Services Office, a new office established when President Goodman-Malamuth reorganized the University. The office was to be headed by a Dean (Tables 6 and 7).

#### Office of Admissions and Records

This office was established early in 1970. It has had a number of chief administrators and assistant administrators during its 10 years of operation. The administrators, their titles and terms of office were:

a. Chief Administrators

Robert L. Bailey, Director, 1970-1974

Robert P. Hauwiller, Director, 1974-1976

Richard W. Newman, (Acting) Director, 1976-1977

Richard W. Newman, Director, 1977-1979

Stephen L. Bellin, (Acting) Director, 1979

Richard S. Pride, Director of Admissions and Recruitment,  
1979-present

b. Assistant Administrators

Robert P. Hauwiller, Registrar, 1970-1974

James S. Lohman, Assistant Director of Student Records, 1976-1978

M. Catherine Taylor, Assistant Director of Admissions, 1975-1979

Examination of Tables 3 to 6 shows that the Office of Admissions and Records reported directly to the Vice President for Academic Affairs until the 1977 reorganization by the President. In 1977 the Office of Student Affairs and Service was established and the Office of Admissions and Records assigned to it. (Table 7).

It is obvious from the history of administrative changes that considerable instability has occurred in the Admissions and Records Office.

The reorganization by the President in 1977 was intended, among other things, to place greater emphasis on student recruitment, admissions, retention and records. During 1978 and 79 major changes in internal organization and functions were accomplished within the Office of Student Affairs and Services. For the first time a Dean headed this office and a position of Associate Dean for Student Development was established. (See Office of Student Affairs and Services).

Robert L. Bailey was the first Director of Admissions and Records. After four years he left the University and was replaced by Robert P. Hauwiler who had been Registrar for four years. In 1974 Bob Hauwiler left the University. He was replaced by Richard W. Newman who had been on the staff of the Learning Resources Center. Dick Newman left the University following the 1977 reorganization. Under the leadership of Frank Borelli, the new Dean of Student Affairs and Services and Provost McCray the positions of Registrar and Director of Admissions and Student Recruitment were established. In 1979, Richard S. Pride was appointed Director of Admissions and Student Recruitment and Richard A. Rainsberger was appointed Registrar.

Office of the Registrar

In 1979, this Office was established as a budgeted unit separate from the Office of Admissions and Records. The first administration of this new office was employed when the office was established.

Chief Administrator

- a. Richard A. Rainsberger, Registrar, 1979-present
- b. Assistant Administrator. As this history is written none has been appointed.
- c. The Registrar reports directly to the Dean of Student Affairs and Service.

Office of Student Services

Early in 1970 an Office of Student Services was established in the Academic Affairs Wing (Table 3). The Director of Student Services reported directly to the Vice President for Academic Affairs until 1977 when the Office of Student Affairs and Services was established and a Dean appointed. (Tables 3 to 7). Paul G. Hill was the first Director of Student Services, a position he held from 1970 to 1973, when he was appointed University Advocate. (See Office of the President). From 1974-1977, Robert L. Lott was Director of Student Services. In 1977, Bob Lott was replaced by Douglas Q. Davis who served as (Acting) Director until 1977 when the Office of Student Affairs and Services was established.

Office of Student Affairs and Services

This office was established in 1977 with the position of Dean as the Chief Administrative officer. Frank Borelli was appointed as the first Dean of Student Affairs and Services in 1978, a position he still holds. Burton A. Collins was appointed to the new position of Associate Dean for Student Development in 1979. The Director of Admissions and Records, the Director of Student Activities and the Director of Financial Aids report to the Dean. The history of the Financial Aids and Admissions and Records Offices were treated previously in this section since they were old and well established

offices (Table 3-6).

The Office of Student Activities was established by the Dean in 1979. Tommy L. Dascenzo was appointed as the first Director of Student Activities in 1979. This office was established to bring leadership to bear on planning activities that were appropriate for older, commuting students. Historically the University has found it difficult to launch a student activities program that was well subscribed to by its student. Future experience will show whether or not student activities for older, employed, commuting students can be developed and successfully implemented.

#### Office of Cooperative Education

In 1969 during the initial planning period of the University, it was agreed that the cooperative education would be “An integral part of the educational offerings in each collegial unit as a means of supplementing income needed to meet educational expenses, as a means of extending and complimenting the specific resources of the University, and as a means of assisting students in making wise vocational choices.” (Educational Planning Guidelines). The Guidelines go on to state that, “Though centrally coordinated, the functional conduct of the cooperative education program will be decentralized into the colleges.”

The Office of Cooperative Education was established in 1970 (Table 3). The Coordinator reported directly to the Vice President for Academic Affairs until 1977 when the President established the Office of Special Programs and Instructional Services (Table 7). Cooperative education was to have an uncertain future at Governors State



University.

Dixon A. Bush was appointed Coordinator of Cooperative Education in 1971 and served in that capacity until 1975 when the future of cooperative education did not appear to be good. Burton A. Collins was functionally an Assistant Administrator working closely with Bush in Coop. Ed. While the Coop Ed program evolved, a plan to place students in positions developed. This was to lead to the establishment of a Placement Office which will be discussed later.

Since Coop Ed was to be functionally merged in the Colleges and centrally administered in the Office of Cooperative Education, at least one cooperative education faculty member was employed in each college. Some colleges had two Coop Ed faculty. This centralized – decentralized concept of management was to lead faculty and administrators into budgetary, fiscal and administration conflicts. As a result of these conflicts, Coop Ed did not flourish as was planned and hoped. In 1974 the North Central visitation said, “Cooperative Education is not delivering on its promise and needs to be given higher priority, dropped, or assigned a lower priority.” In 1976 after Dixon Bush had left the University, it was decided not to fill the position of Director of Cooperative Education. The budget allocated to the Directors office was reallocated to the Colleges and the Coop Ed program was managed by the Colleges. (Table 6 and 7).

In 1976 the Director of Placement (Table 7), Burton A. Collins functioned as a quasi coordinator of Cooperative Education. He worked closely with the Coop Ed faculty on a task force with the charge to redefine Cooperative Education and to recommend a management/leadership plan to support the future of Coop Ed. The

President's reorganization (Table) assigned the coordination of Cooperative Education to the Director of the Office of Career Planning and Placement.

The future of Cooperative Education at Governors State University remained uncertain. As this history is written it is doubtful that anyone knows what the future holds for the administration of Cooperative Education.

#### Office of Placement

The Placement Office was formally established in 1972 and Burton A. Collins was appointed Director, a position he held until 1978. In 1978, the office was renamed the Office of Career Planning and Placement (Table 7). Burt Collins continued as the Director of Career Planning and Placement and Coordinator of Cooperative Education until 1979 when he was appointed Associate Dean for Student Development. When this history was written the Director's position remained unfilled.

#### Office of Experiential Education

In 1975 the Vice President for Academic Affairs established the first Office of Experiential Education and Elizabeth C. Stanley was appointed Director. This office was to manage the Board of Governors Degree (BOG BA Degree), the University Without Walls Degree (UWW), and the program called Credit through Evaluation of Experiential Learning (CEEL) (GSU Catalog, 1978). Betty Stanley served as Coordinator of the BOG Degree, CEEL and Director of Assessment of Experiential Education from 1975 to 1978 when she left the University. Otis L. Lawrence was appointed Director in 1979, a position he still holds.

Robert P. Press served as Director of the UWW Degree program from 1975 through 1977. William J. Kryspin served as (Acting) Director 1977-1978. In 1979, Otis Lawrence assumed administrative responsibility for all programs that award credits for experiential education. (Table 5 to 8).

#### Office of Instructional Resources

During 1969, and 70, the initial planning period for the University, it was proposed that a variety of instructional delivery systems would be developed. Whenever possible instruction was to be individualized and self-managed. The Educational

Planning Guidelines state:

“Modes of instruction will emphasize non-lecture situations such as audio-tutorial, colloquy, seminars, etc. Correlatively, a data bank is being developed to help expand state-of-the-art in information storage and retrieval. Modern video interfaces, computer terminals and the like will be commonplace in most instructional and research areas. Telecommunications linkages should exist between the community and the institution.”

Toward this end the Office of Instructional Services (ICS) was established in 1970 and Warland D. Wight was appointed Assistant Director. (Table 3) The name of the office was changed to Instructional Communications Center in 1972 and Dave Wight was named (Acting) Director. He was soon appointed Director in a position he held until 1973, when he was succeeded by T. David Ainsworth. Dave Ainsworth served for one year as (Acting) Director. In September 1974, William E. McCavitt was appointed Director. He held that position one year and then left the University in October. Then October 1975 to February 1976, Dave Ainsworth once again served as (Acting) Director.

In 1976, John B. Johnson was appointed Director, a position he still holds. From

1970-1974 the Director reported directly to the Office of the Vice President for Research and Innovation.

The centralized-decentralized concept of management prevailed in the ICC from 1970-1974, when the Office of Dean of Instructional Services was established and the Office of the Instructional Communications Center and the Office of the Learning Resources Center assigned to it. (Table 4,5). In 1979, the Office of the Director of the ICC was assigned to report directly to the Office of the Provost.

Until 1974, Coordinators for Instructional Development (CID) were employed by the ICC but assigned to the Colleges where they held professional appointments. The CID's were not administrators but they were responsible for coordination of the development of instructional materials for the College to which each one was assigned. The GSU Bulletin, 1974, described the aspirations of the ICC in instructional development:

“A Coordinator of Instructional Development (CID) works in each College helping faculty members design and produce learning materials. ICC is working toward developing 25% of curricula into learning packaged – and expects to reach this goal within ten years.”

During the first few years (1971-74) a great deal of emphasis was placed on cooperative curricular development by the colleges and the ICC. In 1974, the CID's were moved from the Colleges into the ICC and all management centralized. As this history is written, the functional role of the ICC and its future management are unclear. (See Chapter IX and XII for additional information).

#### Office of Learning Resources

One of the first offices to be established in 1969-70 was the Learning Resources (Table 3) which was to be called the Learning Resources Center in 1972 (Table 4) and finally the University Library in the fall of 1979.

#### Office of Learning Resources Center (LRC)

Richard J. Vorwerk was named the first Director of the LRC and Allene F. Schnaitter the first Assistant Director. Each served in this respective administrative position from 1970 to 1974. In 1974, Dick Vorwerk was named Dean of Instructional Services and Allene Schnaitter was named Director of the LRXC. (Tables 3 and 4). The Director of the LRC reported directly to the Vice President for Research and Innovation from 1970 to 1974, after which the Director reported to the Dean of Instructional Services (Table 4). In 1976, Allene Schnaitter left the University. From 1976 to 1978 Dick Vorwerk served both as Dean of Instructional Services and (Acting) Director of the LRC. Jean Singer was named Director of the LRC in 1978. In September 1979, the LRC was renamed the University Library and administratively assigned to report directly to the Office of the Provost. (See Chapter IX for more on the LRC).

#### Office of Instructional Services

The Office of Instructional Services was established in 1974 by the Vice President for Research and Innovation and the Office of the Learning Resources Center and the Office of the Instructional Communications Center assigned to it. (Tables 4 and 5). In 1974, Richard J. Vorwerk was appointed Dean of Instructional Services, a position he

held until 1976 when he was named Dean of Special Programs and Instructional Services (Table 7).

#### Office of Special Programs and Instructional Services

This office was functionally established in 1976 and officially established in 1977 when President Goodman-Malamuth reorganized the University (Table 7). Dick Vorwerk who had been Dean of Instructional Services assumed the duties of Dean of Special Programs and Instructional Services which was moved to the Academic Wing (Table 7) from the Research and Innovation Wing (Table 6).

The responsibilities of the Dean's office were broadened greatly to include, the addition to the LRC and the ICC, the following offices: Community College Relations, Cooperative Education, Community Services and Education, Experiential Education and the Center for Learning Assistance.

#### Office of Center of Learning Assistance

In 1976 soon after President Goodman-Malamuth assumed his duties, a Learning Assistance Center was functionally started within the Learning Resources Center. In 1977 the Center for Learning Assistance was established and Lee Owens was named Director. In July 1979 the Center for Learning Assistance was moved to the Office of Student Affairs and Services. (See Chapter XI for additional information).

#### Office of Community Services

In 1969-70 during the initial stages of planning the various University systems, the concept of Community service provided a thread throughout the planning discussions and documents.

The intended community service thrust of the University was stated in the Educational Planning Guidelines:

The service orientation of the University demands involvement of the community in a variety of contexts. Specifically, the University must respond to the health, industrial, educational, and business needs expressed by the community through deliberate cooperative plans for service, through indirect contributions of academic programs and through applied research efforts.

The traditional wall between the University and the world outside the University must be broken down. This is partially achieved through the development of lay advisory groups for curricular and instructional planning. The use of the community as an educational laboratory would further extend the University into community life by projecting the instructional program into the environment being studied. For example, in the study of human ecology, community neighborhoods of all types would be involved; school and other environments would be used for teacher preparation; hospital and community clinic environments would be used for nursing and paramedical studies, and so forth.

Also, within the limits of resources and expertise, University personnel will be available on request to serve as consultants to community groups for development of specific projects.

Being a service-oriented University necessitates the development of all kinds of artistic and cultural activities. One such venture, a cultural-educational center, might be the focal point for community-centered cultural-educational activities generated by the University and/or community groups. The planning and management of joint activities and/or facilities would be shared by the University and community.

The University will project itself into the community and remain accessible to the community through the development of imposts and outposts. University faculty and students will be involved with leaders in business, industry, government, hospitals, research laboratories, schools, junior colleges and arts, music and drama center. To enhance this process, various education centers and mobile classrooms will be utilized.

In summary, the University, as a service-oriented institution, will be open to the total community. It will involve itself in dynamic communication and activity within a broad variety of contexts.

The Office of Community Services was first described in the GSU Bulletin, 1971, and assigned to the Office of the Vice President for Academic Affairs. (Table 3). A Coordinator of Community Services was not appointed during the first four years. The Assistant to the President and Assistant to the Vice President for Academic Affairs performed the function of the Community Service on a sporadic basis.

#### Office of the Vice President for Community Services

An increased emphasis was to be given to community services in 1974 through the establishment of a Community Services Wing of the University headed by a Vice President. Mary Ella Robertson was the first and only Vice President for Community Services, a position she held until 1976 when she left the University. Charles E. Mosley served as Assistant Vice President in 1976 when he was appointed (Acting) Vice President, succeeding Mary Ella Robertson. In 1977, Chuck Mosley left the University. The position of Vice President for Community Services was soon thereafter eliminated, and an office of Community Services established.

#### Office of Community Services and Education

Hector H. Ortiz was appointed (Interim ) Director of Community Services in 1977 and Director in 1978. In 1977 when President Goodman-Malamuth reorganized the University, a position of Associate Vice President for Community Services was established (Table 7). But that position was never filled. This office reported directly to the Vice President for Academic Affairs until 1979 when the name of the office was changed to the Office of Community Services and Education and was assigned to the Office of the Dean of Special Programs and Instructional Services.



Office of the Dean of the College of Business and Public Service

The College of Business and Public Service was established in 1970 (GSU Bulletin, 1971). In 1979 the College was renamed Business and Public Administration (Tables 3 to 8). During the first seven years of operation the Administrators in the colleges consisted of a Dean and one FTE Assistant Dean.

The administrators and their terms of office follow:

Chief Administrators

Ruben V. Austin, Dean, 1970-1975

Ralph J. Winston, (Acting) Dean, 1976-1978

Robert L. Milam, Dean, 1978-present

Assistant Administrators

Gordon A. Cochrane, Assistant Dean, 1972

Sheldon R. Mendelson, Assistant Dean, 1975-1978

Sheldon R. Mendelson, Associate Dean, 1978-1979

James A. Buckenmyer, Associate Dean, 1978-1979

William L. Flodin, Assistant Dean, 1976-1977

Rubin Austin the first Dean resigned the Deanship in 1975 and returned to the faculty where he remained until retirement in 1979. Ralph Winston served as (Acting) Dean for two years. In 1978 Bob Milam was appointed Dean, a position he still holds. Gordon Cochrane served as Assistant Dean for three years and then left the University. He was succeeded by Sheldon Mendelson who served as Assistant Dean from 1975-1978 and Associate Dean in 1978-79. Jim Buckenmyer served as Associate Dean

in 1978 and 1979. For two years Bill Flodin served as Assistant Dean for Graduate Study.

In 1978 when the President reorganized the University the Academic Affairs Wing established two Associate Dean's positions in each College. In 1979 when the Provost reorganized the colleges, the Associate Dean's position were abolished and one Assistant Dean position assigned to each College. (See 1979 Organizational Changes this chapter). The academic programs are treated in Chapter V.

#### Office of the Dean of the College of Cultural Studies

The College of Cultural Studies was established in 1970 and existed until 1979 when the Colleges were reorganized. (See 1979 Organizational Changes, this Chapter).

The Deans and Assistant Administrators, their title and terms of office follow:

Alfonso Sherman, Dean 1970-1979

Clara B. Anthony, (Acting) Dean, 1979-

Assistant Administrators

Daniel W. Bernd, Assistant Dean, 1971-1973

Clara B. Anthony, Assistant Dean, 1973-1976

Anthony Y. Wei, Assistant Dean, 197u-

Alma Walker-Vinyard, Associate Dean, 1978-1979

Lydia C. Fontan, Assistant Dean, 1975-1978

Lydia C. Fontan, Associate Dean, 1978-1979

Alfonso Sherman served as Dean from 1978 to 1979, except for the time that he was on sabbatical leave. Clara Anthony served as (Acting) Dean in 1976-77, after

which she took a two years leave of absence. Dan Bernd served a Assistant Dean for two years and returned to the faculty. Clara Anthony served for three years then one year as (Acting) Dean. Tony Wei served only a brief time as Assistant Dean. Lydia Fontan was an Assistant Administrator for four years, three years as Assistant Dean and one year as Associate Dean. Alma Walker-Vinyard served one year as Associate Dean.

In 1979 when the Colleges were reorganized Alfonso Sherman, Dean, and the Associate Deans Fontan and Walker-Vinyard returned to the faculty (See 1979 Organizational Changes, this Chapter). The academic programs are treated in Chapter I Office of the Dean of the College of Human Learning and Development

This College was established in 1970 and it still exists. The Dean's and Assistant Administrators, their titles and terms of office follow:

Charles Wade, Dean, 1970-1972

William K. Katz, (Acting) Dean, 1972-1973

Roy T. Cogdell, Dean, 1973-

Assistant Administrators

William K. Katz, Assistant Dean, 1970-1978

Tulsi B. Saral, Assistant Dean, 1976-1977

JoAnn W. Brown, Assistant Dean, 1973-1977

Joanne K. Bowers, Assistant Dean, 1973-1974

Clifford J. Eagleton, Assistant Dean, 1974-1978

Clifford J. Eagleton, Associate Dean, 1978-1979

William K. Katz, Associate Dean, 1978-1979

William K. Katz, Assistant Dean, 1979-

Chuck Wade, the first Dean, served for two years and left the University. Bill Katz, who was appointed Assistant Dean in 1970, served as (Acting) Dean 1972-73. In 1973, Roy Cogdell was appointed Dean, a position he still holds.

Two Assistant Deans, Bill Katz and Cliff Eagleton, have served for several years. Bill Katz was Assistant Dean from 1970 to 1978, Associate Dean during 1978-79, and Assistant Dean beginning in 1979 when the Academic Wing was reorganized. Cliff Eagleton was Assistant Dean from 1974 to 1978, Associate Dean in 1978-79. He returned to the faculty in 1979. JoAhn Brown served as Assistant Dean from 1973 to 1977. Tulsi Saral and Joanna Bowers each served one year terms as Assistant Deans. (See 1979 Organizational Changes, this chapter). The academic programs are treated in Chapter V.

Office of the Dean of the College of Environmental and Applied Sciences

The writer of this history, Ted. F. Andrews, served as Dean of this College from 1969 to 1979 when the College was merged with the College of Cultural Studies to form a College of Arts and Sciences. (see 1979 Organizational Changes, this chapter). From January 1975 to August 1977, I served as (Acting) Vice President for Academic Affairs. During that period Pete Fenner served as (Acting) Dean. The Chief Administrators and Assistant Administrators and their terms of office follow:

Chief Administrators

Ted F. Andrews. Dean, 1970-1979

Peter Fenner, (Acting) Dean, 1975-1977

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Donald S. Douglas, (Acting) Dean, 1977

Assistant Administrators

Peter Fenner, Assistant Dean, 1970-1975

Peter Fenner, Associate Dean, 1978-1979

Robert A. Kloss, Assistant Dean, 1974-1975

James Joseph Gallagher, Assistant Dean, 1974-1976

Donald S. Douglas, Assistant Dean, 1975-1977

Donald S. Douglas, Associate Dean, 1978-1979

Otis L. Lawrence, Assistant Dean, 1975-1977

John C. Hockett, Assistant Dean, 1976-1978

Robert A. Cornesky, Director, School of Health Sciences, 1976-1979

Until 1978, Assistant Administrators served part-time, mostly quarter time, in this college. Peter Fenner served as Assistant Dean from 1970 to 1978, except for the period that he served as (Acting) Dean. During 1978-79 he served as Associate Dean and in 1979 he returned to the faculty following the reorganization of the Academic Wing. Bob Kloss served as Assistant Dean 1974 and 1975. He died while in office. Don Douglas served as Assistant Dean from 1975 to 1978 and Associate Dean during a part of 1978, when he was appointed (Acting) Vice President for Research. He served as (Acting) Dean for a half year in 1977. Jim Gallagher served as Assistant Dean, 1974-76, after which he left the University. Otis Lawrence served as Assistant Dean from 1975 to 1977, returned to the faculty in 1978, and was appointed Director of

the Office of Assessment in 1979. John Hockett served as Assistant Dean for two years, 1976-1978, and returned to the faculty.

A School of Health Sciences was established within the College of Environmental and Applied Sciences in 1975 and Bob Cornesky was appointed its first Director in 1976.

Office of the School of Health Sciences

The School of Health Sciences was approved by the Boards as a budgeted unit in 1975 (Table 6, 7 and 8). In 1976, Bob Cornesky was appointed as the first Director. This School was the first budgeted academic unit within a college.

The Colleges were the smallest budgeted units, there being no departments or divisions within the Colleges, until the School was established. The Director of the School reported to the Dean of the College of Environmental and Applied Sciences until 1979 when the Academic Wing was reorganized. (See 1979 Organizational Changes, this chapter). There were no assistant administrators in the School.

Office of the School of Health Professions

In the fall of 1979 the School of Health Sciences was renamed the School of Health Professions and established as an autonomous academic unit that reported directly to the Office of the Provost and Vice President for Academic Affairs. Bob Cornesky continued as Director, a position he still holds. There were no assistant administrators appointed. (See 1979 Organizational Changes, this chapter). The academic programs in the health professions are treated in Chapter V.

The 1977 Organizational Changes

In September 1976, Leo Goodman-Malamuth assumed the presidency (Table 2). His presidency was to bring about significant organizational changes that became effective in July, 1977. Tables 6 and 7 depict the major changes:

1. Elimination of the Research and Innovation Office.
2. Establishment of the Institutional Research and Planning Office.
3. Establishment of the Office of Associate Vice President for Institutional Research and Planning,
4. Establishment of a Coordinator of Institutional Research, a Coordinator of Budget Planning, and a Coordinator of Facilities Planning in the Office of Institutional Research and Planning, the later position was to be eliminated in 1978.
5. Change of the title of the Vice President for Academic Affairs to Provost and Vice President for Academic Affairs.
6. Establishment of the Office of Associate Vice President for Research in the Office of the Provost. This replaced the Coordinator of Special Projects that had been in the Office of the Vice President for Research and Innovation.
7. Change of the title of Dean of Instructional Services to Dean of Special Programs and Instructional Services and the transfer of this office from the
8. Office of the Vice President for Institutional Research and Planning to the Office of the Provost.

9. Assignment of the following additional offices to the Office of the Dean of Special Programs and Instructional Services:

- Director of Assessment and Coordinator of BOG Degree Program,
- Director of University Without Walls,
- Coordinator of Community College Relations, and
- Director of Career planning and Placement and Coordinator of Cooperative Education.

These offices previously had reported directly to the Office of the Vice President for Academic Affairs.

10. Establishment of the Office of Associate Vice President for Community Services.
11. Change of the title of Assistant Vice President for Academic Affairs to Assistant to the Provost and Vice President.
12. Establishment of the Office of Dean of Student Affairs and Services and assignment of the following offices to it:
- Director of Admissions and Records
  - Director of Student Activities, and
  - Director of Financial Aids.

These offices formerly had reported directly to the Office of the Vice President for Academic Affairs.

13. Establishment of the Office of Director of Computer Information Systems in the Office of the President. Formerly the Coordinator of



Computer Services was employed by the Cooperative Computer Center and

Liaison was provided through the Executive Associate to the President.

The history of the individual offices as well as the names, titles and period of office of the administrators in the “new” and “old” offices were discussed earlier in this chapter.

#### The 1979 Organizational Changes

In August, 1977, Curtis L. McCray assumed the duties of Provost and Vice President for Academic Affairs (Table 2). During 1977-78, the Provost reorganized the Colleges/School and instituted other organizational changes in the Academic Wing. In September, 1978, Melvyn N. Freed assumed the duties of Vice President for Administration. The years 1977-1978-79 were to include many organizational changes, as well as name changes both in the academic and administrative wings.

Provost McCray in his proposal for academic reorganization said, “These are the goals I believe GSU can reach through this reorganization:

1. Combine faculty into compatible academic organizations.
2. Balance the numbers of students in the academic units.
3. Affirm the importance of the liberal arts and sciences.
4. Provide greater attention to students’ reading, writing, and quantitative skills.
5. Reduce administrative costs and improve administrative structures and, hence, service to students and the academic programs.

6. Simplify the University's academic structure and improve our own understanding of who we are and improve the understanding of the University by communities outside GSU.
7. Provide a structure by which the important matters of curriculum review and improvement can occur.
8. Provide a structure that meets the career needs of students as we currently understand these needs and as we must be capable of adjusting to them as they change.
9. Provide a structure that leads to GSU's servicing increasingly large number of students.

This reorganization plan, in sum, called for GSU to reaffirm its role as a comprehensive University.”

He went on to say, “The advantages of this structure for administrative purposes will become obvious.

1. The number of academic deans is reduced from four to three.
2. The number of associate deans is reduced from eight to three assistant deans.
3. The number of faculty FTE serving as coordinators is reduced to approximately four FTE serving as chairpersons by consolidating their functions into division chairs with offsets in accordance with Board regulations.
4. The span of control for deans becomes more manageable with two to four

division chairpersons.

5. Division chairs are enhanced through broadened responsibilities with accountability for budget, curriculum, faculty recruitment, faculty evaluation, scheduling.
6. Faculty should experience a new sense of control in the affairs of their division with the opportunity to recommend good chairpersons.”

Table 8 shows the organizational structure in the early part of 1979. Table 9 shows the academic organizational structure in December, 1979 when this history was being written.

The Board of Governors of State Colleges and Universities approved the proposed academic reorganization on May 17, 1979. The Board of Higher Education accepted the BOG recommendations with these comments:

We would like to inform you that we have accepted as a reasonable and moderate extension the reorganization plan at Governors State University, as approved by the Board of Governors of State Colleges and Universities on May 17, 1979. We understand the changes to be:

1. The merging of the College of Environmental and Applied Sciences and the College of Cultural Studies into the College of Arts and Sciences.
2. The existing School of Health Sciences is renamed the School of Health Professions.

3. The existing College of Business and Public Service is renamed the College of Business and Public Administration.
4. The College of Human Learning and Development remains unchanged.
5. Academic programs are organized into administrative divisions to be headed by division chairpersons.

(Personal communication, James M. Furman to Robert A. Pringle, June 8, 1979).

Most other changes were less substantive, such as name changes, shifts of offices from one area to another, establishment of administrative offices and the like. The minor changes and when and where they occurred are listed; changes in collegial structures are described more fully.

1. A College of Arts and Sciences was established in September 1979 through the combining of the College of Cultural Studies and the College of Environmental and Applied Sciences.
2. A School of Health Professions was established as a budgeted academic unit comparable to a college and reporting directly to the Office of the Provost.
3. The School of Health Sciences, a component of the College of Environmental and Applied Sciences, was the precursor of the School of Health Professions.
4. The College of Business and Public Service was changed to the College of Business and Public Administration.
5. The College of Human Learning and Development retained its name.

6. The academic programs in the three colleges, were organized into administrative divisions each headed by an administrator called a chairperson.

7. The names of the Divisions in each of the three colleges and the first Division Chairpersons were:

College of Arts and Sciences

Intercultural Studies	Roger K. Oden
Media Communications	Melvyn Muchnik
Fine and Performing Arts	Warrick L. Carter
Humanities and Social Sciences	Daniel W. Bernd
Science	Ronald L. Brubaker

College of Business and Public Administration

Accounting/Finance	Samir I. Nissan
Administrative Sciences	Jane Wells
Economics/Marketing	Andrew J. Petro
Management	Donald R. Herzog
Public Administration	Peter Colby

College of Human Learning and Development

Communication and Human Services	O.W. Goldenstein
Psychology and Counseling	Addison Woodward
Urban Teacher Education	William P. McLemore

8. The School of Health Professions was established with only one Administrator, the Director. Academic divisions were not recommended for the School. Robert A. Cornesky was the first Director of the School of Health Professions.

9. Each of the three colleges were approved to have a chief administrator (a Dean) and one assistant administrator (an Assistant Dean). The first Administrators of the colleges were:

College of Arts and Sciences

Clara B. Anthony, (Acting) Dean

(none appointed), Assistant Dean

College of Business and Public Administration

Robert L. Milam, Dean

(none appointed), Assistant Dean

College of Human Learning and Development

Roy T. Cogdell, Dean

William K. Katz, Assistant Dean

10. The College of Cultural Studies was administered by Alfonso Sherman, Dean; Lydia C. Fontan, Associate Dean and Alma Walker-Vinyard, Associate Dean. These persons returned to the faculty in the College of Arts and Sciences, September, 1979.
11. The College of Environmental and Applied Sciences was administered by this writer (Ted F. Andrews), who was Dean and Peter Fenner who was Associate Dean. Pete Fenner returned to the faculty in the College of Arts and Sciences, September 1979. I was appointed Special Assistant to the Provost in September, 1979 and assigned the task of writing the 10 year history of the University.

12. The Office of the Director for Learning Assistance moved from the Office of Dean of Special Programs and Instructional Services to the Office of the Dean of Student Affairs and Services, effective July, 1979.
13. Position of Associate Dean for Student Development established in the Office of Dean of Student Affairs and Services July, 1979. Burton A. Collins was appointed Associate Dean.
14. The position of Director of Admissions and Student Recruitment established in the Office of Student Affairs and Services, effective July, 1979. Richard S. Pride was appointed Director.
15. The position of Director of Student Activities was established in the Office of Student Affairs and Services, effective July, 1979. Tommy L. Dascenzo was appointed Director.
16. The position of Registrar was established in the Office of Student Affairs and Services, effective July, 1979. Richard A. Rainsberger was appointed September, 1979.
17. The Office of Manager of the Computer Center was moved from the Office of the President to the Office of the Vice President for Institutional Research and Planning and assigned to the Associate Vice President.
18. The name of the Learning Resources Center was changed to University Library, Fall, 1979. The Director of the Learning Resources Center became the Director of the University Library.

19. The title Superintendent of Building and Plant Operations was changed to Director of Physical Plant, July 1979.

The evolutionary history of the academic programs in the Colleges and School are treated in Chapter V. The functions of the offices other than the Colleges/School are treated in Chapter IX.



# **CHAPTER III**

# **PHYSICAL FACILITIES**

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# **PHYSICAL FACILITIES**

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# **CHAPTER III**

## **PHYSICAL FACILITIES**

### Introduction

When the University was officially established on July 17, 1969, the headquarters of the University was wherever President Engbretson lived and worked. At that time the University owned no property. In fact it didn't have either an operating or capital budget. Initially the office was rented and office equipment and supplies purchased on credit!

This chapter is devoted primarily to buildings leased, purchased, or constructed and to land that was acquired for the campus. Secondary attention is given to other physical facilities.

To plan and make operational all systems of a University during a two year period demanded that many operations had to be in progress simultaneously. Examination of Table 1 (Chapter 1) reveals many of the primary operations and agencies involved. Not included in Table 1 were the first four offices (headquarters) of the University, the acquisition of the campus land which was not completed until 1970, construction of the Planning Building (Surge Module), and the acquisition of the mini-campus (warehouse) that was built and adapted for University use while the permanent building (Phase I) was under construction on the campus site. Most of the long range developments were perted by McKee-Burger-Mansueto, Inc. (Table 1) and reviewed

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regularly by the administrative staff under the coordination of Vice President Keith Smith.

#### Covert Motel Office

The first university office was President Engbretson's bedroom/office in the Covert Colonial Inn, better known as the Covert Motel, 21609 Crawford Avenue, Matteson, Illinois. It was often said that an "office" with the name of "Covert" was an unlikely place to plan a university that was to be open and experimenting. The Covert Motel office functioned during June, 1969. My first meeting with the President was in the Covert Motel office. A great deal of telephone communications with potential staff were conducted by the President from that office.

#### Manilow Office

Nathan Manilow, one of the founding fathers of Park Forest and planner/developer of the new community of Park Forest South, had offices at 40 Plaza in the Park Forest Plaza (Figure 1). In July, 1969, Nathan Manilow loaned the University the use of his conference room and one small adjacent room. This was to be the University's headquarters for about three months.

During this period the first professional staff (see Chapter I) and office staff began to report for duty. The first secretary to the President, Shirley Jackson (Secretary III, Steno) came on board on July 28, 1969. Initially she sat on a borrowed chair, worked at a borrowed desk and typed on a borrowed typewriter. Ms. Jackson remains at the University as a police officer. Mary Ann Kouba joined the office staff as an

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Administrative Aide September 15, 1969. She too used borrowed materials with which to work. Before the end of September, Bill Engbretson, Keith Smith, Tom Layzell, Clay Johnson, Mary Ann Kouba, Betty J. Andrews, Shirley Jackson and this writer were crowded into this small loaned office that was furnished with borrowed furniture and equipment. There were so few chairs that if someone stood up, someone else could sit down! During July and August, negotiations were underway for more spacious facilities.

#### Bramson's Offices

Bramson's department store was located on the ground and lower floors at 300 Plaza in the Park

Forest Plaza about one block from the Manilow Office (Figure 1). A lease between the University and Park Forest Properties for Suite 2, 300 Plaza (second floor) was negotiated, effective October 24, 1969. The lease included a clause for renewal for the period July 1, 1970 through June 30, 1971, a period coincident with the fiscal year of the University.

In November, 1969 the University staff moved from very small offices that were borrowed to a leased office area that seemed huge by comparison. The Bramson's offices provided about 2300 square feet for the University headquarters. The area seemed at first to be spacious but was soon to be filled by newly appointed professional and civil service staff.

On May 14, 1970 the lease for Suite 2, 300 Plaza was renewed for the period

### III-4

July 1, 1970 through June 30, 1971. The second lease was extended from July 1, 1971 through August 31, 1971 with an option included that would allow extension to September 30, 1971. The University did, in fact, occupy the Bramson's office until the end of September 1971 when the Planning Building was to be ready for occupancy. By September 1970 the University needed more office space than that provided in the Bramson's office. The Bramson's office was the last single office area to house the total University staff.

#### Paint Store Office

An unoccupied paint store, an area of about 900 square feet, in the Norwood Shopping Center 2465 Western Avenue, Park Forest (Figure 2) was leased by the University from Heitman Properties, Chicago to supplement the Bramson's office space. The initial lease was for the month of September, 1970. It was extended to include the month of October. Those University staff who occupied the Paint Store Office moved to the Planning Building on the campus site in early November, 1970.

#### Planning Building

The first structure built on the Campus site was an all steel, one story structure, that was called the Planning Building by the University staff and the Surge Module by the architects and builders (Figure 3). The architects reasoned that people "surged" into this building temporarily and then "surged" to another, hence the name, Surge Module. The Planning Building was destined to house Shipping and Receiving, Central Duplicating/Printing and the Mail Services Center. It now houses all of those operations.

### III-5

On August 20, 1970, the Raymur Schools Cooperation, Galva, Illinois, entered into a five year lease agreement (November 1, 1970 thru October 31, 1975) with the Board of Governors of State Colleges and Universities. The all steel building to be constructed would include 11,800 square feet and the gross rent would be \$233,050.00. Following the last payment of the rent, an amount of \$100 was to be paid to Raymur Schools and the building conveyed to the Board of Governors. On December 10, 1974, the building was conveyed. This creative planning, building, leasing, purchasing procedure allowed the University use of the Planning Building starting in November 1970, while continuing to lease/purchase it until December, 1974.

During the fall 1970 and winter, spring, summer 1971, the Planning Building was the focal point for major activities of University staff. Everyone was at work on everything! Curricula, instructional delivery, personnel, governance, fiscal, and physical facility systems were being evolved preparatory to opening the University for the first class of students in September 1973. The Board of Higher Education, in collaboration with the Board of Governors and with the encouragement of Governor Ogilvie, decided in February, 1970 that the University should open in September 1971, rather than in 1973 as originally planned. Although the architects, Evans Associates, Bloomington, Illinois and Caudill, Rowlett and Scott, Houston, Texas had been selected and a great deal of planning had been done for the construction of Phase I of a permanent building on the campus site, it was obvious that an interim physical plant would be needed in 1971 when the University was to open.



### Interim Campus Building

Since utilities services and sewers could not be provided on the permanent site in time for construction of a temporary building for use in the fall, 1971, it was decided that a building off campus should be leased. Park Forest South, a new community was under development adjacent to the permanent campus site. A good deal of cooperative planning that was mutually advantageous had occurred between the Village of Park Forest South, the Park Forest South Developers and the University. The Park Forest South Developers agreed to construct a warehouse to be know as Inventory Building No. 10, in Governors Gateway Industrial Park and to lease the building to the Board of Governors for the University for two years, 1971-72 and 1972-73, while the permanent building in the campus site was under construction

The Interim Campus Building, commonly called the “Mini-campus” or “Warehouse” was a rectangular building (Figure 4) with an area of about 102,000 square feet and an accompanying parking lot for about 700 cars. The Developer agreed to provide interior improvements on a lease/purchase agreement with costs to be amortized over a two year period. Evans Associates, Architects, served as design consultants for the interior improvements and A. Epstein and Sons, Inc. served as the engineering production firm both for the building and the interior improvements and the interior improvements. In February, 1971 lease/purchase agreement was signed for the period August 1, 1971 through August 31, 1973. Construction began May, 1971. Construction was completed and the building occupied in January, 1972 hence the effective lease dates were calendar years 1972 and 1973.

### III-7

During the fall 1971, classes were held wherever one could find space. Some classes met in faculty homes, some in restaurants, some in bars, some in the Planning Building, and some out in the field. In the winter 1972 all of the faculty and most of the administrators were housed in the Interim Campus Building.

While the University was functioning in the Interim building, Phase I of the permanent building on the campus site was under construction and was to be ready for occupancy in the fall, 1973. As with most construction of state financed buildings, the timetable was not met. In February 1973, the lease on the Interim Campus Building was extended to February 28, 1974. Finally in March, 1974, when a portion of Phase I was ready for occupancy, the Interim building was vacated and readied for use as a warehouse and returned to the owners.

Prior to moving into Phase I of the permanent building, the University had occupied temporary facilities of increasing sizes beginning with the Manilow Office and ending with the Interim Campus, 400, 2300, 3200, 11,800 and 102,000 square feet, respectively. In addition some of the farm houses on the Campus site were used for offices, workrooms, storage and the like.

#### Phase I. Permanent Building

The staff of the architectural firm Caudill, Rowlett and Scott were the primary designers of Phase I. The permanent building was designed and constructed to support the academic programs, the educational goals of the University, the academic, social, and personal needs of commuting students, and the professional needs of the faculty in an experimenting, future-oriented University.

### III-8

As stated in the Educational Planning Guidelines: “A commuter campus has a built-in element of separateness and sometimes even alienation which some students feel toward this type of institution....the potential for desirable involvement in the academic process is enhanced if each student feels that she/he belongs to the institution and that she or he has a place in it.” And I would add that faculty member’s professional contributions are enhanced when they have physical facilities with which they can identify and enjoy inhabiting.

The Educational Planning Guidelines publication provided the basic guide to the provision of physical facilities to support the academic programs and to meet the instructional needs of students and faculty. According to the Guidelines,

The decisive influence of the commuter campus will be to overcome in part by the provision of physical facilities which enhance opportunities for students to identify psychologically with the University environment. Governors State University will provide a physical attraction for its students which will immediately predispose them to spending increasing portions of their time on campus. As in the provision for the several climates for instruction (i.e., individual, small groups, large group areas), spaces must be designed for student-student and faculty-student communication in a variety of climates.

- a. individual study areas strategically placed throughout the campus;
- b. locker and storage areas, central and dispersed;
- c. lounge and food service areas deliberately dispersed in relationship to instructional areas and time spent in such areas;
- d. the campus center—food services, recreational facilities, lounges, work areas, and offices for student activities; (The University library might well be located to relate to this center.)
- e. commercial shops and services contiguous to the campus;
- f. outside recreational, study, and socializing areas;
- g. commons and study areas related to the instructional outposts which extend the University program into the community.

The planning of the University by the staff, the architects, consultants, students, and community have been described by Caudill, Rowlett, Scott, Houston, in a 52-page

book titled, "...No Other University Has Ever Been Built in Quite This Way," and in an article called "Revolution on the Campus" in the November, 1971 issue of the periodical, Consulting Engineer.

The permanent campus building was to have consisted of two phases, each about the same size. The initial planning called for Phase I construction to begin in the spring of 1971 and to be ready for occupancy in the fall, 1973 with a period of 570 construction days. During 1972, while Phase I was to have been constructed, Phase II was to have been designed with construction starting in 1974 and ending in 1976. Funds for planning Phase Two were deleted from each capital budget in 1973, 1974, and 1975. As this history was written, the future of Phase II remains uncertain, probably doubtful.

On November 18, 1971, the Board of Governors at a regular meeting approved the awarding of contracts for the construction of Phase I as follows: Building superstructure - \$16,395,330, Site Work - \$1,303,573 and Equipment - \$2,166,748 (BOG minutes November, 1971).

The Corbetta Construction Company of Illinois, Inc. in Des Plaines was the prime contractor for the building superstructure and Azzarelli Construction Company of Kankakee was a major contractor for the substructures. There were numerous subcontractors. As this history was written the State of Illinois, the Board of Governors of State Colleges and Universities, and Governors State University are in litigation with various subcontractors over non-performance or noncompliance with specifications.

### III-10

The problems encountered in the construction of Phase I would provide the basis for a novel that would read as much like fiction as it would truth.

Construction of Phase I was to have been completed in the fall of 1973 but the entire building was not inhabitable in March 1974 when the University was obliged to move out of the Planning Building because the lease had expired. The entire University staff moved into the western one-half of Phase I, occupying temporary quarters for the most part. As completion of the building proceeded from the west toward the east, units moved from temporary quarters eastward in the building to the space that had been designed for the unit. It was 1975 before the eastern most end of Phase I was ready for use by students and faculty, more than two years after it was scheduled to have been completed.

Phase I was 1137 feet in length, enclosing about 400,000 square feet in two and three story sections (Fig. 5). The external silos are stairwells for emergency exits only. The external surface is cor-ten steel. The basic structural components of the building were concrete trees that formed 24 foot square modular units side by side. A six foot wide energy channel runs between modular units. Permanently sealed windows are located at the end of the energy channels. The concrete tree provided a structural unit that was to allow for extension of the building in any direction by addition of more modular units.

The interior of Phase I was designed to be highly flexible. Most of the floor to ceiling partitions were non-bearing, hence could be moved to provide different sized spaces. A major limiting factor was the fixed space sizes that resulted from the

### III-11

concrete tree. A room could be 15 feet by 30 feet or 15 feet by 15 feet without having a concrete tree within it; a room 30 feet by 30 feet has a concrete tree in the middle of it, a troublesome feature in a classroom or laboratory.

Openness and flexibility were the hallmarks of the structural design of Phase I. The architects referred to Phase I as the “open university.” “The relative anarchy of open spaces occurs within a very ordered, strongly stated structural system,’ so stated the architects Caudill, Rowlett and Scott in their publication”...No other university has ever been planned in quite this way.”

Norman DeHann Associates were the interior designers who carried the concept of openness and flexibility throughout all sections of Phase I. Most offices were not enclosed, many classrooms were without walls, and an open “academic street” meandered from one end of the building to the other. Classrooms, student study carrels, student lockers, faculty offices and the like were on either side of the street.” As time passed, student population increased, faculty and administration changed, the noise and lack of “private space” became increasingly important problems.

During the past two years the state has appropriated more than \$400,000 to improve the acoustical conditions in Phase I. Numerous floor to ceiling walls have been constructed to replace half-walls. Many classrooms and office areas were enclosed but many still remain separated one from another by a 6 or 8 foot partition. As time passes, more and more offices, classrooms and laboratories will be enclosed.

Phase I was comprised of several “buildings’ connected in series. Every section of Phase I was accessible from the inside. “Building” A is the eastern most section of

### III-12

Phase I and “Building” F, the western most (Fig. 6). A firewall separates each “building” from the other, except “Buildings” A and B which are continuous. The College of Environmental and Applied Sciences and the College of Cultural Studies had special facilities built for them in “Buildings” A and B respectively within Phase I. Special facilities for the College of Business and Public Service, the College of Human Learning and Development, and for a proposed new College or School of Health Sciences were to be built into Phase II. Since Phase II has not been built or approved for construction as this history was written, the College of Business and Public Administration, the College of Human Learning and Development and the School of Health Professions continue to be housed in facilities that were not designed or built to accommodate their professional needs.

#### “Building” A

Both the first and second floors of this building were especially designed and built to house the College of Environmental and Applied Sciences. This college which included the health sciences has always occupied “Building” A. Where the School of Health Science was established (1975), it continued to be housed in “Building” A. (See Chapter X for more on Health Facilities)

#### “Building” B

The College of Cultural Studies has always been housed on the first and second floors of “Building” B where special facilities were built to support the academic programs of that college.

### III-13

In 1979 when the College of Arts and Sciences was established through the merger of the College of Cultural Studies and the College of Environmental and Applied Sciences and the School of Health Professions was established as a budgeted academic unit, “Building” A and B continued to house the College and the School. “Building” C

The first floor of “Building” C houses the bookstore, some classrooms, the Instructional Communications Center and the Hall of Governors, a large atrium-like entrance way that includes live trees and other vegetation.

The second floor of “Building” C houses the University Library as does the second floor of “Building” D.

The third floor of “Building” C houses the University Administrative offices (President and Vice-Presidents), the University Relation office, the Alumni office and the College of Human Learning and Development. This College has only limited special facilities and no student commons. The space occupied by the College was designed to house part of the University Library when Phase II was built and the College of Human Learning and Development would then move into special facilities built to support the College’s academic programs. The front main entrance to Phase I leads into “Building” C and opens into an atrium.

“Building” D

The first floor of “Building” D housed offices of Student Affairs and Services, Admissions, Student Records, Financial Aids, Business Personnel, Public Safety, Community College Relations, and University Health Services.



### III-14

The second floor of “Building” D housed part of the University Library and the Computer Services Center.

The third floor of “Building” D was intended to house part of the University Library as the University grew and Phase II was completed. If Phase II had been built as originally planned, the University Library would have occupied the second and third floors of “Buildings” C and D in Phase I.

The College of Business and Public Service (called the College of Business and Public Administration, effective September, 1979) has always been housed on the third floor of “Building” D. The College has very limited special facilities to support its academic programs. Offices and classrooms are the primary structures in this area.

#### “Building” E

This area was storied. A few classrooms, the University Theatre, and a Conference Center were housed in “Building” E. The Conference Center was officially named William E. Engbretson Hall by the Board of Governors in 1976 when President Engbretson left the University.

#### “Building” F

This “Building” was called the Physical Activities Center by the Architects. It housed the swimming pool, gymnasium, racquet ball court and exercise rooms. The University power plant is adjacent to the gymnasium.

A second floor balcony adjacent to the swimming pool housed the Office of Assessment and the Office of Career Planning and Placement.

The physical activities facilities were managed by the YMCA, hence the YMCA had offices of the first floor adjacent to the gymnasium (See Chapter X for more on the YMCA/GSU relationship).

#### Phase II

Phase II was to have been a structure similar to Phase I with about 400,000 square feet of floor space. Phase II was proposed to connect to Phase I on the north side of “Building” E and was to have extended in a northwesterly direction along the high land toward the Hantack House and the Illinois Central Commuter Station. This juxtaposition of Phase II to Phase I would have placed the University Library, Bookstore, Theatre, Engbretson Hall, Student Affairs and Services, Business Office and Food Services near the central area between Phases I and II.

If the current attitude of the Board of Higher Education and the Board of Governors towards capital development prevails, it is unlikely that Phase II will be built in the foreseeable future.

#### Campus Site

The Campus is located about one half miles south of the Cook County line, in northern Will County (Fig. 7). It is about 30 miles east of Joliet, 35 miles south of Chicago Loop, 30 miles north of Kankakee, and about 10 miles west of the Indiana state line. Most of the campus is in Section 10, Township 34 North and Range 13 East. Some of the southeastern portion of the campus is in Section 15.

During 1968 and 1969 while the General Assembly of the State of Illinois was writing the legislation to legally establish Governors State University, the Board of

### III-16

Governors of State Colleges and Universities was purchasing parcels of land that were to comprise the campus site. Percy Wagner, a long standing resident and realtor in the area and an associate of the Park Forest South Developers was instrumental in identifying parcels of land that were eventually to make a campus of 752.5 acres. Examination of Table 10, shows that one parcel of land was purchased in 1968, five were purchased in 1969, and two in 1970. Two parcels of land amounting to 139 acres were gifts. Irvin A. Ruder gave 40 acres to the Board of Governors for the University in 1969 and Nathan Manilow gave 99 acres in 1970. A total of \$1,332,150.00 was spent by the State of Illinois to purchase 613.5 acres of land from seven different owners (Table 10).

Through some strategic planning and to some extent by chance, the University came into being at a fortunate time and in an advantageous location. The University was annexed to Park Forest South, one of 15 model cities supported by \$30 million HUD authorization in loan guarantees. Thus a new University and a new community were jointly planned and developed together. (See Chapter X for more on Park Forest South)

The campus site is bounded on the north by Stuenkel Road, on the south by Dralle Road, on the west by the Illinois Central Railroad, and the east by Crawford Road that extends south only to Exchange Street (Fig. 8). The campus site is relatively flat, the elevation ranging from approximately 745 feet about sea level at Thorn Creek (between A and F, Fig. 8) to 790 feet at the Hantack House (location C Fig. 8). Phase I, the permanent campus building, is located on a ridge at about 780 feet about sea level.

### III-17

Several of the parcels of land that were acquired for the campus site had physical improvements (barns, garages, houses, etc.) on them (Table 10 Fig. 8).

Location A. The parcel of land given by Nathan Manilow had on it a swimming pool, a ranch style house, and a barn. The barn was torn down. The house was converted into a residence for the President. The President's House is euphemistically referred to as the "Conference Center."

Location B. The Sztuba House was located at this point on the campus. It served as a storage/warehouse for the University for a couple of years before it was demolished. The east entrance to the campus is now located about 300 feet north of location B.

Location C. The Hantack parcel of land included a ranch style house, a large barn with an attached silo, and a shed, all of which are still standing and being used by the University. The Hantack House has been used for offices of one sort or another since 1970. At present the Director of the Physical Plant and some of his staff are headquartered there. The Hantack barn has been converted into a storehouse and a garage for several state vehicles. The shed is used for storage.

Location D. The Krabbe land had a house and garage on it when it was purchased. Both structures have been used since 1970. For several years the Department of Public Safety was headquartered on the Krabbe house. This property has been recently designated as the GSU Annex. Four or five rooms were equipped for small classes, seminars, conferences and the like. This facility was used by small groups, especially on weekends or at other times when the Phase I building is closed

and the temperature lowered to conserve energy. Phase I was so constructed that “regions” of the building are heated/cooled by a common unit. Hence, one cannot heat/cool only one or two rooms for a small group meeting. But the Krabbe house can be rapidly and efficiently heated/cooled on short notice, making an energy-saving annex available for educational purposes. The Krabbe garage is a storage facility.

Location E. The Vick property included a house and a garage when it was purchased. The Vick family lived in the house until the summer of 1973. In 1973 the University remodeled the Vick house adapting it for use as the University’s Child Day Care Center from 1974-1977. (See Chapter IX, for more on Day Care Center). Since the spring of 1978, the Vick house has been leased to Will County for use as offices for Eastern Will County Senior Services, an Illinois not for profit organization. The Vick garage is a storage area.

Location F. There were three parcels of property obtained from Irvin A. Ruder, Sr. in 1969 and 1970 (Table 10). Forty acres were deeded to the Board of Governors of State Colleges and Universities with the provision that the property be leased to I.A. Ruder for a period of 30 years, January 1, 1970 through December 31, 1999. Mr. Ruder has died and the lease is now held by Mildred Marek who lives on the property. The other two Ruder parcels (Table 10) which were contiguous with the leased parcel are primarily west of Thorn Creek which has been improved twice to produce two ponds immediately east of the President’s House (University “Conference Center”) (Fig. 8).

### III-19

Location G. This area, which is occupied by Chemetron, is not part of the campus but is closely related to the history of the University. Chemetron is a manufacturing plant that produces, among other things, carbon dioxide. In 1969, the plant was called Cardox and had been in that location prior to establishment of the University. Parcels of land were purchased that were contiguous with the Cardox's property, giving the campus site the unusual shape it now has. (Fig. 8).

Farmland. Most of the campus site to the west and to the south of Phase I building was farmland when the parcels of land were purchased in 1969 and 1970. It is still farmland. Sylvester "Shorty" Hoyer has farmed the campus land since 1970. Corn and soy bean crops are rotated annually. The University's share of the earnings from the farmland became part of the income fund along with other incomes.

#### Other Physical Facilities

In addition to land and buildings, other facilities such as tennis courts, softball fields, ponds, parking lots and roadways were constructed.

Tennis Courts. About 400 yards southwest of Phase I, lighted tennis courts were constructed. The courts are seldom used. The older, commuting student apparently does not make much use for on-campus recreational facilities. Since the University does not have a physical education or an athletic program, students who are athletically inclined have not been attracted to the institution.

Soft Ball Fields. Adjacent to the tennis courts, soft ball diamonds were constructed. These too are seldom used either by students or staff.

### III-20

Parking Lots. The original site development contract called for the construction of four parking lots immediately south and southwest of Phase I. These were designated A, B, C and D from east to west, to be congruent with the “Building” labels of Phase I. The four lots had a capacity to park 978 vehicles.

In 1976, when the enrollment peaked at about 4500, parking spaces were not adequate after 4 p.m. when the numbers of students, faculty and staff were at the highest. In 1978, additional parking spaces were constructed and additional entrances to the lots were built. One new lot was built between lots A and B and lots C and D were expended. These additions increased the University’s parking capacity to a total of 1204 vehicles.

The original four parking lots had limited access gates that were either coin or “sensory” card operated. The gates were so frequently inoperative and so costly to maintain that they were removed. Parking on campus was changed to parking permits, as indicated by decals on the car which could be purchased by trimester or by year. An entrance “house” was constructed along the main entrance near the Hantack house. Visitors parking permits could be obtained there and other persons without decals could pay cash for a daily parking fee. This system of parking is still in operation.

Roads. The original construction on the campus site provided two entrances/exits to the campus. The main entrance/exit was off Stuenkel Road on the north side of the campus, the other was off Crawford Road on the east side of the campus (Fig. 8) near the intersection of Exchange Avenue. This one main road meanders through the campus branching off to the parking lots and shipping/receiving

entrances to Phase I. (Fig. 9) Regional Transit Authority buses regularly transverse the campus providing services to and from surrounding villages and the Illinois Central Gulf Commuter Station at the northwest corner of the campus.

**Ponds.** Four ponds were on the parcels of land purchased for the campus site. Two were on the Sztuba property at Location B and two on Thorn Creek between Locations B and F. (Fig. 8). A part of the site plan to support Phase I included the construction of two ponds on the north side of the building. (Fig. 9). These ponds were to control run off from the campus site into Thorn Creek, improve the aesthetics of the prairie area near Phase I, and to attract wildlife. Water drains from part of the campus site into one small impoundment that was designed to function as a settling basin. Water that is relatively free of suspended materials overflows from the first pond into a large pond with a surface area of acres. Water from the large pond overflows during high water via a spillway leaving the campus site near the northeast corner and runs into Thorn Creek.

All of the ponds function as outdoor laboratories for students and faculty in the environmental sciences. Aquatic research studies of one sort of another are regularly underway.

#### Nature Trail

During 1976, 77 and 78 students and faculty of the College of Environmental and Applied Sciences designed and constructed a nature trail on the Sztuba parcel (Fig. 8). Professors Lou Mule and John Chambers were primarily responsible for development of the Nature Trail A which consisted of 21 stations. Lou Mule prepared,



“The GSU Nature Trail Guide” and an accompanying checklist of plants that could be found at each station. Plans for Nature Trail B are now underway.

#### Mobile Laboratory Units

During the initial curriculum development and building planning stages, the concept of mobile laboratories to support field work in air, water, and soil studies and environmental education projects was endorsed by faculty and administration in the College of Environmental and Applied Sciences and by the architects. The intent was to have mobile laboratories that were always functional whether in the field or on the campus. In the field, each would have its own energy sources. When not in the field, the mobile labs were to be connected to the building by backing them to a loading dock-like area and connecting them to the building’s energy sources by cables and accordion-like flexible walls. This arrangement would have provided functional mobile laboratories at all times. During the planning of Phase One building, the facilities for connecting the mobile laboratories to the building were not installed. Therefore, we had two especially designed and custom built mobile laboratories, but they could not be connected to the building as initially envisaged.

The environmental science and the environmental education mobile laboratories (Figure 10) were self-propelled. In addition, the environmental science laboratory had auxiliary power supplies so that it could function in any location. The environmental education laboratory had heavy duty extension cables that enable us to plug it into external power sources. The environmental science mobile laboratory has been used

extensively for field work in the Science Instructional Program. The environmental education mobile laboratory has been used in the Science Teaching Instructional Program.

Phase I      Fire and Explosion

During the evening of July 14, 1977 an explosion and fire disabled the power located in the southwest corner of Building F. Gas leaked into the power plant where it was ignited by electrical relays in the main panel of switches. When the explosion occurred, University personnel on duty in the power plant were not seriously injured, but extensive damage was done to the electrical systems. Other systems as well as the building structures suffered considerable damage. Numerous cables, conduits, relays and switches were ruined; only emergency power was available from emergency generators for several days. Personnel of the University's physical plant worked twenty-four hour shifts to provide emergency power and to assist contractors in repairing the damage.

Classes and other events in progress on the evening of the explosion were either cancelled or moved to an area in the University where emergency power was available.

At the time of the explosion, President Goodman-Malamuth was hosting donors of the Governors State University Foundation at a dinner in the Commons of Building A. The explosion and fire prevented the cooking of steaks for the guests whose dinner finally consisted of cocktails, rolls and a tossed salad. Knowing the seriousness of the emergency, the guests accepted the makeshift dinner in good spirits.

### III-24

On November 23, 1997 a second explosion and fire occurred in the electrical raceways of the energy tunnel extending from the power plant on the west end of Phase I to Building A on the east end. Apparently heavy overloads were placed on the electrical system after the first fire and explosion causing it to give way and burn about three months later. Once again the employees of the physical plant worked round-the-clock to provide temporary emergency service.

The costs of these two explosions was about \$140 thousand in repairs excluding the extra time and energy of University employees. The Illinois Building Authority, owner of the Phase I Building rented by the University, carried insurance on the building but not its contents. Insurance claims submitted to Illinois Building Authority included expenditures to more than thirty agencies, amounting to more than \$75,000; the costs to the University were about \$7,000.

# **CHAPTER IV**

# **COLLEGES AND SCHOOL**

# **Chapter IV.**

# **Colleges and School**

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# CHAPTER IV

## COLLEGES AND SCHOOL

### Introduction

During the first few months in the life of Governors State University, it was decided that there would be four Colleges that would not be organized into departments. Interdisciplinary and cross-collegial studies and other scholarly pursuits were to be encouraged. As stated on Page 9 of the Educational Planning Guidelines:

The primary descriptor of the University's characteristics is OPTIONS...

...neither students nor faculty should be constrained by artificial boundaries, such as scholarly disciplines.

...students and faculty will work in interdisciplinary fashion in one, two, three, or all four collegiate areas unhampered by departmental constraints.

...interdisciplinary programs in business, science, education, technology, arts, and health will lead to attainment of status as human beings.

...a systems view of education is envisioned.

...it is proposed that the initial collegial units split or combine into new units when reaching a finite size of 1500 head count students.

The Educational Planning Guidelines page 18 gave emphasis to the interdisciplinary and intercollegiate concept:

Interdisciplinary programs of study will prevail within the collegiate units. The University postulates an emphasis on programs of study that encourages the synthesis

## IV-2

of knowledge from the disciplines within a collegiate unit. Less emphasis will be given to programs of study that are highly specialized and discipline-oriented.

Many programs of study will be intercollegiate, as well as interdisciplinary. Faculty and students in different collegiate units will plan, develop and execute these programs. For instance, a program of studies to prepare high school social science teachers might involve faculty and students of all collegiate units working as a team.

Within these frames of reference in an innovating and experimenting university, each of the four colleges evolved, in semi-autonomous manners, statements of philosophical goals, missions, organizational structures and academic thrusts, including collegial competencies. The initial mission statements for the four colleges were developed by the Directors of Academic Planning (DAD's).

The mission, organization, and academic thrust of the initial four Colleges and the School that was established later will be included in this chapter. The Academic programs for the Colleges/School will be treated in more detail in Chapter V.

The College of Business and Public Service

The initial statements of purpose were published in the Educational Planning Guidelines, page 27:

...provide instructional programs for the needed leadership in a changing society, presently and in the future.

...provide research, work and study opportunities related to...society concerns, economic developments, and governmental, business, labor, and industrial needs.

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...provide close working relationships with major industrial and public service complexes.

...provide multiple opportunities for the preparing of uniquely qualified leaders...ranging from international to local and metropolitan to rural.

...provide through the social, behavioral and administrative sciences opportunities...of human and civil justice.

In 1973 the philosophy and mission of the College was stated somewhat differently. The College stated that it was committed to:

“train students for leadership and responsibility in business, industry and public service...”

“developing problem solving and decision making abilities...”

“developing effective change agents in the study of administrative science.”

(GSU Bulletin, 1973)

The College stated its philosophy as follows on page 35 of the 1978 GSU Catalog:

The primary mission of the College of Business and Public Service is the education of students for the future, preparing them for leadership and responsibility in business, industry, public service, and teaching by emphasizing preparation in administrative science through the study of political, social and economic organizations.

The College is firmly committed to the development of effective change agents in the study of administrative science. In order to preclude rapid obsolescence and make Business and Public Service students effective managers of change, the behavioral sciences, organizational theory and quantitative areas are stressed; emphasis is placed on understanding of the public and private sectors rather than upon current business and governmental practices and techniques.

The Collegial competencies that a student was expected to demonstrate were also described on page 35 of the 1978 GSU Catalog:



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1. Demonstrate that they can provide the needed leadership for a changing society, presently and in the future, by taking an active role in community projects.
2. Develop a research project in any field of endeavor related to government, business, or labor.
3. Demonstrate the understanding and applicability of the concepts of human and civil justice.
4. Demonstrate that they have acquired the professional skills in such a quality as to be able to continue, if they so choose, their formal education at the next higher level in the same field without significant handicap.
5. Indicate their understanding of the intricate interrelationships and structure of the many governmental units.
6. Demonstrate their understanding of the uniqueness of the American enterprise system through their involvement therein.
7. Demonstrate their understanding and use of literature and other resources germane to their area of expertise.
8. Demonstrate the application of their skills to the benefit of the environment by engaging in interdisciplinary and intercollegiate projects.
9. Indicate their understanding of socio-political implications germane to the various disciplines in Business and Public Service.
10. Demonstrate in-depth understanding of the structure of knowledge in at least one of the following: accounting, administrative science, organization of personnel, marketing organizations, office administration, career public service, international business economics, finance and business education.
11. Demonstrate their understanding of the functions and theory of organizations.

The organization of the College of Business and Public Service was very similar to that of the other colleges. The administration was comprised of a Dean and an Assistant Dean initially. Chapter II treats the details of administrative changes in the

colleges. The faculty grouped, organized, according to academic programs. Ordinarily each Academic or Instructional Program was overseen by a faculty member who was called a Program Coordinator. These faculty assumed certain administrative responsibilities but were not considered administrators.

The initial academic programs were: Business Administration, Business Education, and Public Service. (GSU Bulletin, 1971). The names of Instructional Programs in this college remained relatively unchanged for several years. The 1978 GSU Catalog lists programs, degrees and areas of emphasis as follows:

Business Administration (BA & MA)

Business Education (BA & MA)

Urban Business Teacher Education (U, G)

Office Administration (U)

Public Service (BA & MA)

Business Administration has always been the primary, most significant Instructional Program in CBPS. Public Service was secondary and Business Education tertiary. This order of relative importance remained true when this history was written. (See Chapter V for more on academic programs).

The College of Business and Public Administration

In 1979 the College of Business and Public Service was reorganized and renamed the College of Business and Public Administration. (See Chapter II). The College was organized into five academic divisions each headed by an administrator

called a Chairperson: (1) Accounting/Finance, 2) Administrative Sciences, 3) Economics/Marketing, 4) Management, 5) Public Administration.

An Institute of Public Policy was established in 1978 and approved by the Board of Governors of State Colleges and Universities in 1979. The Institute is not an integral component of the College. But the Institute was developed by Peter Colby who was appointed Director of the Institute and also Chairman of the Division of Public Administration in the College. (See Chapter IX for more on the Institute).

As this history was written, the philosophy and academic thrust of this College was changing. The curricula was to be more narrowly focused. (See Chapter V). It is too soon to determine what impact the collegial reorganization will have on the curriculum, the faculty and the students.

#### The College of Cultural Studies

This College has historically viewed itself as the “cultural conscience”, the liberalizing force of the University. The action objective, Cultural Expansion, (See Chapter I), of the University, was taken seriously by this College. The initial planners of the College evolved a lengthy mission statement (Educational Planning Guidelines, pages 23, 24):

The mission of the College of Cultural Studies is to join faculty, students, and community in an educational program designed to produce free men and women. The College is equally concerned with intercultural and international understanding, with social responsibility and self-realization, with preparation for productive employment and productive leisure. The College is viewed as a liberalizing influence within the University and as a cultural expander. The College seeks to fulfill its mission through exploration of the nature of man and his cultures, the dynamics of community and the liberalizing of a task-oriented life.

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The Guidelines go on to say that the mission of the College:

...include the study of man, not simply as an object of analysis, but as a subject for understanding.

...extends to the treatment of the community as an object for study.

...includes the development of the skills necessary for adequate task performance (on-the-job skills), the development of interdisciplinary..., the exposure to criteria by which definitions of the nature of work may be generated, to provision of opportunities by which prerequisite knowledge

is made available to other professional aspirants...

The academic thrust of the College envisioned by the Director's of Academic Development (DAD's), the initial planners, was obvious in the mission statement. The DAD's made many assumptions and publicly announced them. The assumptions were:

1. there must be a commitment to the continuing discovery of the nature of man.
2. survival depends upon human beings understanding themselves and others.
3. community life needs new definitions and concepts of integrity.
4. problems having national and international dimensions must be seen as inseparable from local and regional problems.
5. problems resulting from urbanization and over population threaten the quality of human life.
6. independent judgment is necessary for responsible citizenship.
7. cultural and humanistic studies must become a concern of every individual since every individual is a culture carrier.

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8. contemporary man must develop criteria for identifying his major goals, values, and life styles.
9. techniques and values must be developed to overcome social, racial, and economic polarization.
10. techniques and values must be developed which recognize the validity of pluralistic life styles and experience in urban areas.
11. higher education must develop new approaches to the understanding of ethnic, educational, economic, and technocratic problems.
12. higher education must demonstrate the relevancy of systems of inquiry and knowledge to the realization of individual needs and of societal goals.
13. higher education must recognize its role in insuring the distribution of more equitable employment opportunities.

The role of the ethnic minority in education, society, labor force and in the total culture formed a thread of continuity throughout the College of Cultural Studies.

The words were different but the philosophy the same in the mission statement included in the 1973 GSU Bulletin. It said,

Educational programs should be thought of as voyages of discovery rather than as descriptions of revealed truths. The concern of the College of Cultural Studies is with processes of inquiry, and with the possibilities and conditions of change, rather than defined products.

The mission of the College is to join students, faculty and community in an educational program designed to produce free men and women. The College is equally concerned with social responsibility and self-realization, with preparation for productive employment and for productive leisure. To fulfill its mission, the College undertakes nothing less than the exploration of man, the dynamics of community, and the liberalizing of a task-oriented life.

In 1978 the philosophy of the College was described by a more practically oriented statement, but the message was the same:

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The College of Cultural Studies is responsible for the disciplines within the areas of language and literature, the social sciences, and the fine and performing arts. In addition, the College has expanded the traditional definitions of liberal arts to include a study of culture in its artistic manifestations (art, music, theatre, literature) as well as in its regional, social group or ethnic aspects (African cultures, urban studies, and women's studies).

The College provides a broad range of concerts, exhibits and theatre productions which serve as learning experiences for students as well as cultural events for the University and the community. Workshops in women's studies, popular culture, third world studies, and propaganda combine with events such as children's theatre, chorale, the jazz band, faculty arts shows, and other cultural events to provide University enrichment of thousands of community residents each year.

The collegial competencies indicate the subject matter knowledge and skills that a student was expected to master during studies for a degree in this college. The 1978 GSU Catalog states that these "College competencies are an integral part of every student program in CCS," ...students will demonstrate:

1. An awareness of creative and evaluative processes in the arts and/or literature.
2. An awareness of cultures and ethnic groups other than one's own.
3. An awareness of political, social, and economic systems and institutions.
4. An awareness of historical and contemporary intellectual thought.
5. An awareness of the role of science and technology in contemporary life.

#### IV-10

6. An awareness of language and communication science processes.
7. An awareness of the dynamics of inter-and intra-personal relationship.
8. An awareness of the dynamics of the community through observation and/or participation.

The organization of the College of Cultural Studies was similar to the other Colleges. The primary Administrator was the Dean who was aided by one or more Assistant or Associate Deans. (See Chapter II). Each of the academic programs was coordinated by a faculty member. In this College only the Academic Programs were called Interdisciplinary Study Concepts (ISC). The collegial faculty said, "All learning and teaching will be conducted in Interdisciplinary Studies Contexts, under which will be subsumed the three major disciplinary areas within the college's responsibility: Language and Literature, Social Sciences, and Fine Arts. Although individual disciplinary interests may be pursued, all programs and modules will be place in an organic, interdisciplinary context." (GSU Bulletin, 1971). The first two ISC's developed and offered were: Popular Culture and Ethnic Studies.

The academic offerings evolved rapidly and changed regularly during the first several years. In 1978 the ISC's, which then numbered five, were called Instructional Programs. The 1978 GSU Catalog listed the following programs, degrees and areas of emphasis:

Intercultural Studies (BA & MA)  
African Cultures (U, G)  
Hispanic Cultures (U, G)

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##### Invention and Creativity (BA & MA)

Music (U, G)  
Theatre (U, G)  
Visual Arts (U, G)

##### Language and the Human Condition (BA & MA)

English Education (U, G)  
Language (U, G)  
Literature (U, G)

##### Media Communications (BA & MA)

Applied Studies (G)  
Mass Media (U)

##### Socio-Cultural Processes (BA & MA)

Comparative Socio-Cultural Processes (U,G)  
Urban Socio-Cultural Processes (U, G)  
Women's Studies (U, G)

This College established 13 areas of emphasis, more subject matter concentration curricula than any other college. But the academic philosophy and focus of the College remain unchanged.

In 1979, the College of Cultural Studies and the College of Environmental and Applied Sciences were merged into a College of Arts and Sciences. (See Chapter II). The Academic Programs were organized into five Divisions each headed by a Chairperson:

1. Science; 2. Intercultural Studies; 3. Media Communications; 4. Fine and Performing Arts; 5. Humanities and Social Sciences. The Divisional names were quite different from the names of the Instructional Programs described in 1978. Curricular changes were less dramatic.



#### IV-12

Since these Divisions have been in existence only four months, it is too soon to ascertain what impact the changes in names and curricular structure will have on students and faculty. As yet, the College of Arts and Sciences has not functioned as a collegial unit. The Divisions and the College are groping.

The College of Environmental and Applied Sciences

This college has always included the natural sciences, health sciences, and science education faculties. The focus of teaching and research in the college was on the environment. Interdisciplinary environmental science was to provide the overarching theme. Students would not major in conventional disciplines such as botany, zoology, physics or chemistry. And the health sciences were to be limited to a very few areas such as nursing, health administration and health education. The science education and natural science faculties were to be commingled and to plan and develop curricula and deliver instruction cooperatively. (See Chapter V for more on Academic Programs).

The initial planners, of whom I was one, evolved a length statement of guidelines that was to influence the planning and development of academic programs (Educational Planning Guidelines, page 21):

1. Instruction will be aimed toward helping students attain two major goals – capability of life-long learning and capability of inquiry and action on problems related to improving environmental quality.
2. Instruction will be interdisciplinary, encompassing broad areas of the life, physical earth and health sciences, mathematics, and computer sciences, applied science and technology and science education.
3. Instruction will be individualized, oriented toward helping students acquire mastery of knowledge, attitudes, skills, and techniques for

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effective learning, inquiry and action.

4. A wide variety of instructional modes will be employed including:
  - a. student-faculty problem-focused study groups
  - b. laboratory and field work
  - c. seminars
  - d. audio-tutorial
  - e. computer simulation
  - f. independent study
  - g. informal student-faculty and student-student interactions
  - h. projects
  - i. research problems
  - j. cooperative education
5. Faculty and students will cooperate in the design, development and evaluation of instruction. Undergraduates and graduate students will be engaged in specified activities in instructional, research, and community service programs they will be financially compensated when possible.
6. Educational experiences involving the expertise of the faculty, specialists in business and industry, and students will be regular components of the instructional programs.
7. Theory and practice will be interrelated through gainful employment of students in the world of work whenever feasible.
8. The instructional facilities will be open, flexible and student-oriented so as to provide an inviting learning environment.
9. Field stations will be established in a variety of environments to be utilized by students in cooperation with faculty, civic, leaders, and representatives of other agencies.
10. Mobile Learning Resource Centers will be developed and used extensively both in field and community programs of the College
11. Education objectives, expressed in terms that can be evaluated will be developed for each instructional experience, and each student will be evaluated in terms of her/his performance relative to stated educational objectives.

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12. Development and evaluation of materials, modes, and strategies used in instruction will be a legitimate research activity and continuing process involving all instructional staff in cooperation with the Office of Research and Innovation.
13. The College organization and curriculum will be continually evaluated and changed as needed to insure that the interdisciplinary nature of science is obvious, that programs remain faithful to student needs, and that faculty and students deal with environmental and applied sciences in the real world where science, technology, and man's society regularly and continuously influence each other.

The philosophy and mission of the College were more succinctly stated in the

GSU Bulletin, 1971:

The student who enters the Colleges of Environmental and Applied Science will have a choice of instructional programs leading to the Bachelor of Arts and Master of Arts in Environmental Science. Initial areas of emphasis at the Bachelor of Arts level are interdisciplinary science, environmental technology; at the Master of Arts level areas of emphasis are elementary school science teaching, nursing education and nursing administration.

A recipient of a degree in Environmental Science should:

1. Be able to conduct research investigations and/or plan, organized and execute solutions to problems related to environmental quality.
2. Possess an understanding of the conceptual knowledge of science with adequate breadth to deal with the complex scientific, technological and human problems which face mankind in the future, and with sufficient depth to develop and execute solutions to these problems.
3. Be able to demonstrate skills in using the literature of science that will permit access to knowledge acquired through the research, experience and reflection of others.
4. Be able to formulate a value orientation based on the systematic involvement of man in the material world and related this orientation to scientific activities in which he becomes engaged.

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Thus, graduates should be prepared for lifelong learning and active work toward the improvement of the quality of life.

By 1975 the faculty of the College had developed six themes, the first two of which were broad goals that were to unify the curriculum and instruction. “The six themes represent a blending of traditional goals of liberal education and programmatic objectives of education in applied fields...the unifying themes are neither bound by time nor culture.” (CEAS Curriculum Handbook, 1975, p. 2). The themes were expressed in terms of expected outcomes to be demonstrated by students who were graduates of the program.

Six themes serve to unify the content of instruction in the College of Environmental and Applied Sciences. Two of these are broad goals.

1. Each graduate should be prepared for life-long learning; and
2. Each graduate should be able to base actions on ideas that are substantiated by data. The other four themes are general objectives that make those broad goals possible.
3. Each graduate should demonstrate both skill in and propensity for inquiry and problem-solving as a style of functioning in the field of professional interest.
4. Each graduate should demonstrate understanding of and ability to use conceptual knowledge that has significant bearing on the field of professional interest.
5. Each graduate should demonstrate ability to access, interpret, apply and communicate information acquired through research, experience, and reflection of others.
6. Each graduate should demonstrate ability to formulate a value orientation reflecting the current state and changing nature of knowledge, and to be able to relate this value orientation to future professional activities.

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The three Instructional Programs (Science, Health Science, and Science Teaching) were designed and delivered using the six themes as guidelines. Each of the Instructional Programs specified the competencies that were expected to be achieved by a student who graduated from the program (CEAS Curriculum Handbook, 1975).

As time passed the philosophy of the college was stated more succinctly and the collegial competencies became more explicit. The 1978 GSU Catalog states:

Each graduate of the College of Environmental and Applied Sciences should be prepared for 1) acting on data-based ideas and 2) learning as a life-long process. This perspective on the University's action objectives serves to unify and guide instruction in the College. More specific statements of these two goals would include the following:

1. Acting on Data-Based Ideas
  - (a) Conceptualizing data, experience, and purpose.
  - (b) Analyzing needs, planning and implementing responses.
2. Learning as a Life-long Process
  - (a) Attitudes toward self-directed learning
  - (b) Conceptual structures and information sources
  - (c) Self-concept and change
  - (d) Strategies for inquiry in new fields

To implement these goals, the College has stated its Collegial Competencies. Together, they represent a deliberate blending of traditional goals from liberal education with programmatic objectives from fields of applied science. This blending is powerful in being adaptive in culture and time; these competencies are predictably in the face of change.

The Collegial Competencies were expressed in terms of behavior expected of a student who graduated from the college:

1. Each graduate should demonstrate skills in and propensity for using inquiry and problem-solving consistently in the field of professional interest.
2. Each graduate should demonstrate understanding of and ability to use conceptual knowledge that has significant bearing on the field of professional interest.

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3. Each graduate should demonstrate ability to access, interpret, and apply and communicate information acquired through research, experience and reflection of others.
4. Each graduate should demonstrate ability to formulate a value orientation reflecting the current state and changing nature of knowledge and to be able to relate this value orientation to future professional activities.

The Collegial Competencies given above relate to concepts, models, and skills in these areas of study:

1. Inquiry and Problem-Solving
  - (a) Computational Skills
  - (b) Investigative Skills
  - (c) Measurement and data manipulation
  - (d) Research design and methodology
  - (e) Statistical procedures
2. Conceptual Knowledge
  - (a) Biological Sciences
  - (b) Physical Sciences
  - (c) Mathematics
  - (d) Social Sciences
  - (e) Health Sciences (or Other Applied Sciences)
  - (f) Nature of Knowledge
3. Information Processing
  - (a) Retrieval Techniques
  - (b) Analyzing and Interpreting Information
  - (c) Applying Information
  - (d) Oral and Written Communication
4. Value Set
  - (a) Analysis of Beliefs
  - (b) Ethical Systems
  - (c) Issues in the environment and the profession
  - (d) Processes in values formation

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The academic offering evolved rapidly with many modifications from 1970 to 1978. (See Chapter V for more). The enrollments and offering in the Health Sciences increases most rapidly. In 1975, a School of Health Sciences was established within the College of Environmental and Health Sciences. (See Chapter II for more on organizational structure). The School is treated in more detail in the next section of this chapter.

The 1978 GSU Catalog listed the following Programs, Degrees, and Areas of Emphasis in the College/School at the undergraduate and graduate levels:

- Science (BA & MA)
  - Alcoholism (U)
  - Environmental Science (U, G)
  - Human Ecology (U, G)
  
- Science Teaching (BA & MA)
  - Community College Science Teaching (G)
  - Elementary Science Teaching (G)
  - K-12 Science Teaching (U, G)
  - Secondary Science Teaching (G)
  
- School of Health Sciences
  - Allied Health (BHS & MHS)
    - Allied Health Science Education (U, G)
    - Communication Disorders (U, G)
    - Medical Technology (U)
  
  - Health Services Administration (BHS & MHS)
    - Health Services Administration (U, G)
  
  - Nursing (BSN & MSN)
    - Nursing Administration (G)
    - Nursing Practice (U)
    - Nursing Teaching (G)
    - Restorative Nursing (G)

The organization of the College of Environmental and Applied Sciences was similar to the other Colleges until 1976. The primary administrator was the Dean who was aided by one or more Assistant or Associate Deans (See Chapter II). Each of the Instructional Programs was coordinated by a faculty member. The School of Health Sciences was approved in 1975 and a Director of the School was appointed in 1976. Each of the Instructional Programs in the School was coordinated by a faculty member.

In 1979, the College of Environmental and Applied Sciences and the College of Cultural Studies were merged into a College of Arts and Sciences and the School of Health Sciences was renamed the School of Health Professions and made a free-standing, budgeted unit comparable to a College. (See Chapter II and the following sections of this Chapter).

The Science and Science Teaching programs were combined into a Division of Science with a Chairperson. The two faculty members who had been servicing as Coordinators of the Science and Science Teaching programs, respectively, no longer had responsibilities for program coordination.

Soon after the School of Health Sciences was approved, Alcoholism Sciences from the Science Program and Communication Disorders from the College of Human and Learning Development were moved into the School. (See Chapter V for more on academic programs).

The Academic reorganization that merged the two Colleges and established the School as a budgeted unit changed the academic, social and political climate. The CEAS faculty changed from one of four major academic units (colleges) to one of five



#### IV-20

Divisions within one of four Colleges/School. It remains to be seen what long range impact this organizational change will have on the faculty and students.

As previously mentioned, the College of Arts and Sciences has not as yet functioned as a collegial body. The Divisions and the College are searching for common denominators. The University also is searching for ways to assist the College of Arts and Sciences in establishing a place in the University.

The School of Health Sciences and the School of Health Professions.

During 1969-70 when the initial planning of the University was underway, a College of Health Sciences was considered as a possible fifth college. Because of advice we received from the Health Education Commission and health commissioners in the region, it was decided initially to establish a College of Environmental and Applied Sciences which would include the Health Sciences. There were many Nursing and Allied Health programs in the Chicagoland area and it was not obvious in 1969 to the health professionals in the region that additional health programs would be needed. The President and I reasoned that a College of Health Sciences would in all probability be the fifth college established with a few years after admitting the first students. Neither the health professionals in the area nor the planners were correct in their predictions. The Health Sciences were important academic programs in the College of Environmental and Applied Sciences from 1970 onward. Nursing Education and Nursing Administration comprised the Health Sciences initially. (GSU Bulletin, 1971).

In 1974, Medical Technology, Allied Health Education and Health services Administration were active academic programs (GSU Bulletin, 1974). In 1978

a large number of Instructional Programs and Areas of Emphasis were functional (GSU Catalog, 1978). (See previous section in this chapter and chapter V for more on academic programs).

Student enrollments, community interest, and need increased steadily from 1970 to 1975. In 1975, the College of Environmental and Applied Sciences requested the University to approve a School of Health Sciences within the College. The University, the Board of Governors, and the Board of Higher Education approved the School.

The Health Science Instructional Program within the College of Environmental and Applied Sciences was the precursor to the School. The CEAS Curriculum Handbook, 1975 stated:

The Health Science Instructional Program is designed to prepare professionals in a wide spectrum of health fields that emphasize human services, by helping students:

- a. acquire skills that will prepare them to function effectively in current health professions roles, and at the same time...
- b. develop the intellectual resources needed to take leadership in improving health care delivery and health professions roles.

Offerings are designed to prepare people at the baccalaureate and master's degree levels for careers in administration, education, and practice in nursing and allied health fields.

The faculty by 1975 had developed competencies that a student who graduated from the program would be expected to demonstrate:

A degree recipient in the Health Science Instructional Program of the College of Environmental and Applied Sciences should be able to:

- a. demonstrate knowledge of influences of economics, manpower, organizational structure, legislation, societal

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- b. demands and comprehensive health planning on delivery of health care;
- c. describe the influences of culture on human behavior and social life;
- d. define a personal and professional value system, describe their impact on his/her behavior, and be cognizant of other value orientations;
- e. demonstrate knowledge of current environmental and social problems and their relationships to health care;
- f. demonstrate an understanding of research theory and statistical concepts and apply these in analyzing health care issues.

These expected competencies apply to all Bachelor of Arts and Master of Arts degree recipients in the Health Science Program.

The Instructional Program in Health Science was comparable to the Science and the Science Teaching programs. The Areas of Emphasis and Orientations in Health Science were described in CEAS Curriculum Handbook, 1975:

Areas of Emphasis	Orientations
Health Science Practice	Nursing Restorative Nursing Medical Technology
Health Science Education	Nursing Teaching Allied Health Services Education
Health Science Administration	Nursing Administration Health Services Administration

The students admitted to Nursing already were Registered Nurses (RN's).

Other students were expected to be competent in a field of allied health as a condition

of admission. Some exceptions were made for special students with unusual experiential backgrounds.

After the Director of the School of Health Science was appointed in 1976, (See Chapter II), the School evolved rapidly. The 1978 GSU Catalog lists the School of Health Science competencies as follows:

Recipients of a degree in the School of Health Sciences of the College of Environmental and Applied Sciences should be able to:

1. Demonstrate knowledge of the major interrelated components and issues for organizing and delivering health care.
2. Demonstrate knowledge of various economic environments in which the health care delivery operates.
3. Demonstrate knowledge of the relationship of sociocultural influences on the health care directed behavior of consumers and of health professionals.
4. Demonstrate knowledge of the influence of differing personal, professional and social value/ethical orientations on the health care delivery system.
5. Demonstrate knowledge of research theory and statistical methods for use in application to health care related problems.

These competencies constitute a core for all baccalaureate students and are prerequisite for all programs leading to the master's degree.

The philosophy and goals of the Health Sciences program remained the same, but the expected competencies were better defined and the academic programs both enlarged and improved. The 1978 GSU Catalog listed the following programs, degrees and areas of emphasis:

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##### Allied Health (BHS & MHS)

- Allied Health Science Education (U, G)
- Communication Disorders (U, G)
- Medical Technology (U)

##### Health Services Administration (BHS & MHS)

- Health Services Administration (U, G)

##### Nursing (BSN & MSN)

- Nursing Administration (G)
- Nursing Practice (U)
- Nursing Teaching (G)
- Restorative Nursing (G)

A complete history of Health Science programs can be found in Chapter V.

In the fall 1979, the School of Health Sciences became the School of Health Professions as a part of the Academic reorganization within the University. The Director of the School now reports directly to the Provost as do the Deans of the three Colleges. There were no Divisions within the School. Each Area of Emphasis was coordinated by a faculty member. Since this status and organization of the School has been in place only four months, it is too soon to ascertain the impact it will have on the faculty, the students, and the curriculum. It was anticipated when the reorganization was made that the Health Science program would flourish.

##### The College of Human Learning and Development

This College was one of the original four established. It is now the only one of the original colleges that bears the name assigned to it in 1970. The primary thrusts of this College has always been human services and teacher education. Historically it has been the college with the largest enrollments.

In 1971, the College stated its goals on page 30 of the GSU Bulletin.

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The College of Human Learning and Development will offer two degrees:

The Bachelor of Arts in Human Development and the Master of Arts in Human Development. These programs are designed to provide interdisciplinary experiences as components in the training of teachers, urban specialists, student personnel specialists behavioral and communication specialists.

Features of these programs are: (1) individualized learning; (2) issue-centered, and program-oriented; (3) laboratory and field-oriented studies; (4) interrelationship of theory and practice through cooperative education; (5) instructional materials comprised of learning modules, including goals, performance objectives, and self-assessment guides

The degrees, programs, and areas of emphasis in 1971 were:

Instructional Program	Area of Emphasis
Urban Teacher Education (BA and MA)	Early Childhood Education (U, G) Elementary Education (U, G)
Behavioral Studies and Communication Science (BA)	Human Relations Services (G)

The Colleges initial request to the Board of Governors of State Colleges and Universities in 1970 included the degrees Bachelor and Master of Arts in Social Welfare. Neither the BOG nor Board of Higher Education approved this degree.

By 1974 the philosophy and goals of the College were stated somewhat differently than in 1970, but the thrust in the broad arena of human services remained the same. The 1974 GSU Bulletin stated:

The social and behavioral sciences are the basis for study in the College of Human Learning and Development (CHLD). ITS major purpose is to develop students who are self-actualizing and professionally oriented. The College enables people to understand and function effectively in present-day society and our environment and to be just as effectual in a futuristic milieu.

Underlying this intent is the desire to create a collegial system that is primarily concerned with the behavioral study of man and operates as a model community-oriented college.

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The academic programs remained relatively unchanged during the first four years. A Bachelor of Arts Degree in Human Learning and Development is awarded in Human Services Behavioral Studies, Communication Science, and Urban Teacher Education. The Master of Arts Degree in Human Development is offered in Human Relations Services, Communication Science, and Urban Teacher Education.

By 1978, the academic programs had evolved considerably, but the philosophy and goals of the College remained essentially the same. The College's philosophy was stated in terms of purposes (GSU Catalog, 1978):

The College of Human Learning and Development has as its major purpose the preparation of students who are professionally competent and self actualizing: student who can function within the present day realities of society and environment, and who can develop the skills and competencies necessary to function in a futuristic society.

Second, the College is to provide a support system for students in Other colleges of the University in the general areas of human relations, human growth and development, psychology, education, human services and communications.

A third objective is the planning of individual programs specifically tailored to students past experiences and future goals.

The final purpose is the creation of a collegial system which operates openly with concern for students, faculty and community as a cooperative venture in new approaches to learning.

The goals and philosophy became even clearer in the College's catalog statement of competencies expected of students who graduate from the college:

Core competencies of the College of Human Learning Development include ability to:

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1. Use appropriate communication techniques and skills in academic interpersonal and professional settings.
2. Design, implement and evaluate performance-based systems in institutional or community settings.
3. Construct, apply and evaluate constructive intrapersonal and interpersonal skills and professional skills to human learning and development that are useful to society.
4. Design, apply and evaluate appropriate change process procedures.
5. Develop attitudes, values and accompanying behavior appropriate to a free, democratic society.

The number of Instructional Programs and Areas of Emphasis increased considerably from 1974 to 1978. The GSU Catalog 1978 lists the programs, degrees, and areas of emphasis available both at undergraduate and graduate levels:

Instructional Programs	Areas of Emphasis
Behavioral Studies (BA)	Psychology/Personal Growth (U)
Communication Science (BA & MA)	Interpersonal Communication (U, GG) Educational Technology (U, G)
Human Relations Services (MA)	School Counseling (G) School Psychology (G)
Human Services (BA)	Human Justice (U) Social Work (U) Special Education (U)
Urban Teacher Education (BA & MA)	Elementary Urban Teacher Education (U, G) Bilingual/Bicultural Education (U)
Educational Administration and Supervision (MA)	(BOG Cooperative Education Program)

The academic programs are treated more fully in Chapter V.



The administrative organization of the College of Human Learning and Development was similar to the other colleges. (See Chapter II). The primary administrator was the Dean who was aided by one or more Assistant or Associate Deans. Each of the Instructional programs was Coordinated by a faculty member. In this college, more than in any other, the faculty and Coordinator of an Instructional Program functioned much like a department with a Chairperson. Each Faculty group viewed itself as a quasi-administrative body.

In the fall of 1979, when the academic reorganization took place, the College of Human Learning and Development was unchanged except that two Associate Deans were replaced by one Assistant Dean and Divisions were established.

#### The College of Arts and Sciences

This College was established in September 1979 as a result of the merger of the Science and Science Teaching programs of the College of Environmental and Applied Sciences and the College of Cultural Studies. In addition the School of Health Sciences was separated from the College of Environmental and Applied Sciences and renamed the School of Health Professions. The reorganization primarily changed the administrative structure (See Chapter II). There were no changes in the Instructional Programs and Area of Emphasis which were grouped into five Divisions, each headed by an administrator called a Chairperson. Some new Options were listed (See Chapter V).

The five divisional faculties of the College had been together only four months when this history was written. It is too soon to ascertain what impact the reorganization

and grouping of the faculties will have on the curriculum, the faculty and the students.

One of the primary reasons for the reorganization was to give impetus and thrust to liberal education offerings for upper division students who, for the most part, are vocationally oriented.

The academic programs in the College of Arts and Sciences are treated more fully in Chapter V.

# **CHAPTER V**

# **ACADEMIC PROGRAMS**

# **CHAPTER V**

# **ACADEMIC PROGRAMS**

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# **CHAPTER V**

## **ACADEMIC PROGRAMS**

### Introduction

The Directors of Academic Development (DAD's) and administrators during 1969-70 worked intensively to describe curricula and academic degree programs, following the mandates of the Board of Governors and the Board of Higher Education and the Educational Planning Guidelines developed by the University. (See Chapter I). The DAD's of the four Colleges were not organized into departments; the College was the smallest academic unit. It was believed that interdisciplinary instructional programs with a core of liberal arts and sciences and a blending of theory and practice could be best accomplished by faculty of various disciplinary backgrounds working cooperatively. A major effort was made not to replicate academic programs already available at other colleges and universities in the service region of the University. The academic programs were to be societal oriented and competency based. This led to employment of some faculty in each college with special interests and capabilities in sociology and /or psychology. The preparation of teachers in subject matter areas was to be done in each of the colleges; therefore, specialists in business education, science education, English education and elementary education were employed in the colleges where the subject matter specialists were located.

In September, 1970, the University submitted its first request to the Board of Governors and the Board of Higher Education for approval of new degree programs. President Engbretson prepared the overview statement which in part said:

GSU has been charged with the responsibility to become a model, unique, innovative, experimenting senior division and graduate institution primarily serving low and middle income junior college graduates and adults seeking advanced education. Efficiency, humanness, openness responsiveness, service and flexibility are the guiding concept undergirding all planning for programs that will enable students to attain the goals of job efficiency, functional citizenship, intra- and inter-personal relationships and cultural expansion. The University, with the assistance of hundreds of citizens in defining its goals, has planned the accompanying New Units of Instruction mindful of its responsibility to render educational and community service, to root its programs in demonstrable needs of individuals and society, and to maintain an urban orientation toward the future.

The University is organized into four initial collegial units designed to satisfy the Illinois Board of Higher Education's mandates of the State. These colleges, planned for a terminal size of fifteen hundred students each and exercising relative internal autonomy, will offer programs leading to the Bachelor of Arts and Master of Arts Degrees. (GSU New Units of Instruction, 1970)

The Board's definition of a "new unit of instruction" was an academic degree program. This definition was later to change. The request for New Units of Instruction were bound with a black binder and was commonly referred to as the "Black Boot."

The Evolution of Degrees.

The DAD's intended that the number and kinds of degrees should be limited. In the initial request in the "Black Book", only the Bachelor of Arts and Master of Arts in each of the four Colleges were requested for approval. The specific names of the degrees in each College were:

College of Business and Public Service  
B.A. in Business and Public Service  
M.A. in Business and Public Service

College of Cultural Studies  
B.A. in Cultural Studies  
M.A. in Cultural Studies



College of Environmental and Applied Sciences  
B.A. in Environmental Science  
M.A. in Environmental Science

College of Human Learning and Development  
B.A. in Human Learning and Development  
M.A. in Human Learning and Development  
B.A. in Social Welfare  
M.A. in Social Work

All of the baccalaureate and master's degrees, excepting the B.A. in Social Welfare and the M.A. in Social Work, were approved by the BOG/BHE.

During the first three years, the Boards (BOG/BHE) allowed the University a great deal of freedom in terminology for degrees. Because of the nature of the University which allowed a great deal of autonomy among the colleges, there was a tendency among faculty and administrators, alike, to conjure up new names from time to time and use them in catalogs, on diplomas and the like. The B.A. and M.A. without modifiers have been used consistently, but one can find degree titles with all sorts of modifiers that are not consistent with those initially approved. For example, one can find these degree titles at one place or another: B.A. and M.A. in Human Development, B.A. and M.A. in Environmental and Applied Sciences, B. A. in Business Administration and others. Apparently there was agreement that the degrees were Bachelor of Arts and Master of Arts, but there was uncertainty what the degrees were IN.

In 1975 the Boards approved two new degrees at the time the School of Health Sciences was approved as a unit in the College of Environmental and Applied Sciences. The Bachelor of Health Sciences (BHS) and the Master of Health Sciences (MHS)

were approved for the programs in Allied Health, Health Services Administration and Nursing within the School/College.

The nursing profession, especially the National League of Nursing (NLN), was not pleased with the Bachelor of Health Sciences and Master of Health Sciences in Nursing. In 1976, the School of Health Sciences and the College of Environmental and applied Sciences requested the University and Boards to approved the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN). In 1977, the BSN and MSN were approved by the Boards. (Letter from James Furman of BHE to Leo Goodman-Malamuth, June 10, 1977).

In 1975 the College of Business and Public Service requested the approval of the University and the Boards of the Masters in Business Administration (MBA). The University and the Board of Governors approved the request, but the Board of Higher Education denied approval.

As this history was written the University was approved to offer these degrees:

Bachelor of Arts  
Master of Arts

Bachelor of Science in Nursing  
Master of Science in Nursing

Bachelor of Health Sciences  
Master of Health Sciences

#### The First Academic Programs

The initial request (GSU New Units of Instruction, 1970) to the Boards asked approval of broad generic programs of study in each college. They were not called majors even though they may have been comparable, more or less, to majors in traditional colleges. All of the generic programs were not to be implemented in 1971,

when the first students were to be admitted, largely because the faculty expertise would not be available that soon.

The programs by Colleges that were approved initially as indicated in the “Black Book” follow:

College of Business and Public Service

B.A.	M.A.
Business Administration	Business Administration
Public Service	Public Service
Business Education	Business Education

All three programs were implemented at the baccalaureate level and Business Administration only at the master’s level in 1971.

College of Cultural Studies

B.A.	M.A.
Area Studies	Area Studies
Ethnic Studies	Ethnic Studies
Socio-Cultural Processes	Socio-Cultural Processes
Ideas in Culture	Ideas in Culture
Invention and Creativity	Invention and Creativity
Language and the Human Condition	Language and the Human Condition
Popular Culture	Popular Culture

In 1971 only the programs in Ethnic Studies and Popular Culture were offered at both baccalaureate and master’s levels.

College of Environmental and Applied Sciences

B.A.	M.A.
Science	Science
Science Education	Science Education
Health Science	Health Science

The Science program was started at the baccalaureate level and the Health Science and Science Education only at the master's level in 1971.

College of Human Learning and Development

B.A.

Urban Teacher Education  
Behavioral and Communication Science  
Urban Studies

M.A.

Urban Teacher Education  
Behavioral and Communication Science

The Urban Studies program was never started in this college. In 1971, the programs in Urban Teacher Education and in Behavioral and Communication Science were initiated at the baccalaureate level. Only Urban Teacher Education was started at the master's level initially.

The evolutionary history of all academic programs in each College and the School are described later in this chapter.

Academic Program Nomenclature

Terminology to identify the various hunks of academic curricula has been extensive and used loosely during the past 10 years. The following names and titles occur in Bulletins, Catalogs, Brochures, and the like: "Units of Instruction", "Degree Programs", "Instructional Programs", "Area of Emphasis", "Orientation", "Option", and "Major". As the various curricula developed and new faculty came to the University, the Curricular changes and use of different terminology increased in frequency. The Boards terminology and definition of the word "program" also changed during the past few years.

Instructional Program—a curriculum within a College leading to a degree; same as a degree program (e.g. – urban Teacher Education, Science, Business Administration, Ethnic Studies).

Area of Emphasis—sub-curricula within an Instructional Program (e.g. – Early Childhood Education within Urban Teacher Education, Black Studies within Ethnic Studies).

Orientation—a more specialized curriculum within an Area of Emphasis (e.g. – Science—Instructional Program, Interdisciplinary Science—Area of Emphasis, Environmental Analysis—Orientation) (CEAS Bulletin/Catalog, 1974).

Option—same as orientation until 1979 when option became a sub-curriculum within a major.

Major—first used in the 1978 Catalog to indicate Instructional Program. In 1979 when the Academic Reorganization was accomplished the term major replaced Area of Emphasis.

Program—adopted in 1979 to replace Instructional program; same as Degree Program.

Unit of Instruction—this was terminology of the Board of Higher Education, which is no longer used. Program is a BOG/BHE term for any curriculum that requires approval of the Boards. The Boards use the word program to include the GSU curricular terms of Program, Major, and Option because the boards have to approve curricula in all three categories.

In the 1980 GSU Catalog, yet to be published, an elementary teacher's degree program could/would be described with terms consistent with those used in the Academic reorganization that occurred in 1979:

Program: Urban Teacher Education

Major: Elementary Urban Teacher Education

Option: Social Studies Education

#### Degree Program Approval Procedures

During the first three years, each academic program faculty in each of the Colleges functioned independently from one another in curriculum planning, development and implementation. In most cases a College-wide Curriculum Committee did not exist and a University Curriculum Committee, in the traditional sense, did not exist until 1976. The program faculties had many degrees of freedom; hence, courses, Orientations, Areas of Emphasis, and Instructional Programs increased rapidly in number and without much regard of one for another.

The University Assembly recommended an academic program review policy that was approved by the President September 23, 1975. The policy was called: "Policy for Reviewing Requests for New and Expanded programs and for Conducting Annual Academic Program Reviews." In 1976, while I was serving as Acting Vice-President for Academic Affairs, this Committee began to function. And for the first time in the history of the University all "new or changed academic program" that required approval of the Boards were first reviewed by a University Wide Committee that made formal recommendations to the Vice-President for Academic Affairs and the

President. Since 1976, the scrutiny of academic program changes within the University has become increasingly more intensive and extensive. When this history was written, the University Curriculum Committee was to review new courses proposed, name changes of existing courses, and any other curricular or academic program change. Many faculty feel that the degree of surveillance has become far too restrictive as the University has attempted to establish better management of curricular change.

The Board of Governors and the Board of Higher Education have always approved “new “Academic programs and “expanded” academic programs. The initial academic programs approved by the Boards for the University were broad and general. There was much discussion during the first two years of the University’s operation of the generic approval of GSU programs. The BHE minutes indicate approval of the specific programs and areas of emphasis to be implemented in the fall of 1971. At GSU it was assumed that, except as clearly noted as not approved, all instructional programs originally approved by the Board of Governors in November, 1970, could be implemented in time and within the limitations of resources available. Apparently, verbal agreements between University administrators and BOG/BHE program officers resulted in tacit acceptance of this generic approach, thus providing the University with much needed freedom in its early academic development. Without this freedom, curricular changes during the first two years would have been extremely difficult, and the University’s ability to adapt to immediate needs and concerns would have been severely restricted. The various modifications and discrepancies to be found in a comparison of University program offerings and the program approvals found in

official minutes of the two Boards apparently were not of great concern to the Board staffs. A report of a program review held in June, 1972, with Robert Pringle of the Board of Governors and Robert Sample and Edward Flentje, program officers of the Board of Higher Education, was given in a letter from President Engbretson to Benjamin Morton, the Executive Officer of the Board of Governors. In the letter, dated June 12, 1972, President Engbretson stated that there was agreement that program currently approved should be continued and that the program review had uncovered no specific problems in program development.

However, by late 1972, serious reservations were raised by the program staffs of both the BOG and BHE regarding generic approval. By the spring of 1973, GSU was required to follow the same procedures in introducing new programs and areas of emphasis as other public colleges and universities.

Currently the University, after internal review and approval, is required to submit to the Boards for approval the addition of new or the deletion of existing Programs, Majors and Options. Course changes are internally reviewed and approved. Many faculty throughout the University believe that the Boards continue to have far too much influence on academic program changes.

#### An Overview of Academic Program Changes

During 1976 while I was Acting Vice-President for Academic Affairs, it became apparent that the records of academic program changes were scattered and that a history of academic changes was needed. Albert M. Martin, the Assistant Vice-President for Academic Affairs prepared a summary of academic program changes.



The following overview is a modification of Martin's report which traced the academic program changes through July, 1977.

At the request of the staffs of the Boards, a Summary of Academic Programs offered was prepared during 1975-76. This summary was to serve as a base from which changes were to be made in the future. Periodically, the Summary was updated and corrected to represent the latest changes as approved by the two Boards. Approved changes along with proposed changes resulting from the 1979 Academic Reorganization, are traced by College and by Academic Program in the sections that follow.

#### College of Business and Public Service

In September 1979, this name was changed to the College of Business and Public Administration. In 1975 there were three programs: Business Administration, Business Education, and Public Service.

#### Business Administration (BA and MA)

This program name has remained unchanged since 1970. No Areas of Emphasis (Majors) have been approved. In 1979, eight Options were specified but have not yet received approval of the Boards:

Option 1. Accounting (BA)

Option 2. Finance (BA)

Option 3. Economics (BA)

Option 4. Marketing (BA)

Option 5. Real Estate and Land Economics (BA)

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Option 6. Production Management (BA)

Option 7. Personnel Management and Labor Relations (BA)

Option 8. General Business (BA)

These Options of the Business Administration are scattered among three Divisions in the new academic organization.

Business Education

Option: Office Administration (BA)

Listed incorrectly as Office Management in report to BOG,  
May, 1975.

Option: Urban Business Teacher Education (BA and MA)

Listed incorrectly as Urban Teacher Education in Report of Self Study for North Central Association, 1974, and as Business Education in report to BOG May 6, 1975.

The Business Education program and the above two Options are in the Division of Administrative Sciences in the 1979 academic organization.

Public Service

This program name remained unchanged since 1970. No Areas of Emphasis (Majors) have been approved. In 1979, the Program in Public Service was placed in the Division of Public Administration. No Area of Emphasis (Major) was specified, but four Options were:

Option 1. Criminal Justice (BA and MA)

Option 2. Government and Politics (BA and MA)

Option 3. Local Government (BA and MA)

Option 4. Public Administration (BA and MA)

#### College of Cultural Studies

This College was merged with the College of Environmental and Applied Sciences to form the College of Arts and Sciences in September, 1979. (See CAS in this chapter). A goodly number of changes in Programs and Areas of Emphasis have occurred in this College. In 1975 there were five Programs with 14 Areas of Emphasis.

#### Area Studies

Option 1. African Studies (BA and MA)

Option 2. Latin American Studies (BA and MA)

This Program was suspended temporarily in 1975 and merged with Ethnic Studies June 3, 1977, to form a Program in Intercultural Studies.

#### Ethnic Studies

Option 1. Black Studies (BA and MA)

Option 2. Latino Studies (BA and MA)

(See Area Studies, above, for changes)

#### Intercultural Studies

Option 1. African Studies (BA and MA)

Option 2. Hispanic Studies (BA and MA)

New Program and Options approved, 1977. (Letter from Wallhaus of BHE to Pringle of BOG June 3, 1977). In 1979, a Division of Intercultural Studies was established with a Program in Intercultural Studies which included the two approved

Majors and six new Options.

Major: African Cultures (BA)

Option 1. Humanistic Studies (MA)

Option 2. Historical Studies (MA)

Option 3. Socio-Political Studies (MA)

None of the Options has been approved by the Boards.

Invention and Creativity

The name of this Program was changed to Fine and Performing Arts in 1972.

(Letter from Pringle of BOG to Wallhaus of BHE March 17, 1978).

Studio Art (BA and MA)

Discontinued. Incorporated into Visual Arts. (Letter from Pringle of BOG to Vice-President Endres September 3, 1975)

Communication Arts (BA and MA)

Discontinued. Included in Mass Media in the Media Communications program. (Letter from Acting Vice-President Andrews to Pringle of BOG).

Music (BA and MA)

Theatre (BA and MA)

Visual Arts (BA and MA)

In 1979 the three Areas of Emphasis (majors) in Music, Theatre, and Visual Arts were placed in the Division of Fine and Performing Arts. Two new Options were requested but have not been approved by the Boards:

Program: Fine and Performing Arts (BA and MA)

Major 1. Visual Arts (BA and MA)

Major 2. Theatre (BA and MA)

Major 3. Music (BA and MA)

Option 1. Music Education

Option 2. Music Theory/Composition

#### Language and the Human Condition

The Program Language and the Human Condition name was changed to Language, Literature and Philosophy in 1978. (Letter from Pringle of BOG to Wallhaus of BHE March 17, 1978).

English Education (BA and MA)

This Area of Emphasis (Major) does not appear in any of the early listings of programs in the University. In 1974, it was listed as Secondary Teacher Education in the North Central Self-Study. Neither was it listed in the May or September reports to the BOG, 1975. A letter from Vice-President Endres to Pringle of BOG dated October 24, 1975 enters this major in the official Board records.

Language (BA and MA)

Literature (BA and MA)

The academic reorganization in 1979 established the Division of Humanities and Social Science with a Program in Language and Literature that included three Areas of Emphasis (Majors):

Program: Language and Literature

Major 1. Language (BA and MA)

Major 2. Literature (BA and MA)

Major 3. English Education (BA and MA)

No documentation was found that approved the removal of the word Philosophy

from the name of the Program.

#### Socio-Cultural Processes

This Program was changed to Social Sciences in 1978. (Letter from Pringle of BOG to Wallhaus of BHE March 17, 1978).

Comparative Socio-Cultural Processes (BA and MA)

Urban Socio-Cultural Processes (BA and MA)

Women's Studies (BA and MA)

This Area of Emphasis was originally included in the Popular Culture Program. (Letter from Vice-President Endres to Pringle of BOG October 19, 1972). No documentation was found to approve shift of Women's Studies to Socio-Cultural Processes program.

In 1979 when the Division of Humanities and Social Science was established, the Program in Social Sciences with three specified Options were placed in that division.

#### Program: Social Sciences

Major 1. Urban Studies (BA and MA)

Urban Socio-cultural Processes was changed to Urban Studies in 1978. (Letter from Pringle of BOG to Wallhaus of BHE, March 17, 1978).

Major 2. Women's Studies (BA and MA)

Major 3. General Studies (BA and MA)

General Studies was an Area of Emphasis first in Popular Culture, then in Media Communications. General Studies was suspended in 1977. (Letter from Wallhaus of BHE to Pringle of BOG April 20, 1977). The change of General Studies to active

Major in Social Sciences was approved by the Board in 1978.  
(Letter from Pringle of BOG to Wallhaus of BHE March 17,  
1978).

#### Media Communications

This program was originally called Popular Culture. It was changed in 1977.  
(Letter from Wallhaus of BHE to Pringle of BOG April 20, 1977).

General Studies (BA and MA)

Temporarily suspended April 20, 1977 when Popular Culture was  
changed to Media Communications.

Applied Studies (BA and MA)

Originally called Applied Popular Culture; changed April 20, 1977

Mass Media (BA)

Approved 1975. (Letter from Furman of BHE to President Engbretson  
December 4, 1975)

In 1979, a Division of Media Communications was established with a Program  
in Media Communications that included two Areas of Emphasis (Majors).

Program: Media Communications

Major 1. Mass Media (BA)

Major 2. Applied Studies (MA)

#### College of Environmental and Applied Sciences

The thrust of the academic programs in the College, including the School of  
Health Sciences, has remained consistent since the College was established in 1969.  
Several changes in titles of Areas of Emphasis (Majors) and Orientation (Options) have  
been made. Tracing the evolutionary history of the academic programs was

complicated by the establishment of the School of Health Sciences within the College in 1975, the merger of the College with the College of Cultural Studies to form the College of Arts and Sciences in 1979, and the movement of the School to a free standing academic unit when the College of Arts and Sciences was formed.

Initially the College included three programs: Science, Science Education (Teaching) and Health Sciences (See Chapters II and IV). By 1977, additional Areas of Emphasis and Options were available:

Alcoholism Sciences (BA)

This curriculum was developed by the EAS faculty on a contract with the Illinois Department of Mental Health and the Area of Emphasis (Major) was approved by the Boards in 1976. A request was made for approval both a for a B.A. and M.A. curriculum. The M.A. was not approved. (Letter from Furman of BHE to President Goodman-Malamuth, December 7, 1976).

Alcoholism Sciences was transferred from the Science Program to the Allied Health Program in the School of Health Sciences in 1978. (Letter from Pringle of BOG to Wallhaus of BHE March 17, 1978).

In 1979 when the School of Health Sciences was established outside of the College of Environmental and Applied Sciences, Alcoholism Sciences was listed as a major in the Allied Health Program (See School of Health Sciences, this chapter).

Environmental Sciences (BA and MA)

Initially this Area of Emphasis was titled Interdisciplinary Science/  
Environmental Technology. The change to Environmental Sciences was



approved by the BOG November 30, 1976. (Letter Wallhaus of BHE to Pringle of BOG April 20, 1977).

The Environmental Science program included four Orientations (Options) since 1976: Environmental Analysis, Environmental Management, Ecology and Conservation, Human Environmental Planning (GSU Catalog, 1977, 1978).

In 1979, when the College of Arts and Sciences was established a Division of Science was included. Within this Division, a Program in Science and a major in Environmental Science with four Options were specified.

Program: Science

Major: Environmental Science

Option 1. Environmental Analysis (BA and MA)

Option 2. Ecology and Conservation (BA and MA)

Option 3. Environmental Management (MA)

Option 4. Human Environment Planning (BA and MA)

These four Options have not received approval of the Boards, as yet.

Human Ecology (BA and MA)

In 1979, Human Ecology, became a major in the Science Program in the Division of Science in the College of Arts and Sciences. (See College of Arts and Sciences, this chapter).

Science Teaching

The Area of Emphasis, K-12 Science Teaching was approved by the Boards in 1973, the other emphasis in 1970.

Community College Science Teaching (MA)

Elementary Science Teaching (MA)

K-12 Science Teaching (BA and MA)  
Secondary Science Teaching (MA)

When the Division of Science was established, the Science Teaching Program was placed in it and three majors were listed.

Program: Science Teaching

Major 1. K-12 Science Teaching (BA and MA)

Major 2. Elementary Science Teaching (MA)

Major 3. Secondary Science Teaching (MA)

Community College Science Teaching was requested to be suspended temporarily, but has not yet received approval of the Boards.

School of Health Sciences/School of Health Professions

The School of Health Sciences was approved as a unit within the College of Environmental and Applied Science in 1975. When the Academic reorganization occurred in 1979, the name was changed to the School of Health Professions and it was made an independent academic unit with the Director reporting directly to the Provost. The Health Sciences have always comprised a program in the College of Environmental and Applied Sciences. By 1973, the Instructional Program in Health Sciences included three Areas of Emphasis: Health Science Practice, Health Science Education and Health Science Administration.

The Programs were much better defined by 1975 when the School was established and the Bachelor of Health Sciences and Master of Health Science degrees were approved.

Allied Health

Allied Health Sciences Education (BHS and MHS)

When the School of Health Professions was established in 1979, Allied Health Science Education included two Options.

Program: Allied Health

Major: Allied Health Science Education (BHA and MHS)

Option 1. Health Profession Education

Option 2. School Health Education

The two Options have not yet been approved by the Boards.

Health Services Administration (BHS and MHS)

This program has always had only one Area of Emphasis (Major). It remains the same in the new School of Health Professions.

Program: Health Services Administration

Major: Health Services Administration (BHS and MHS)

Nursing

The Nursing Program has undergone many changes in its ten year history. From 1971 to 1975 the BA and MA degrees were offered, from 1975 to 1977 the BHS and MHS were offered, and from 1977 to present the BSN and MSN were offered. (Letter from Furman of BHE to President Goodman-Malamuth, June 10, 1977).

In 1975, four Areas of Emphasis (Majors) were listed.

Major 1. Nursing Practice (BSN)

Major 2. Restorative Nursing (MSN)

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Major 3. Nursing Administration (MSN)

Major 4. Nursing Teaching (MSN)

In the new School of Health Professions the Nursing Programs lists only two active majors.

Program: Nursing

Major 1. Nursing Practice (BSN)

Major 2. Restorative Nursing (MSN)

Major 3. Nursing Teaching (MSN) (Inactive)

Major 4. Nursing Administration (MSN) (Inactive)

The faculty has requested that the Majors in Teaching and Administration be suspended. Boards have not yet approved these changes.

College of Human Learning and Development

The Academic Programs in this College have historically focused on the broad areas of human services and teacher education. (See Chapter IV). In 1970, the first two Academic Programs were approved: Urban Teacher Education and Behavioral and Communication Science. From 1970 to 1975, several other Programs and Areas of Emphasis (Majors) were developed. By 1975 there were seven Instructional Programs and Areas of Emphasis (Majors) were developed. By 1975 there were seven Instructional Programs including 19 Areas of Emphasis (Majors).

Program: Behavioral Studies

Major 1. Psychology/Personal Growth (BA)

Major 2. Mental Health (BA)

Originally titled Community Psychology. Name changed to Mental Health approved by BOG, 1975. At that time it was an Area of Emphasis in the Human Services Program. Transferred to Behavioral Studies with BOG approval on September 30, 1975. All changes approved by BHE, 1976. (Letter from Peterson of BHE to Pringle of BOG, January 22, 1976).

In 1979, a Division of Psychology and Counseling was established which included a Program in Psychology with two Majors and two Options.

Program: Psychology

Major 1. Psychology and Personal Growth (BA)

Option 1. Personal Growth

Option 2. Psychology

Major 2. Mental Health (BA)

Communication Science

This Program included four Areas of Emphasis (Majors) by 1975. There were several name changes.

Interpersonal Communication (BA and MA)

Previously titled Interpersonal and Organizational Communication. Change approved on 1975. (Letter from Pringle of BOG to Vice-President Endres, September 3, 1975)

Media Communication

This curriculum was transferred to Mass Media in the College of Cultural Studies December 2, 1975.

Educational Technology (BA and MA)

Name changed from Communication Technology, 1976. (Letter from Peterson of BHE to Pringle of BOG, January 22, 1976).

Communication Disorders (BA and MA)

Transferred to Allied Health Program in the School of Health Sciences in 1977.

In 1979, a Division of Communication and Human Services with a Program in Communication Science that included two majors and eight Options was established.

Program: Communication Science (BA and MA)

Major 1. Educational Technology (BA and MA)

Option 1. Media Producer (MA)

Option 2. Media Manager (MA)

Option 3. Mediated Teaching (MA)

Option 4. Instructional Developer (MA)

Major 2. Interpersonal Communication (BA and MA)

Option 1. Leisure Systems (MA)

Option 2. Intercultural Communication (MA)

Option 3. Therapeutic Communication (MA)

Option 4. Organizational Communication (MA)

These 8 Options have not yet been approved by the Board.

Human Relations Services

This Program listed three Areas of Emphasis, two of which were approved, the other was used for convenience.

School Counseling (MA)

Title changed from Elementary School Counseling in 1977. (Letter from Wallhaus of BHE to Pringle of BOG, April 20, 1977).

School Psychology (MA)

Title changed in 1977 from Elementary School Psychology at same time Elementary School Counseling was changed.

General Counseling

Used in 1973-75 for convenience. Never approved by Boards.

In 1979, the Program in Human Relations Services including two Majors and three Options that were placed in the Division of Psychology and Counseling.

Program: Human Relations Services (MA)

Major 1. School Psychology (MA)

Major 2. School Counseling (MA)

Option 1. College (MA)

Option 2. Secondary (MA)

Option 3. Elementary (MA)

These Options have not been approved by the Boards as yet.

Human Services

This Program included four Areas of Emphasis (Majors) at the baccalaureate level only.

Community Psychology (BA)

Title changed to Mental Health and moved to Behavioral Studies Program.

Human Justice (BA)

Title changed from Corrections in 1976. (Letter from Peterson of BHE to Pringle of BOG, January 22, 1976).

Social Work (BA)

Title changed from Social Welfare in 1978. (Letter from Pringle of BOG to Wallhaus of BHE, March 17, 1978)

Special Education

Moved from Urban Teacher Education in 1975. (Letter from Pringle of BOG to Vice-President Endres, September 3, 1975).

In 1979, the Human Services Program was placed in the Division of Communication and Human Services. It included three Majors.

Program: Human Services

Major 1. Human Justice (BA)

Major 2. Social Work (BA)

Major 3. Special Education (BA)

Program: Urban Teacher Education

This Program has existed since 1970 and had undergone fewer changes than most other Programs until 1978-79

Program: Elementary Urban Teacher Education (BA and MA)

In 1979, a Division of Urban Teacher Education was established and an Elementary Urban Teacher Education Major with eight Options was assigned to it.

Program: Urban Teacher Education

Major: Elementary Urban Teacher Education (BA and MA)

Option 1. Bilingual/Bicultural Education (MA)

Option 2. Special Education (MA)

Option 3. Early Childhood Education (MA)



Option 4. Social Studies Education (MA)

Option 5. Mathematics Education (MA)

Option 6. Science Education (MA)

Option 7. Language and Reading (MA)

Option 8. Educational Technology (MA)

These Options have not yet been approved by the Boards.

Bilingual/Bicultural Elementary Teacher Education (BA)

Program approved in 1977. (Letter from Furman of BHE to President Goodman-Malamuth, June 10, 1977). This Area of Emphasis (Major) was included as a Major in the Urban Teacher Education Program in 1979.

Program: Urban Teacher Education

Major: Bilingual/Bicultural Elementary Urban Teacher Education (BA)

Educational Administration and Supervision (MA)

During 1975-76, Governors State University, Chicago State University and Northeastern University developed a cooperative program to prepare administrators and supervisors. It was approved May 6, 1976. The Master's degree was to be conferred at by Chicago State University. Up to 18 credits could be taken at GSU. There were four Areas of Emphasis:

Educational Administration

Educational Supervision

Chief School Business Official

Community College Administration

In 1979, this Program and four majors were placed in the Division of Urban Teacher Education.

Program: Educational Administration and Supervision (MA)

Major 1. Educational Administration (MA)

Major 2. Educational Supervision (MA)

Major 3. Chief School Business Official (MA)

Major 4. Community College Administration (MA)

College of Arts and Sciences, 1979-80

This College was established in 1979 by the merger of the College of Cultural Studies and the College of Environmental and Applied Sciences. All of the Academic Programs excepting those in the School of Health Sciences, were placed in the College of Arts and Sciences and organized into five Divisions. When this history was written the Academic Programs were organized as follows:

Division of Fine and Performing Arts

Program: Fine and Performing Arts

Major 1. Visual Arts (BA and MA)

Major 2. Theatre (BA and MA)

Major 3. Music (BA and MA)

Option 1. Music Education

Option 2. Music Theory/Composition

Division of Humanities and Social Science

Program: Language and Literature

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Major 1. Language (BA and MA)

Major 2. Literature (BA and MA)

Major 3. English Education (BA and MA)

Program: Social Sciences

Major 1. Urban Studies (BA and MA)

Major 2. Women's Studies (BA and MA)

Major 3. General Studies (BA and MA)

Division of Intercultural Studies

Program: Intercultural Studies

Major 1. African Cultures (BA)

Option 1. Humanistic Studies (MA)

Option 2. Historical Studies (MA)

Option 3. Socio-Political Studies (MA)

Major 2. Hispanic Cultures

Option 1. Humanistic Studies (MA)

Option 2. Historical Studies (MA)

Option 3. Socio-Political Studies (MA)

Division of Media Communications

Program: Media Communications

Major 1. Mass Media (BA)

Major 2. Applied Studies (MA)

Division of Science

Program: Science

Major 1. Environmental Science

Option 1. Environmental Analysis (BA and MA)

Option 2. Ecology and Conservation (BA and MA)

Option 3. Environmental Management (MA)

Option 4. Human Environment Planning (BA and MA)

Major 2. Human Ecology (BA and MA)

Program: Science Teaching

Major 1. K-12 Science Teaching (BA and MA)

Major 2. Elementary Science Teaching (MA)

Major 3. Secondary Science Teaching (MA)

School of Health Professions, 1979-80

The academic reorganization in 1979 that created the College of Arts and Sciences also created the School of Health Professions. All of the health sciences that were in the College of Environmental and Applied Sciences were placed in the School of Health Professions. Divisions were established in the three Colleges, but not in the School, when the reorganization occurred.

The School of Health Professions includes three Programs, nine Majors and two Options as follows:

Program: Nursing

Major 1. Nursing Practice (BSN)

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Major 2. Restorative Nursing (MSN)

Major 3. Nursing Teaching (MSN)\*\*

Major 4. Nursing Administration (MSN)\*\*

\*\*These majors suspended pending Boards approval.

Program: Health Services Administration

Major: Health Services Administration (BHS and MHS)

Program: Allied Health

Major 1. Communications Disorders (BHS and MHS)

Major 2. Alcoholism Sciences (BHS)

Major 3. Medical Technology (BHS)

Major 4. Allied Health Science Education (BHS and MHS)

Option 1. Health Professions Education

Option 2. School Health Education

College of Human Learning and Development, 1979-80

Following the 1979 academic reorganization, the Programs, Majors and Options were organized into three Divisions that included 15 Majors and 21 Options. The current academic organization follows:

Division of Communication and Human Services

Program: Communication Science

Major 1. Educational Technology (BA and MA)

Option 1. Media Producer (BA and MA)

Option 2. Media Manager (MA)

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Option 3. Mediated Teaching (MA)

Option 4. Instructional Developer (MA)

Major 2. Interpersonal Communication (BA and MA)

Option 1. Leisure Systems (MA)

Option 2. Intercultural Communication (MA)

Option 3. Therapeutic Communication (MA)

Option 4. Organizational Communication (MA)

Program: Human Services

Major 1. Human Justice (BA)

Major 2. Social Work (BA)

Major 3. Special Education (BA)

Division of Psychology and Counseling

Program: Psychology

Major 1. Psychology/Personal Growth (BA)

Option 1. Personal Growth (BA)

Option 2. Psychology (BA)

Major 2. Mental Health (BA)

Program: Human Relations Services

Major 1. School Psychology (MA)

Major 2. School Counseling (MA)

Option 1. College (MA)

Option 2. Secondary (MA)

Option 3. Elementary (MA)

Division of Urban Teacher Education

Program: Urban Teacher Education

Major 1. Bilingual/Bicultural Elementary Teacher Education (BA)

Major 2. Elementary Urban Teacher Education (BA and MA)

Option 1. Bilingual/Bicultural Education (BA and MA)

Option 2. Special Education (MA)

Option 3. Early Childhood Education (MA)

Option 4. Social Studies Education (MA)

Option 5. Mathematics Education (MA)

Option 6. Science Education (MA)

Option 7. Language and Reading (MA)

Option 8. Educational Technology (MA)

Program: Educational Administration and Supervision (MA)\*

Major 1. Educational Administration (MA)

Major 2. Educational Supervision (MA)

Major 3. Chief School Business Officials (MA)

Major 4. Community College Administration (MA)

\*Degree awarded by Chicago State University

College of Business and Public Administration

The 1979 academic reorganization established Divisions within which Programs, Majors and Options were grouped. The curricula of the College were

revamped in 1978-79 establishing several Options that have not yet received Board approval. The curricula have been classified here as they were in the other Colleges/School so that Majors and Options could be ranked comparable to those in the other colleges.

Division of Accounting and Finance

Program: Business Administration

Major: (none specified)

Option 1. Accounting (BA)

Option 2. Finance (BA)

\*The approved Program in Business Administration cuts across three Divisions.

Division of Administrative Sciences

Program: Business Education (BA and MA)

Major 1. Office Administration (BA)

Major 2. Urban Business Teacher Education (BA and MA)

Division of Economics/Marketing

Program: Business Administration\* (BA and MA)

Major: (none specified)

Option 1. Economics (BA)

Option 2. Marketing (BA)

Option 3. Real Estate and Land Economics (BA)

Division of Management

Program: Business Administration\*



Major: (none specified)

Option 1. Production Management (BA)

Option 2. Personnel Management and Labor Relations (BA)

Option 3. General Business (BA)

Division of Public Administration

Program: Public Service

Major: (none specified)

Option 1. Criminal Justice (BA and MA)

Option 2. Government and Politics (BA and MA)

Option 3. Local Government (BA and MA)

Option 4. Public Administration (BA and MA)

It is anticipated that the University will request early in 1980 Board approvals of the changes in titles of formerly approved Majors and Options and the titles of new Majors and Options that resulted from the Academic Reorganization.

Accreditations

Early in the fall, 1969, President Engbretson and I initiated communications with the North Central Association of Colleges and Secondary Schools to seek advice on procedures to work toward full accreditation of a non-traditional, experimenting University whose academic program and operating systems were yet to be developed.

In the winter, 1970, we met with the staff of the Board of Governors, Board of Higher Education and Illinois Office of Education (now titled Illinois State Board of

Education) to consider plans for making application for accreditation of teacher preparation programs that were to be developed in each of the four Colleges.

Talks were started in the winter of 1970, with staff of the Department of Registration and Education about the proposed Nursing program that was to be unlike any other in the State of Illinois. These discussions lead to communications with the National League of Nursing, a series of talks that were intermittent over a period of six years.

The Health Sciences faculty and I, as Dean of the College of Environmental and Applied Sciences, initiated visits in 1974 with the American Medical Association concerning plans for acquiring accreditation of the Medical Technology curriculum which was to be competency based, cooperatively developed, and delivered both by University faculty and hospital professionals within hospitals in the service area of the University.

In 1976, the Health Services Administration faculty began discussions with the staff of the Accrediting Commission on Education for Health Services Administration.

Also in 1976, the faculties and administrators concerned with the Educational Administration and Supervision degree to be offered cooperatively by Chicago State University, Northeastern University, and Governors State University began talks with the Illinois State Board of Education to plan for accreditation.

The University faculty and administration have continued to work toward accreditation of all professional programs. During the first ten years many were

accredited. When this history was written, application for accreditation of other programs was in progress or being planned.

#### North Central Accreditations

In July, 1970, the North Central Association awarded Correspondent Status, a pre-accreditation status to the University. In March, 1973, the status of Candidate for Accreditation was received.

Full accreditation for a 5-year period was received April 9, 1975. Copies of the Self-Study that was submitted by the University to the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools in May, 1974, are on file in the Documents Section of the University Library. Annual Progress Reports that were submitted are also on file.

Although the North Central Association awarded accreditation for a 5-year period, the Association stated several areas of concern and requested an annual status report from the University. The areas of concern were:

1. The University governance system should be carefully reviewed and revisions in the present structure considered.
2. The Admissions and Records operation requires immediate attention.
3. Planning money for the Phase II building program is imperative.
4. The physical facility housing the University has severe noise and confidentiality problems which are affecting its use adversely.
5. Cooperative Education is not delivering on its promise and needs to be given a higher priority, dropped, or assigned a lower priority.

6. The procedures for advising students need improvement and the effectiveness of the entire range of student services should be kept under careful review.
7. The computer operation is ineffective in its present state.

During 1978-79, the University engaged in an extensive and intensive self-study preparatory to making application to the North Central Association for a second accreditation. Copies of the Self-Study are available in the University Library (University Profile: Self Study, Governors State University, May, 1979). The Self Study was organized in 6 parts:

- I. University Planning and Decision Making Dynamics
- II. The Academic Wing
- III. The Presidential Wing
- IV. The Administrative Wing
- V. Institutional Research and Planning
- VI. A Concluding Statement

Anyone who is interested in a “snapshot” of the conditions of the University at the close of calendar year 1978 should refer to this Self Study. It is loaded with information briefly stated.

In October, 1979, a team of 5 persons visited the University on behalf of the North Central Association. The Evaluation Team members were:

Dr. John M. Chavis (Chairperson)  
Vice President and Professor of History  
Lincoln University of Missouri  
809 Ihler Road  
Jefferson City, Missouri 65101

Sr. Austin Doherty  
Academic Dean  
Alverno College  
Milwaukee, Wisconsin 53215

Dr. James Martin  
Vice President for Academic Affairs  
University of Northern Iowa  
Cedar Falls, Iowa 50613

Alfred R. Neumann  
Chancellor  
University of Houston at Clear Lake City  
2700 Bay Area Boulevard  
Houston, Texas 77058

Dr. Robert F. Ray  
Dean of Continuing Education Division  
University of Iowa  
C 108 East Hall  
Iowa City, Iowa 52242

The Evaluation Team in its exit interview informed President Goodman-Malamuth that it intended to recommend that the North Central Association accredit Governors State University for a 10-year period.

The team's formal report listed 14 strengths and 11 concerns: ("Report of a Visit to Governors State University, October 15-17, 1979 for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools)

Strengths:

1. Willingness of the Board of Governors, the faculty and the administration to adapt the institution to the changing conditions brought about through reorganization.

2. Successful enforcement of the Academic Good Standing policy.
3. Full cooperation by the administration with the faculty initiative of a conventional grading policy.
4. The institutional determination to continue to be an upper level institution.
5. The evaluation of experiential learning shows it to be in conformity with the Council for Advancement of Experiential Learning Standards.
6. Although the University Without Walls program is small, it and the Board of Governors BA Degree program are consistent with GSU objectives and are well-managed.
7. Development of support services for students, especially student assistance in learning.
8. Improvement in record keeping of the institution.
9. Student satisfaction with programming; its flexibility and opportunity for independent study.
10. Improved cooperation with the feeder junior colleges as exemplified by the College of Business and Public Administration's 2+2 agreement. These efforts should be continued and expanded.
11. Recognition of the need to look to the region South of the campus as a source for future students and as a service area for industry.
12. Adequate financial support of the institution by the Illinois Board of Higher Education and the Board of Governors.
13. Well qualified and dedicated faculty.
14. Success of senior administrative staff in providing leadership in redirecting the institution.

Concerns:

1. Recently specified changes in the mission need to be clarified.
2. The official mission statement of the University is under review and there may be some areas of disagreement, at least on the campus, about proposed shifts in direction and emphasis.
3. With the changing thrust of the institution, care must be taken that moves to improve standards and to attract larger enrollments which will in fact not develop into a diminution of the role of minorities in the institution.
4. Of all the concerns expressed by the team in this report the team regards none as more urgent than the publication of a University Catalog.
5. The need for readily accessible policy statements which spell out all degree requirements, provide clear definition of graduate versus undergraduate education, set down clear policies concerning graduation requirements, residency requirements and transfer credit.
6. The distinctiveness of the competency-based education lies primarily, if not solely, within the courses and is not reflected at the program and college levels; it may therefore be in jeopardy because of the institution of a grading system. Moreover, this change to a grading system makes far more difficult the evaluation of experiential learning for credit.
7. Recognizing the fact that reputations for academic excellence are not made overnight, the institution should take every means to improve its image in the larger community.
8. The pivotal nature of the College of Arts and Sciences should be recognized.
9. Realizing that at this time the institution is either under-enrolled or over-funded, care must be taken that adjustments are anticipated and carefully merged into the institution's programs and that efforts to increase enrollment (through such programs as off-campus classes) be marked by serious concern for high quality.

10. In view of the innovative physical plant, we express the hope that improved partitioning in the building will keep pace with organizational restructuring.
11. The institutional commitment to cooperative education appears to have practically disappeared. While the academic units minimally support faculty coordinators, the program, without additional support is in danger of passing out of existence. Cooperative education should either be further supported or the mission statements in the Fall 1979 Schedule of Courses and the Self Study should be amended.

The Report went on to recommend:

The evaluation team recommends that the accreditation of Governors State University be continued at the Master's degree-granting level; that the next comprehensive visit be scheduled in ten years 1989-90.

The team further recommends an examination that focuses upon the concerns expressed in this report be conducted in the fall of 1984.

The rationale to support the team's recommendations stated: Governors State University is well supported fiscally. It has adequate physical space and a good faculty, staff and administration. In the wake of the present reorganization, the clarification of policies, broadening of student clientele, and provision of services to the traditional clientele, it will be able to utilize more fully the fiscal, physical and human resources presently available to it.

On the other hand, recent and proposed changes in the mission and other concerns enumerated in the report warrant a focused examination in five years.

#### Teacher Education Programs

Teacher preparation (education) programs were developed in each of the four Colleges. The College of Human Learning and Development placed primary emphasis on teacher education and was charged by President Engbretson to serve as the "clearinghouse" for all teacher education programs in the University and as liaison with the Illinois State Board of Education.



The Illinois State Teachers Certification Board has approved entitlement programs as follows:

Urban Teacher Education.....	1971
Urban Business Teacher Education.....	1972
School Counseling.....	1973
K-12 Environmental Science Teaching.....	1973
English Education.....	1976
Educational Administration and Supervision.....	1977

Nursing Program

Both the baccalaureate and master degree programs in nursing were approved by the State Department of Registration and Education in 1974. During 1976-77, the Nursing faculty and the Director of the School of Health Sciences prepared a Self-Study and submitted it to the National League of Nursing, asking accreditation of the Nursing Program. On February 16, 17, 1976, the NLN Evaluation Team visited the University to assess the program. Accreditation was not recommended. In the fall of 1978, the Director of the School of Health Sciences, the Coordinator of Nursing, and I, as Dean of the College of Environmental and Applied Sciences, visited the League headquarters to discuss with the staff the changes needed in the Nursing program to achieve accreditation. We reviewed with the NLN staff the report that they sent to the University, expressing areas of concern with the Nursing Program. In a report to the University, the NLN included "Comments and Recommendations of the Board of Review". (Report from NLN April 21, 1978).

The Board noted with concern:

1. ...the dearth of faculty available for implementing the goals and purposes of the program. The Board further notes that the faculty complement includes no one educationally prepared in Maternal Child Health Nursing.
2. ...the lack of a precise relationship between “competency statements” included with Learning Module Abstracts and learning experiences selected to reach the expected level of competency.
3. ...the omission of learning experiences relevant to client populations under the age of eighteen.
4. ...the “Special Admission Criteria” (Self-Study Report, pages 45-47) for students seeking entry into the nursing sequence. The Board recommended that faculty reexamine admission policies for both Associate Degree and Diploma graduates and formulate methods for evaluation level of theoretical knowledge, application of theory, and mastery of practitioner competencies which are basic to entry into the program and to the pursuit of professional nursing competencies.
5. ...the description of faculty offices, classrooms, conference rooms, and Nursing Resources Center which was supplied by the visitors (Visitors’ Report page 18). The Board recommended that faculty examine the available physical facilities for implementation of the program toward the goal of resolving those conditions which interfere with the teaching-learning process.

#### Health Services Administration Program

In the fall 1977, the faculty and Coordinator of Health Services Administration Program and the Director of the School for Health Sciences submitted to the Accrediting Commission on Education for Health Services Administration a Self-Study

that sought accreditation of the masters degree curriculum in Health Services

Administration. On April 18-19, 1978, a Site Visit was made by four persons:

David B. Starkweather, Dr. P.H. (Chairman)  
Department of Social and Administrative Health Sciences  
School of Public Health  
University of California  
Berkeley, California 94720

Walter M. Burnett, Ph.D.  
Department of Health Systems Management  
School of Public Health and Tropical Medicine  
Tulane University  
New Orleans, LA 70112

Leland Kaiser, Ph.D.  
Director, Graduate Programs in Health Administration  
School of Medicine, Box C 245  
University of Colorado  
Denver, CO 80262

Lt. Col. Thomas A. Janke, Ph.D. (Secretary)  
Associate Professor Health Care Administration Division  
Academy of Health Sciences – U.S. Army  
Fort Sam Houston  
Houston, TX 78234

The Accrediting Commission on September 14, 1978, reviewed the Site Visit

Report and took the following action:

The Commission concurred with the Visiting Committee's findings and recommendations and...voted to accredit the Program for one year.

The Commission went on to say that a "full resurvey will be requested...for the fall of 1979." "Prior to the visit...A Progress report on the recommendations contained in this report" will be requested from the University.

The Commission identified the following...

"Areas of Concern":

1. ... the sociology of health is addressed superficially.
- 2.... Management science is represented (only) by a single course.
3. ... heavy dependence on Program faculty to the exclusion of qualify faculty internal to the Program.
4. .... The management theory sequence relatively disjointed.
5. ... insufficient in health policy formulation...
6. ... written communication skills of Program students are poor.
7. ... curriculum without proper sequencing of courses and logical pedagogy.
8. ... professional development of faculty members has not been established.

During 1978-79, the Health Services Administration faculty coordinated by Dr. Sang-O Rhee completed another Self-Study and submitted it to the Commission on September 1, 1979 (Health Services Administration Self Study: Graduate Program (Three Volumes) School of Health Professions, Governors State University, September, 1979).

On November 5-7, 1979, a Site Visit Team comprised of four persons inspected the University and the graduate program in Health Services Administration. The Team members were:

Robert Burmeister, Ph.D. (Chairman)  
Director, Department of Educational Research and Development  
American College of Nursing Home Administration  
Washington, D.C. 20014

Lt. Col. Thomas A. Janke, Ph.D.  
American College of Nursing Home Administration  
Washington, D.C. 20014

George A. Johnson, Ph.D.  
Director of Graduate Programs  
Hospital and Health Services Administration  
College of Medicine – School of Allied Medical Professions  
Ohio State University  
Columbus, OH 43210

Reed Morton, (Secretary)  
Assistant Director, Graduate Program in Health Administration  
Center for Health Administration Studies  
Graduate School of Business  
University of Chicago  
Chicago, IL 60637

The University anticipates a favorable recommendation from the Site Visit Team to the Commission. A ruling in favor of accreditation for a period longer than one year is expected to come forward from the Commission early in 1980.

#### Plans for Future Accreditations

Faculties and administrators of several programs are either in the process of submitting proposals to accrediting agencies or have plans to do so in the near future.

#### Nursing

The nursing faculty and the Director of the School of Health Professions, following the denial of accreditation by the NLN in 1978, set about to revamp the curriculum and to prepare a new Self-Study. The Nursing Self-Study of the baccalaureate curriculum will be submitted to the NLN in the spring of 1980, and the site visit will be made by an Evaluation Team in October, 1980. The action of the NLN on the application for accreditation would be expected in late 1980 or early 1981.

#### Communication Disorders

The faculty of the Communication Disorders curriculum in the School of

Health Professions plan to prepare a Self-Study and submit it to the Illinois State Board of Education for certification of the graduate program and to the American Speech-Language-Hearing Association seeking accreditation of graduate degree curricula in Communication Disorders. Action by the accrediting agency would be expected in late 1980 or early 1981.

#### Business Administration

The Dean and faculty of the College of Business and Public Administration plan to seek accreditation by the American Assembly of Collegial Schools of Business (AACSB) as soon as the BOG/BHE are willing to give approval to the Masters in Business Administration. In 1975 and 1977, the Boards denied approval of the MBA. The College and University plan to renew their request to the Boards for approval of the MBA in 1980. If approved, the College plans to seek AACSB accreditation soon thereafter.

#### School Psychology

The School Psychology faculty in the College of Human Learning and Development prepared a Self Study late in 1979. Early in 1980, the College plans to submit a request to the Illinois State Board of Education requesting certification of the MA degree curriculum.

#### Social Work

Early in 1980, the faculty of the Social Work Curriculum in the College of Human Learning and Development plan to initiate steps toward certification of the baccalaureate degree curriculum by the National Council on Social Work Education.

### Teacher Education

The University-wide Teacher Education Committee plans to begin discussions with the University Administration, seeking approval to apply for accreditation of all teacher education programs by the National Council for Accreditation of Teacher Education (NCATE) sometime in 1980.

### Annual Academic Program Reviews

Since 1975, each Academic program in the University has been reviewed annually. Some have been reviewed in-depth, whereas others were examined less intensively. The policies and procedures for these reviews were set forth in the University policy recommended by the University Assembly and approved by the President in 1975. (“Reviewing Requests for New and Expanded Programs and Conducting Annual Academic Program Reviews”, GSU Policy, September 23, 1975). The policy stipulated: 1) that a University Program Review Committee would be established, 2) that specific review functions would be carried out by the faculty in the Colleges, the Deans, and the Vice-President for Academic Affairs, and 3) that each Academic Program would be assigned to a “status category.”

The Academic program status categories adopted were consistent with those used by the BOG with all of its institutions:

1. Status Quo means that no major changes are recommended although the program may receive additional funds on the basis of normal growth in enrollment.
2. Status Quo\* means that the program needs development in enrollments, funds, faculty, etc. Unless such development is forthcoming within a reasonable period, the program should

probably be suspended.

3. Phase Down means reducing enrollments and/or funds for reasons such as curriculum revisions.
4. Suspend means that no new students should be accepted in the program, and that funds for faculty, contractual obligations, equipment, etc. should be reduced within an appropriate period. A program placed in this category can be reinstated only upon approval of the Board of Governors, and new students cannot be accepted until the Board reinstates the program.
5. Eliminate-Phase Out means that no new students should be accepted in the program and a determined effort should be made to reduce all expenditures for the program.

The composition of the University Program Review Committee was to “consist of two full-time faculty members from each College, chosen in a manner to be determined by each College. Members shall serve for two-year staggered terms, and no member may serve for more than two consecutive terms. The Committee members will choose a chairperson from among themselves. It is strongly urged that some persons serving on the Committee be experienced in the BOG-BHE new and expanded program approval process.”

The policy states that:

1. It is the responsibility of the Committee to review in depth the status categories recommended by the Colleges. This review should be conducted with the following considerations in mind: Student enrollment, societal need for the program, resources available or expected, and compatibility with Governors State University’s scope and mission.
2. The Committee will prepare a report of its recommendations and submit it to the Vice-President for Academic Affairs.



Each year in February or March, the Academic Programs were reviewed within the University. Status Categories were assigned finally by the Provost and President and a report on all Academic Programs were sent to the BOG. The BOG staff examined the University's Annual Academic Review report with the Provost and Deans and then the BOB staff formally submitted to the Board its recommendations on all Academic Programs.

The BOG approval of 1978 Academic Program Reviews and Staff Recommendations on 1979 Academic Program Reviews were reported in the minutes of the Board meeting, June, 1979:

EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	STAFF RECOMMENDATIONS 1979 PROGRAM REVIEW
<u>COLLEGE OF BUSINESS &amp; PUBLIC SERVICE</u>		
BA in Business Administration	STATUS QUO	EXPAND
MA in Business Administration	STATUS QUO	EXPAND
BA in Business Education with areas of emphasis in: Office Administration Urban Business Teacher Education	PHASE DOWN Curriculum revision under study	STATUS QUO
MA in Urban Business Teacher Education	PHASE DOWN Curriculum revision under study	STATUS QUO
BA in Public Service	STATUS QUO	STATUS QUO
MA in Public Service	STATUS QUO	STATUS QUO

## STAFF

EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	RECOMMENDATIONS 1979 PROGRAM REVIEW
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COLLEGE OF CULTURAL STUDIES

BA in Intercultural Studies with areas of emphasis in: African Cultures Hispanic Cultures	STATUS QUO	STATUS QUO
MA in Intercultural Studies with areas of emphasis in: African Cultures Hispanic Cultures	STATUS QUO	STATUS QUO
BA in Fine and Performing Arts with areas of emphasis in: Music Theatre Visual Arts	STATUS QUO	STATUS QUO
MA in Fine and Performing Arts with areas of emphasis in: Music Theatre Visual Arts	STATUS QUO	STATUS QUO
BA in Language and Literature with areas of emphasis in: English Education Language Literature	STATUS QUO	STATUS QUO
MA in Language and Literature with areas of emphasis in: English Education Language Literature	STATUS QUO	STATUS QUO

## STAFF

EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	RECOMMENDATIONS 1979 PROGRAM REVIEW
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COLLEGE OF CULTURAL STUDIES

BA in Media Communications with areas of emphasis in: Applied Studies Mass Media	STATUS QUO for the options in Applied Studies and Mass Media but SUSPEND the option in General Studies	EXPAND
MA in Media Communications with areas of emphasis in: Applied Studies	STATUS QUO for the option in Applied Studies but SUSPEND the option in General Studies	EXPAND
BA in Social Sciences with areas of emphasis in: General Studies Urban Studies Women's Studies	STATUS QUO	STATUS QUO
MA in Social Sciences with areas of emphasis in: General Studies Urban Studies Women's Studies	STATUS QUO	STATUS QUO

COLLEGE OF ENVIRONMENTAL AND APPLIED SCIENCE

BA in Science with areas of emphasis in: Environmental Science Human Ecology	STATUS QUO	STATUS QUO
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EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	RECOMMENDATIONS 1979 PROGRAM REVIEW
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COLLEGE OF ENVIRONMENTAL AND APPLIED SCIENCE

MA in Science with areas of emphasis in: Environmental Science Human Ecology	STATUS QUO	STATUS QUO
BA in Science Teaching with an area of emphasis in: K-12 Science Teaching	STATUS QUO* Curriculum revision under study	STATUS QUO*
MA in Science Teaching with areas of emphasis in: Elementary Science Teaching Secondary Science Teaching Community College Science Teaching K-12 Science Teaching	STATUS QUO* Curriculum revision under study	STATUS QUO*

SCHOOL OF HEALTH SCIENCES

BHS in Allied Health with areas of emphasis in: Medical Technology Allied Health Science Education Communication Disorders Alcoholism Sciences	STATUS QUO	STATUS QUO
MHS in Allied Health with areas of emphasis in: Allied Health Science Education Communication Disorders	STATUS QUO	STATUS QUO
BHS in Health Services Administration with areas of emphasis in: Health Services Administration	STATUS QUO	STATUS QUO

## STAFF

EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	RECOMMENDATIONS 1979 PROGRAM REVIEW
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SCHOOL OF HEALTH SCIENCES

MHS in Health Services Administration with areas of emphasis in: Health Services Administration	STATUS QUO	STATUS QUO
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BS in Nursing with an area of emphasis in: Nursing Practice	STATUS QUO	STATUS QUO
---	------------	------------

MS in Nursing with areas of emphasis in: Restorative Nursing Nursing Teaching Nursing Administration	STATUS QUO	STATUS QUO
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COLLEGE OF HUMAN LEARNING & DEVELOPMENT

BA in Psychology with areas of emphasis in: Psychology/Personal Growth Mental Health	STATUS QUO	STATUS QUO
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BA in Communication Science with areas of emphasis in: Interpersonal Communication Educational Technology	STATUS QUO	STATUS QUO
--	------------	------------

MA in Communication Science with areas of emphasis in: Interpersonal Communication Educational Technology	STATUS QUO	STATUS QUO
--	------------	------------

MA in Human Relations Service with areas of emphasis in: School Counseling School Psychology	STATUS QUO	STATUS QUO
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## STAFF

EXISTING DEGREE PROGRAMS	BOARD APPROVAL 1978 PROGRAM REVIEW	RECOMMENDATIONS 1979 PROGRAM REVIEW
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COLLEGE OF HUMAN LEARNING & DEVELOPMENT

BA in Human Services with areas of emphasis in: Human Justice Social Work Special Education	STATUS QUO	STATUS QUO
BA in Urban Teacher Education with areas of emphasis in: Elementary Urban Teacher Education Bilingual/Bicultural Elementary Urban Teacher Education	STATUS QUO	STATUS QUO
MA in Urban Teacher Education with an area of emphasis in: Elementary Urban Teacher Education	STATUS QUO	EXPAND
MA in Educational Administration & Supervision Cooperative Program with Chicago State University and Northeastern Illinois University with the degree awarded by Chicago State University with options in: General Administrative Certificate General Supervisory Certificate Chief School Business Official Certificate Community College Administration	EXPAND	EXPAND
BA University Without Walls	STATUS QUO	STATUS QUO
BA Board of Governors Degree	STATUS QUO	STATUS QUO

The Boards report on Annual Academic Program Review for 1980 will reflect Programs, Majors and Options that resulted from the Academic Reorganization of 1979 and discussed earlier in this Chapter.

**CHAPTER VI**  
**FACULTY AND STUDENTS**

# **CHAPTER VI**

## **FACULTY AND STUDENTS**

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# **CHAPTER VI**

## **FACULTY AND STUDENTS**

### Introduction

Reliable data on faculty and students during the early history of the University were not systematically compiled and stored in a retrievable form. Bits and pieces of data from a wide variety of sources have been selected to describe the faculty and students during the first decade.

The Educational Planning Guidelines was used as a faculty recruitment document. It described the goals, objectives and future plans of many non-conventional systems. Because the University was planned as an alternative higher education institution, the faculty who were attracted to the University during the first few years tended to be young, relatively inexperienced risk-takers who were in search of a new “establishment.” The students tended to be older, employed, married, and in search of a near-by and different kind of University than they had known previously. The percentage of minority faculty and students was considerably higher than in most other Universities and in the contiguous communities. Most of the faculty in most academic programs held a doctorate degree and were interested in developing interdisciplinary degree programs and in developing new delivery systems. The students, perhaps with the exception of some students in business, were generally interested in academic studies that would prepare them for changes in employment. The students in business appeared to be preparing for advancement in their fields of specialization.

The years 1971, 1975, and 1979 were arbitrarily chosen to provide a “snapshot” of selected data on full time teaching faculty at three times during the first decade. The data

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for 1971 and 1975 were difficult to find, hence may be less accurate than the data for 1979 which was known to be accurate. Administrators and other professionals who taught part-time were not included. A considerable amount of the data on faculty and students were provided by the Office of Institutional Research and Planning. (Bennett, 1980).

### Faculty, 1971

The first class (about 700 head count) of students was admitted in September, 1971, hence the first formal instruction began at that time. There were 48 full-time teaching faculty in the fall of 1971. Of these 38 were male and 10 were female. About 25% were minority, predominately black with a few Hispanic. There were about a dozen faculty in each College: 12 in Business and Public Service, 11 in Cultural Studies, 13 in Environmental and Applied Sciences and 12 in Human Learning and Development. The average annual (12 month) salary for all faculty was \$19,082. The salary for females was \$17,590, for males \$19,474.

In 1970, the pre-student, planning year, there were 20 faculty who were called Director's of Academic Development (DAD's). (For more, See Chapter I).

### Faculty, 1975

The University grew exponentially during the period 1971 to 1975, with the enrollment peaking at about 4600 head count. There were now 150 full-time teaching faculty, 45 of whom were female and 105 male. Nearly 30% of the faculty were minority. The highest percentage of minority faculty were in the College of Human Learning and Development and the College of Cultural Studies. The largest number of faculty, 47, was in the College of Human Learning and Development and the lowest number 31, in the College of Cultural Studies. There were 38 in the College of Business and Public Service and 34 in the College of Environmental and Applied Sciences. The average annual (12 month) salary had increased only about \$2,000

between 1971 and 1975. The average annual salary for all faculty was \$21,096. The average salary for females was \$19,390, for males \$21, 827.

#### Faculty, 1979

The University enrollment decreased in 1976 due to the University's enforcement of an academic good standing policy. In 1977 and 1978 the enrollment increased some. By 1979 the enrollment was approximately 4400. The full-time teaching faculty had decreased to 146. Of these 49 were female and 97 male. In 1979 the academic units were reorganized, resulting in the merger of the College of Environmental and Applied Sciences and the College of Cultural Studies into a College of Arts and Sciences. In addition the School of Health Professions was established. (For more see Chapter II and V). The distribution of the 146 faculty members among the Colleges and the School were: The College of Arts and Sciences, 46; the College of Human Learning and Development, 45; the College of Business and Public Administration, 32; and the School of Health Professions, 32. The average annual salary was now \$26,011, an annual average increase of more than \$5,000, since 1975. The annual salaries for females did not keep pace with that of the males. The average annual salary of the males was \$27,324 an increase of about \$5500 since 1975; and the annual salary for females was \$23,438, an increase of about \$4,000.

#### Profile of 1979 Teaching Faculty

Beginning in 1978 the data on faculty were compiled systematically each year in a retrievable form. Therefore, certain data were selected in 1979 to provide a profile of faculty in each academic division.

Table VI-1. Profile of Arts and Sciences Faculty, 1979

The 46 faculty in the College of Arts and Sciences were distributed among seven (7) majors. (See Chapter II and V for more). About 30% of the Arts and Sciences faculty were female and about 70% male, and approximately one fourth of the faculty were minority. (Table VI.1). Sixty percent of the faculty had a doctorate degree and about 60% were tenured. Nearly 85% of the social science faculty were tenured.

Table VI-2. Profile of Human Learning and Development Faculty, 1979

Of the 45 faculty in the College of Human Learning and Development, approximately 45% were female and about 55% male, and nearly one-third were minority. (Table VI.2). Eighty percent of the faculty in the College had a doctorate degree, slightly more than half were tenured. Nearly 90% of the Psychology faculty were tenured.

Table VI-3. Profile of Business and Public Administration Faculty

Less than 10% of the faculty were female, and about 18% were minority in the College of Business and Public Administration. (Table VI.3). Nearly 90% of the faculty had a doctorate degree and about 60% were tenured. The Business Administration faculty were about 80% tenured. The percentage of tenured persons is probably a reflection of amount of stability of this faculty during the past decade. The faculty turn-over was probably greater in the other divisions.

Table VI-4. Profile of School of Health Professions Faculty

The School of Health Professions evolved in 1979 from the School of Health Sciences which had been a unit within the College of Environmental and Applied Sciences prior to the Academic reorganization. (See Chapter II and V for more information).

Of the 23 Health Professions faculty slightly more than half were female. (Table VI.4). This was the only major academic unit in which there were more females than males. About one-fourth of the faculty were minority and about one-third held a doctorate degree. Because of the turn-over in faculty during the evolution of the School only three of the faculty were tenured.

### Age Distribution of 1979 Teaching Faculty

The ages of faculty members were tabulated in 11 different age groups for each Division in each College and School, as follows: less than 25, 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64, 65-69, and 70 or more.

In the College of Arts and Sciences the youngest faculty were in Intercultural Studies. All four were in their thirties. The Fine and Performing Arts faculty had representatives in all age groups from 30-34 to 55-59. The Language, Literature, and Philosophy faculty were the oldest with representatives in all age groups from 35-39 to 60-64. The faculty in the Sciences and Science Teaching programs had representatives in all age groups from 30-34 to 60-64, with 10 of the 15 being in their thirties. Of the six faculty in Social Science, three were in their thirties and three in the forties.

The Urban Teacher Education program in the College of Human Learning and Development was the oldest faculty with eight of the 16 faculty in their forties, two in their fifties, and six in their thirties. The Communication Science faculty was next oldest with four (50%) of the faculty in the 45-54 age span, one in the 40-44 and three in their thirties. The ages of the nine faculty in Human Relations Services were represented in all age groups from 30-34 to 55-59, with three in the latter group. The four Human Services faculty were in two age groups: two in the 35-39, and two in the 40-44 group. Of the eight Psychology faculty, five were in their thirties, two in their forties, and one in the fifties.

The Business Administration program was the largest in the College of Business and Public Administration. Of the 32 faculty in the College, 19 were in Business Administration. This faculty was the oldest in the College with faculty in every age group from 30-34 to 60-64. One faculty member was under 25. Seven of the faculty were in their forties and six in their fifties.



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The Public Service faculty was the youngest with five of the seven faculty in their thirties. The six Business Education faculty ranged through all of the age groups from 30-34 to 55-59.

The Nursing faculty were the oldest faculty in the School of Health Professions with the six faculty represented in each age group from 30-34 to 55-59. The faculty in Allied Health were the youngest in the School. Of the 11 faculty, two were in their twenties and eight in their thirties. Three of the Health Services Administration faculty were in their thirties and three in their forties.

The ages of the teaching faculty (146) of the University were clustered in the thirties and forties. (Table VI.5). Almost 80% of the faculty were in age groups 30-34 to 45-49. Only four faculty were less than 30 years olds and two in the 60-64 age group.

Table VI-5. Age distribution of Teaching Faculty by College and School, 1979.

When the age of 40 was used as a dividing line, there were 21 Arts and Sciences faculty above 40 and 25 below. In the Human Learning and Development faculty 26 were above 40 and 19 below, whereas in the Health Professions faculty 8 were above 40 and 15 below. The Business faculty had the greatest percentage of faculty above 40. There were 26 above 40 and 12 below.

#### Exponential Growth, 1971-75

The University grew exponentially during the first five years. Student enrollment increased from about 700 in 1971, to approximately 2200 in 1973, to around 4600 in 1975. Recruitment of faculty during this period was both extensive and intensive, sometimes frenetic. We successfully recruited many highly productive, scholarly faculty. But we also made some serious mistakes. The University had broad general recruitment practices and selection criteria varied widely among the four Colleges. This resulted in the employment of a few faculty who were looking primarily for an activists bases as opposed to a scholarly base of operation.

During the 1970-71 planning year, and thereafter, for two or three years every faculty member was involved in just about everything that happened. As the faculty grew rapidly, so did the institutionalization of policies, procedures and practices. Hence there was not the opportunity for everyone to have a voice in everything! But some faculty were not content to engage fully in instruction and research and to let the administrators handle the management of University affairs. Many faculty that were recruited soon were unhappy when they learned that they could not have a direct voice in final decision making. To this date there were a few faculty who were anxious and frustrated because they could not play the roles both of a professor and an administrator.

There was considerable turn over in faculty in some academic programs in the University during the first five years. Some of the turnover was due to the recruitment of faculty who could not cope with the Governors State University systems whereas other turn over was because of lack

of a systematic faculty orientation program that would have helped faculty to learn how to function effectively in a rapidly growing and changing University. Whether the faculty turn over was higher at Governors State University than in the other newly developed upper division Universities during the first few years of their existence was unknown to me. But the very rapid recruitment of faculty from 1971-1975 certainly was a factor in the employment of persons who were not ready for Governors State University and vice versa.

During the past three or four years, the University has been better able to explain itself to prospective faculty who are being interviewed. As a result, most prospective faculty know what they are getting into when they sign their contract. I would not want to give the impression that all faculty who were recently employed were content and that all turn over has been eliminated. Faculty resign now for reasons that are different than they were five years ago. The academic reorganization that was made in 1978-1979 has caused some faculty to leave. The faculty turn over has remained relatively high in some units in the University.

#### Faculty Sabbatical Leaves

All faculty members have always been on 12 month contracts at Governors State University, the only state supported University in Illinois in which this was true. During the first few years, the University did not develop a formal statement of Sabbatical Leave policy. The BOG Regulation of Faculty, Administration and Civil Service Employee Benefits was used as a guideline. This practice seemed reasonable since only the Board approved Sabbatical Leaves upon recommendation of the President. When we developed the Governors State University policy in 1975, it said in essence, that a professor holding full time appointment was eligible to apply for a Sabbatical Leave after five years of employment. The leave could be for half year (6 months) at full salary or for a full year (12 months) at one-half salary. In January 1977, the

President approved a new Sabbatical Leave Policy which had been recommended by the University Assembly. The policy stated:

Sabbatical leave may be granted each year to University Professors and Administrators and Professional Service Personnel meeting both of the following criteria:

1. Holding a position of University Professor or holding an Administrative or Professional Service appointment...and a university professor appointment, or engaged in library or professional counseling or technical services and a university professor appointment.
2. Having a minimum of 60 months of paid professional full-time or full-time equivalent service at Governors State University; or having served a minimum of 84 months...since the last sabbatical...

Three types of sabbatical leaves will be awarded:

1. A full-pay leave up to six months,
2. A half-pay leave up to twelve months,
3. A split sabbatical.

The policy also included lengthy statements on “Quotas”, “Procedures”, “Criteria”, and the like. (GSU, University Policy – Sabbatical Leave, January 21, 1977).

The University’s Policy on Sabbatical Leave was soon to be modified by the first union agreement between the AFT Faculty Federation Local 3500 and the Board of Governors of State Colleges and Universities which was adopted November 22, 1977. The Sabbatical Leave agreement included statements on “Eligibility”, “Quota”, “Term”, “Conditions”, and the like. The length of the Sabbatical Leave (called “Term” in the agreement) was the only policy statement that deviated greatly from the existing GSU policy. The “Term” was described as follows: “The term of a sabbatical shall be either one academic term at full pay or two academic terms at half pay.”

(Page 8, Agreement 1977-79, Board of Governors of State Colleges and Universities and the AFT

Faculty Federation – B.O.G. Local 3500, 1977). On page one, the Agreement states that an “academic term shall mean a semester, trimester, or quarter as appropriate to the University.” The BOG/AFT Agreement decreased the Governors State University Sabbatical Leave term from six months to four months at full pay and from 12 months to eight months at half pay. The faculty had negotiated a reduction in the lengths of their sabbatical leaves by one-third! When the second Agreement was placed into operation in September, 1979, the Sabbatical Leave policy remained essentially the same as it was in the first Agreement.

In 1974, three professional staff members were approved for Sabbatical Leaves by the Board: Keith Smith, Vice-President for Administration and University Professor of Higher Education; Mary Lenox, University Librarian, and Ted F. Andrews, Dean of the College of Environmental and Applied Sciences and University Professor of Life Sciences. During President Engbretson’s term of office each Academic Administrator and each Vice-President held a professional appointment and were expected to teach at least one course each year. Therefore, Deans, Assistant Deans, Vice-Presidents and Assistant Vice-Presidents were eligible to apply for Sabbatical Leaves. This practice was to change when the first Agreement between the Board and the AFT Faculty Federation was consummated in 1977. Administrators were no longer eligible for Sabbatical Leaves. When this history was written, Administrators were employed actually as Administrators; none was to hold a University Professorship.

In November, 1978, the BOG Regulations were amended to include an “Administrative Educational Leave Policy” which included essentially the same policy statements as did the Sabbatical Leave Policy for faculty in the Agreement (Sec. II., Subsection C.7. BOG Regulations, 1978). Administrators at Governors State University were eligible to apply for Administrative Educational Leave instead of Sabbatical Leave, beginning in 1978. When this history was written,

an Administrative Educational Leave had not been awarded to any administrators at Governors State University.

In my opinion the University had been generous in granting Sabbatical Leaves during the period 1975 to 1979, the five years that professors were eligible for them. The first persons became eligible to apply in 1974. (Table VI.6).

Table VI.6. Number of Sabbatical Leaves approved by BOG.

Date Approved by the BOG	Number of Sabbatical Leaves
April 25, 1974	3
March 13, 1975	9
March 18, 1976	9
April 21, 1977	8
May 2, 1978	9
March 13, 1979	9

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Of the nine Sabbatical Leaves approved in 1975, two were in the College of Public Business and Services, two in the College of Cultural Studies, one in the College of Environmental and Applied Sciences, and four in the College of Human Learning and Development. There were two Deans and two Assistant Deans in the group.

In 1976 group of nine, there were three Administrators. Of the nine, four were in the College of Business and Public Service, three in the College of Cultural Studies, and one each in the College of Human Learning and Development and the College of Environmental and Applied Sciences.

There were two Administrators in the 1977 group. Of the eight, two were in the College of Human Learning and Development, three in the College of Cultural Studies, and three in the College of Business and Public Services.

Of the 1978 group of nine, there was one in the College of Cultural Studies, four in the College of Environmental and Applied Sciences, three in the College of Human Learning and Development and one in the College of Business and Public Service. There were no Administrators in the group, as the Agreement between the BOG and the AFT Faculty Federation was in effect.

The 1979 group included one in the College of Business and Public Service, three in the College of Cultural Studies, two in the College of Environmental and Applied Sciences and three in the College of Human Learning and Development.

The number of Sabbatical Leaves granted annually in the future will probably decrease because the number of new faculty employed has decreased, hence the number of faculty who would be eligible will decrease. Those who have already had a Sabbatical Leave must wait seven years before they would be eligible to apply.

### Student Characteristics

In the spring, 1973, the Research and Innovation staff surveyed the students registered in the May-June session. About 500 students responded. (Research and Evaluation Report #9-73). Data was gathered in 13 Categories such as undergraduate, graduate, age, sex, employment, distance commuted, reasons for attending Governors State University, and the like.

The over-riding reasons given by all respondents for attending Governors State University was its proximity to their homes or places of work. The next most important reasons in order were the curriculum and the cost. Female students rated curriculum most important whereas male students rated location most important. Minority students rated cost as most influential while non-minority rated location most important. About 35% of the students were graduate. Sixty three percent attended only evening and weekend classes; 80% were employed; and 50% commuted more than 21 miles one way. About half of the students had not attended a college during the past year and more than 25% had not attended for the past six years.

In 1974, the Research and Innovation staff conducted a survey of 390 alumni who graduated between 1971-74. The data gathered were published in Research and Innovation Report 6-75. In 1978-79 this data was reexamined and the results published (GSU Graduates 1971-74; A Second Look, Institutional Research and Planning Report No. 8-79). The questionnaire used to gather data was extensive, including 47 items. Twenty of the items were statements that students were to rate from 1 (very little) to 5 (very much) to indicate the students perception of the actual and the preferable benefits received from attending GSU. Two items that were used follow as examples:



Actual		Preferable
1 2 3 4 5		1 2 3 4 5
-----	1. Broaden literary acquaintances and appreciation	-----
-----	2. Vocational training—skills and techniques directly applicable to a job.	-----

In addition to the actual and preferred outcomes from attendance at GSU, the primary reasons for attending GSU, and perceived successes following graduation were indicated. The results of this study were too extensive to include, but the conclusions included in the report inferred selected characteristics of our students from 1971-74.

Whites chose GSU primarily because of location, blacks primarily because of cost and educational style. This suggests that given current declines in black enrollment, particular attention should be paid to these distinctions in attempting to recruit black students.

At the same time, the notable distinctions between black and white perceptions of actual gains and the differences between preferred and actual outcomes presented in this report are also suggestive given current black enrollment declines. Although blacks were disproportionately drawn to GSU for its innovative educational aspects, their most preferred outcomes were in the skills development and vocational areas. Actual gains reported in these areas, however, were less than in general intellectual and social/personal development. Although highly tentative, this evidence suggests that black students are attracted by low costs and a flexible innovative atmosphere but once enrolled are particularly interested in instrumental outcomes—skills and jobs.

While graduate students recorded the greatest gaps between preferred and actual outcomes in the vocational area, undergraduates were relatively satisfied with vocational training and would have preferred more emphasis on traditional liberal arts curriculum concerns—general intellectual development and social/personal development along with the acquisition of particular analytical skills. Even among these early students, the desire for an undergraduate liberal arts curriculum would seem to be present.

## Student Characteristics, 1975-79

A survey was made of GSU students who graduated during the period 1975-79. The Office of Alumni Relations and the Office of Institutional Research and Planning conducted the study to ascertain the student's present employment, their current educational status, and their attitudes toward their educational experiences at GSU. (Follow-up of GSU Graduates, 1975-79. Institutional Research and Planning Report No. 13-79). The sample was comprised of 336 students, about 10% of the total population of 1975-79 graduates, who were randomly selected and a questionnaire mailed to each. Two follow up mailing brought a response from 213 students, about 72%.

Nearly one-fourth of the students had continued post graduate study, more than half of them at GSU. More than 80% were employed full-time. This was about the same employment rate as for currently enrolled students. About 40% had changed employment since graduation. Nearly 50% had been promoted or had received increases in salary, and almost 80% of them believed that their training at GSU contributed directly or indirectly to their improved employment. Less than 10% had annual incomes of below \$10,000 and about the same percentage had incomes in excess of \$30,000. Nearly 43% had incomes above \$20,000.

The attitudes students had toward GSU varied widely. In general the older and minority students held positive attitudes toward the University. The younger and non-minority students were most critical. They perceived the University to be "a very disorganized place" and that "competency-based education is difficult to understand." Competency-based education, if properly managed, was supposed to have made unmistakably clear the expected educational

outcomes and ways students were to achieve them. Apparently we were not successful in accomplishing these ends with younger and non-minority students.

In general, males expressed a greater degree of satisfaction with GSU degree programs than did females. About one-third of the females were dissatisfied and only about one-fourth of the males were dissatisfied. About one-third of all students were dissatisfied with degree programs in the College of Business and Public Service, the College of Cultural Studies, and the College of Human Learning and development. One-fourth were dissatisfied with the programs in the College of Environmental and Applied Sciences.

The data seemed to indicate that the "older, mature, self-motivated" students found the University systems rewarding and pleasing, whereas the younger, less mature students were not as well pleased with the experiences. During the past few years there has been an extraordinary effort made to recruit "young" students who were immediately out of the Community Colleges. It may be that subsequent follow up studies would produce less differences in points of view between the younger and older students as the percentage of younger students increases and the University programs change.

#### Student Enrollments

The years 1971, 1975, and 1979 were selected to show the student enrollments in the University and some of the characteristics of the students. These years represent the first class of students, the students at mid-point of the first decade and the last class of students included in this ten-year history. Most of this data of fall enrollments were taken and modified from an informal report prepared by the Office of Institutional Research and Planning. (Bennett, Personal

Communication, January 1980). Some data were taken from the 1979 University Statistical Abstracts.

In the fall of 1971, there were 445 undergraduates and 250 graduate students, a total of 695. This was to be the highest percent of undergraduates students every to enroll at GSU. By 1973, the undergraduate enrollment was down to 51.8%. It was to decrease every year thereafter. About 65% of the students were married and almost 45% were female. Twenty percent were minority, mostly black.

The College of Business and Public Service had the largest enrollment with about 35% of the students. The next largest enrollment, 25%, was in the College of Human Learning and Development. The smallest enrollment, 18%, was in the College of Environmental and Applied Sciences and the next smallest, 22%, in the College of Cultural Studies. Although reliable data was not available the average age was about 30 years.

The highest enrollment during the first decade at Governors State University occurred in the fall of 1975 when the head count was 4579. There were 2,095 undergraduates, or 45.8%. The percentage of minority students increased each of the first five years reaching 41% in 1975. The percentage has decreased each year since. The average age of the students had also increased to about 34 years. There has been a steady annual increase in female students from 43.4% in 1971 to 53% in 1975. And the increases continued. About two-thirds of students were married.

The percentages of students enrolled in the Colleges in 1975 were not the same as they were in 1971. The largest enrollment was in the College of Human Learning and Development (36.2%). The next largest, in the College of Business and Public Service (24.6%). The smallest

enrollment, 11.1%, was in the College of Cultural Studies and the next smallest, 17.8% in the College of Environmental and Applied Sciences.

In 1973 the BOG Bachelors Degree Program was started. By 1975, about 5% of the student enrollment at GSU was in this degree program. The BOG enrollment was to increase annually peaking at 6.5% in 1976 and then decreasing annually to 4.1% in 1979.

In 1976 the University Without Walls degree was begun. It was never to develop into a degree program to serve the needs of very many students. The highest enrollment (14 head count) in UWW degree program was in 1979. (Table VI.7).

Beginning in 1973, the University admitted a few non-degree seeking students. Most students were admitted only to a College and usually into a specific academic program in one of the Colleges.

In 1976 the enrollment had decreased to about 3600 from about 4600 in 1975. I was Acting Vice-President for Academic Affairs in 1976 when the long-standing Academic Good Standing Policy of the University was enforced. This caused about 1500 students to leave the University because they had not been making satisfactory academic progress towards a degree. And many of these students had been receiving financial aid funds provided by the State and Federal Government. Since the Student-at-Large enrollment had increased steadily from 0.1% in 1973 to 6.4% in 1976, we made an extra ordinary effort to admit Student-at-Large both to meet student needs and to bolster the enrollment. The enrollment of Student-at-Large increased exponentially reaching 12.5% in 1977, 23.5% in 1978, and 37.3% in 1979. As Acting Vice-President, I made the decision to open the door to Students-at-Large enrollments without

restrictions. This decision may have resulted in a creditability problem for the University. (See Chapter XII for more).

In the fall trimester of 1979, the last trimester that was included in this ten-year history, 4403 students were enrolled. Of these 1630, or 37%, were undergraduates. The percentage of minority students had decreased from 41% in 1975 to about 33% in 1979, and the average age had increased from about 34 to 35.8 years. The percentage of full-time students had decreased from about 35% to 16.8%, while the percentage of Student-at-Large enrollment had increased from 5.5% in 1975 to 37.3% in 1979. The enrollment of female student had increased from 53% in 1975 to 60% in 1979.

During 1978-79, an academic reorganization was accomplished and put into operation in the fall of 1979. (See Chapter II and V for more). The College of Cultural Studies and the College of Environmental and Applied Sciences were merged into the College of Arts and Sciences, and the School of Health Sciences, which had been a unit within the College of Environmental and Applied Sciences, was established as the School of Health Professions. The academic programs (majors) in the Colleges/School were organized into Divisions with Chairpersons. The academic reorganization was to cause considerable change in the relative enrollments in the Colleges and School. The College of Human Learning and Development was now the largest College with 21.6% (Table VI.7) of the enrollment. The College of Business and Public Administration was the next largest with 17.2%. The School of Health Professions and the College of Arts and Sciences were about the same size with 9.2% and 10.1%, respectively. Nearly 40% of the enrollment was comprised of non-degree seeking students, Student-at-Large.

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When the actual head count and percent of enrollments in 1978 and 1979 were compared, it was evident that enrollments had decreased in 1979 in the Colleges and School. But the enrollments of Students-at-Large increased dramatically. (Table VI.8).

Table VI-7. Enrollments by College/School, and Other, in 1979 after Academic Reorganization

College/School/Other	Enrollment (Head Count)	Percent
Business & Public Administration	757	17.2
Arts & Sciences	444	10.1
Human Learning & Development	951	21.6
Health Professions	404	9.2
BOG Degree	181	4.1
University Without Walls	14	0.3
Students-at-Large	1652	37.3

Table VI-8. Head Count and Percentages Enrollments in Colleges, School, and Student-at-Large, 1978 and 1979

College/School/ Student-at-Large	Head Count		Percent Enrollment*	
	1978	1979	1978	1979
Business & Public Administration	823	757	21	17
College of Arts & Sciences	511	444	13	10
Human Learning & Development	1105	951	28	22
School of Health Professions	453	407	9	9
Student-at-Large	908	1641	23	37

\* Percentage number rounded

\*\* The enrollment of the College of Cultural Studies and the College of Environmental and Applied Sciences were combined for 1978, even though merger into a College of Arts and Sciences did not take place until 1979.



During the past two years and most importantly during the past year, the characteristics of the GSU students has shifted from predominately degree seeking students to non-degree seeking students. (Table VI.8). When this history was written, it was predicted that the head count and percent of enrollment of Students-at Large would increase in 1980, and thereafter. The faculty and administrators of the University and its governing Board must decide whether or not a university can be sustained indefinitely with most of its “students” not seeking degrees. The merger of the College of Cultural Studies and the College of Environmental Studies in 1979 created a College of Arts and Sciences with five Divisions. The enrollments in most Divisions decreased when the merger became effective in the fall of 1979. (Table VI.9).

Table VI-9. Head Count Enrollments by Division in 1978 (before the merger)  
and in 1979 (after the merger).

Division	1978 Enrollment	1979 Enrollment
Fine and Performing Arts	90	82
Humanities & Social Sciences	123	92
Intercultural Studies	43	44
Media Communication	84	77
Science	171	149
Total	511	444

One of the primary reasons for establishing a College of Arts and Sciences was to strengthen the arts and sciences in the University. But the enrollments in all but one Division decreased in 1979. There were about 70 less arts and sciences students enrolled in 1979 when this history was written. It remains to be seen what the future holds for Arts and Sciences students at Governors State University.

The academic bent of the degree seeking students in 1979 was decidedly towards the professional programs in health, business, human services and teacher education. The question must be asked: Is there a place or need for arts and sciences programs in a University that attracts predominantly two groups of students: (1) non-degree seeking students and (2) students in the professions who are seeking degrees?

In summary the faculty during the first decade of the University tended to be young and risk-taking, about one-third were female and approximately 30% were minority. When this history was written about 70% of the faculty had a doctorate degree, slightly over 43% were tenured, and the average annual salary for females was slightly less than that for males.

The students during the first decade have shifted from primarily degree seeking students to mostly (about half) non-degree seeking students, from a majority of males to a majority of females, from average age of about 29 to about 36, from a majority of undergraduate students to a majority of graduate students, from a maximum of approximately 40% minority to about 33% minority, from about 40% in the Arts and Sciences to about 10%. When this history was written the students continued to be

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vocationally (professional school) oriented; about 75% were married and fully employed, and most of them tended to enroll in evening, night, and week-end classes.

## **CHAPTER VII**

# **GOVERNANCE SYSTEMS AND COLLECTIVE BARGAINING**

# CHAPTER VII

## GOVERNANCE SYSTEMS AND COLLECTIVE BARGAINING

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## CHAPTER VII

### **GOVERNANCE SYSTEMS AND COLLECTIVE BARGAINING**

#### Introduction

During 1969-71 while the University was being established, the term “participatory-democracy” was commonly heard. It was the intent of President Engbretson and the Directors of Academic Development (DAD’s) that members of all constituencies would be involved in governance. There was a tendency to involve everyone in everything. The preamble to the first University Constitution stated: “All members of the University shall have the opportunity to participate in the governance system; administrators, faculty, students, civil service, support personnel, and community representatives.”

It was believed by the founders of GSU that governance systems should be flexible and that change mechanism should be built into the system. To this end the first Constitution in the preamble stated; “This governance system shall have a finite life, expiring June 30, 1974, to be supplanted by a proposed system involving more intensive study during the developmental period of 1971-1974.”

#### The First Constitution

The first Constitution for Governors State University was developed and written during 1970 and was adopted early in 1971. The Constitution was simple and straightforward and was comprised of six primary sections: 1. Preamble, 2. Article I. The University Assembly, 3. Article II. University Governance System, 4. Article III. Collegial Governance, 5. Article IV. Meetings, and 6. Article V. Constitutional Amending Procedure.

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### Preamble

The preamble was intended to provide a background or philosophical base for the Constitution. It stated that members of all constituencies would be involved, that decisions would be made by consensus, that decisions would be made insofar as possible at the level where most direct affect was evident, that each college and support unit should be relatively autonomous in developing its own governance system, that academic policy making should be primarily within the Colleges, that the governance system should include mechanisms for modification and change, and that the first Constitution should “self-destruct” in 1974.

### The University Assembly

The University Assembly was a unicameral governing body, comprised of administrators, faculty, students, civil service, support personnel, and community representatives. The 33 member Assembly was to serve as the collective voice of all constituencies.

The University Assembly established six standing committees each of which was to have on it representatives of all constituencies:

1. Educational Policies and Programs
2. Human Services
3. Fiscal Resources
4. Physical Resources
5. Governance
6. Future

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Ad hoc committees were appointed as needed.

The composition of the University Assembly was unusual in that the faculty were greatly outnumbered by members of other constituencies. There were 8 faculty, 4 support staff, 8 students, 4 civil service, 8 appointees by the President (two of whom were community representatives), and the President of the University.

### Executive Committee

The Executive Committee of the University Assembly was an influential body which was comprised of the Chairperson, Vice-Chairperson, Secretary, the University President and one representative from each of the other 5 constituencies. The 9 member Executive Committee conducted a great deal of business between meetings of the University Assembly.

### Collegial Governance

The Constitution reflected the philosophy of semi-autonomous collegial structure and function. Article III stated

1. Each college shall have its own individual governance system reflecting a membership similar to that of the University Assembly.
2. Each governing body shall decide all matters pertaining to its own internal operation, consistent with University-wide and system-wide policies and practices established by the University and the Board of Governors, guaranteeing due process.
3. Each college shall be assisted by a collegial council consisting of representative from the community.
4. Actions of a collegial unit considered contrary to University policy or a violation of due process may be appealed to the University Committee on Human Services.



### Constitutional Amending

Amendments to the Constitution could be initiated by individuals, the college assemblies, or the University Assembly. An amendment was adopted by “two-thirds of those voting” in the University Assembly and “a simple majority of those voting in three-fourths of or more of the Colleges.”

Section 6 of Article V described a built in change mechanism. It said, “Article V shall remain in force until March 1, 1974, at which time it shall either be extended or replaced by a simple majority of the Assembly.”

### The Proposed Second Constitution

The Preamble of the First Constitution stated that the first governance system “would have a finite life, expiring June 30, 1974.” It went on to say that “If a new system is not yet approved and received by the Board by that date, the operational systems will serve until the new system is approved and received.”

The Executive Committee of the University Assembly in the spring of 1974 charged the standing Committee on Governance to draft a new constitution. Deliberations and hearings were conducted from May 1974 to May 1975 and a draft of the proposed Second Constitution was distributed to all constituencies. The student newspaper (Innovator Vo. 4, No. 13, June 9, 1975) printed the “revised University Constitution” with notices of hearings that were scheduled and the dates of June 19, 20, 21, 23, 24, 25 on which voting on acceptance of the Constitution would take place. The announcement read, “The proposed constitution must receive the majority of those voting in student,

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faculty, civil service, and administration constituencies before the document is ratified.”

The Second Constitution that was proposed was very similar to the First Constitution. It was unicameral and comprised of representatives of four constituencies (students, faculty, civil service and community). The Second Constitution was scheduled to expire 5 years after adoption.

There were eight articles and Preamble.

Article	I.	Constituencies of the Governance System
	II.	The University Governance System
	III.	The University Assembly
	IV.	The University Judiciary
	V.	The University Governance Commission
	VI.	Collegial Governance
	VII.	Constitutional Amending Procedure
	VIII.	Ratification

The Second Constitution was not ratified; therefore, the First Constitution continued in force until 1979 when a new Constitution was adopted following two Constitutional Conventions, one June, 1978 and one in June, 1979.

A series of events occurred in 1976 and 1977 that were to influence either directly or indirectly the governance systems for the University. In 1976, President Engbretson left the University and Dr. Leo Goodman-Malamuth II became the second President.

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The Board of Governors of State Colleges and Universities agreed to engage in collective bargaining with the faculties of the five universities governed by the Board. In 1977 representatives of the faculty and administration sat at the bargaining table. As a result the first Agreement between the Board of Governors of State Colleges and Universities and the AFT Faculty Federation – B.O.G. Local 3500 was reached in the fall of 1977. It was obvious that a new Constitution was needed. President Goodman-Malamuth charged the University Assembly which was still functioning under the First Constitution to initiate a Constitutional Convention.

### Constitutional Convention

During the first two weeks of June, 1978 a group of about 30 faculty, staff, students and administrators devoted long hours to debating and drafting a Constitution. The new Constitution was approved by the Constitutional Convention on June 15, 1978. Following several open hearings, a five day period beginning the second week in July was established for the voting period on ratification by the three primary constituencies. The criteria for ratification were:

Faculty – 20% favorable votes of those voting

Civil Service – 20% favorable votes of those voting

Students – 5% favorable votes of those voting

The results of the referendum on ratification were:

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	Number Favorable Votes	Number Unfavorable Votes
Faculty	64	7
Civil Service	205	8
Student	209	14
Support Staff	34	11

On July 21, 1978, the new Constitution and Bylaws were forwarded to the President for his endorsement and for approval by the Board of Governors of State Colleges and Universities.

This was to be the beginning of numerous and extended negotiations among the BOG, the University Administration and the University Assembly which continued for nearly a year. The new, modified Constitution was finally approved by the President upon the recommendation of the University Assembly on July 27, 1979.

There were substantive as well as many editorial changes made in the Constitution at the behest of the BOG and the University Administration. With the advent of collective bargaining, the BOG staff was obliged to rewrite its regulations and operational policies. Two new publications resulted: BOG Bylaws and Governing Policies, 1977 and BOG Regulations, 1977. These publications and the collective bargaining that was taking place tended to formalize relationships between faculty and administration. All of these processes caused the Board to distinguish carefully and thoroughly between the function of University governance systems and management systems.

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So substantive were the changes in the Constitution that was ratified by the all constituencies in 1978, that the Constitutional Convention was reconvened on June 4, 1979. At the opening session of the 1979 Constitutional Convention, President Goodman-Malamuth said:

Almost a year ago we met to begin the process of preparing a new constitution for governance at Governors State University. Now, I believe, we are at a point where we can put the Constitution into final form.

The document which is before the Constitutional Convention this morning contains a number of changes reflecting the concerns of the Board of Governors staff. There are some editorial changes and a number of substantive changes which will require careful consideration by this reconvened Convention.

However, I must stress that the major proposals developed by this Convention last summer are still intact. There is a Faculty Senate, a Civil Service Senate, and a Student Senate all of which are charged with the responsibility of making recommendations concerning their constituencies.

With arrival of collective bargaining by the faculties in our system, the Board has looked to its staff for a more careful, legalistic review of all proposals. As you know, collective bargaining tends to formalize relationships at all levels – on campus, with the Board and with the State Legislature. The casual relationships most of us are familiar with in academia are more and more being formalized by the collective bargaining posture.

However, we must realize that we are fortunate in that our governing Board desires participatory governance to continue. As a result of unionization of the faculty, governance has been abolished on many campuses across the nation.

Following extensive negotiations between the University administration and the delegates to the reconvened Constitutional Convention, the modified Constitution was approved by the reconvened delegates.

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On June 11, 1979. The week of July 9, 1979 was established for voting on the ratification. The new Constitution was ratified by each constituency as follows:

	Number of Favorable Votes	Number of Unfavorable Votes	Percent Voting
Faculty	56	12	46
Civil Service	177	12	60
Students	251	40	8
Support Staff	45	3	53

On July 16, 1979, the Executive Committee of the University Assembly forwarded to the President a notice that the new Constitution approved by the Constitutional Convention had been ratified. On July 27, 1979 President Goodman-Malamuth approved the Constitution and distributed it to administrators in the University with the statement, "Attached is a University Policy recommended by the University Assembly which I have recently approved. It is your responsibility to assure that those aspects of this policy which related to your area of responsibility are properly implemented."

The Third (New) Constitution

Preamble

The preamble to the new third Constitution established the tone for the roles of the faculty and management in the governance of the University.

Effective governance is indispensable to the fulfilling of our responsibility for instruction, the advancement of knowledge and service to the community. We, therefore and herewith, establish a Constitution for Governors State University. Governance is carried out through an internal system within the limits established by the laws and regulations of

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the State of Illinois and the Governing Policies and Regulations of the Board of Governors of State Colleges and Universities and which recognizes that the approval of University policies rests in the Office of the President except when Board Regulations call for specific approval from the Board of Governors.

The system of governance includes the Faculty Senate, the Civil Service Senate, and the Student Senate. Each Senate recommends policy on behalf of its constituency. Matters agreed to in the BOG/AFT Agreement will not be considered by the Senates. Each Senate shall include representation from the administration and the community. The Senates are to be assisted by a Coordinating Council. Governance systems in the separate colleges and schools must be congruent with this Constitution.

### Articles

The new Constitution consisted of eight Articles:

- I. Title
- II. Membership
- III. Senates
- IV. Participation of the Administration
- V. Participation of the Community
- VI. Coordinating Council
- VII. Committees
- VIII. Amendments and Parliamentary Authority

### Senates and Committees

The governance system in the new Constitution was tricameral as opposed to unicameral in the first Constitution. There were three Senates: Faculty, Student and Civil Service. The areas of responsibility have been

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delineated for each Senate. Administrators serve without voting privileges on each Senate. The Executive Committee which was influential and powerful in the first Constitution had been replaced by a Coordinating Council in the new Constitution which is not powerful. The Faculty Senate has provided the faculty with much greater influence in governance. No mention was made about the length of time the new Constitution was anticipated to be in effect.

Standing Committees and Special Committees have been specified. An Executive Committee has been specified for each Senate. The Faculty Senate has been assigned broad responsibilities as indicated by the Standing Committee specified: 1. Executive Committee, 2. Committee on Educational Policy, 3. Committee on Academic Program Review, 4. Committee on Curriculum, 5. Student Life Committee, and 6. Governance Committee. Special Committees on: 1. Budget, 2. Policy Monitoring, and 3. Campus Physical Resources were specified.

Each of the three Senates have been required to establish their own Bylaws. The number and composition of persons to comprise each Senate are to be designated by the Bylaws of each Senate, excepting for the first Senates for which the number and composition were specified in the Constitution.

Amendments to the Constitution and to Bylaws may be initiated by any member of a Senate or by any Committee of a Senate. A two-thirds ( $2/3$ ) favorable vote of the members of each Senate will be required to amend the Constitution which will be subject



to approval of the University President and review of the BOG.

The new Constitution had been in operation only a few months when this history was written. All components were not at that time fully in operation. It was too early in the life of the new governance system to identify the major strengths and weaknesses.

#### Faculty Collective Bargaining

The faculty in the five universities under the supervision of the Board of Governors of State Colleges and Universities (BOG) were permitted to unionize in 1976. This was the first time collective bargaining was permitted in state supported Universities in Illinois. There was at that time no state statute either prohibiting or endorsing collective bargaining of faculty in Universities.

#### BOG Approval

The Board of Governors of State Colleges and Universities in November, 1975, voted to allow certain academic employees the right to determine through a referendum whether or not they wanted collective bargaining. For several months the Board and its staff engaged in intensive study and deliberation of the pros and cons of collective bargaining.

On March 18, 1976, the BOG at its regular monthly meeting voted unanimously to adopt Regulations for Collective Bargaining by Academic Employees. This 30 page booklet included specific policies, guidelines and procedures to be followed by the faculty (academic employees), the Board, and the University Administrators. The term academic employee was interpreted to mean “employees at the universities under the

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jurisdiction of the Board holding full-time appointment as faculty, librarians, counseling, learning services staff” at all professional ranks. Referendum election time tables were established for approval of collective bargaining by the academic employees and for selection of a bargaining agent. The Board asked the Illinois Office of Collective Bargaining to serve as elections administrator.

During the late April and May, 1976, elections were conducted on each of the five university campuses. Of the 1768 eligible voters, 1274 voted for collective bargaining and 226 voted against. Further details were included in the Executive Director’s Report to the Board at its May 20, 1976 meeting. On June 17, 1976, Donald Walters, Executive Director of the BOG, reported to the Board:

The Illinois Office of Collective Bargaining has agreed to conduct the representational election in the fall of 1976. The entire conduct of these elections, including the setting of dates, will be under the jurisdiction of the Office of Collective Bargaining. After notice is posted, interested faculty organizations may petition the Illinois Office of Collective Bargaining to be recognized and certified as the Collective Bargaining agent. It is that office that will determine whether the petition meets the requirements; if so, OCB will then permit that agent to appear on a ballot in the fall election. The ballot will contain at least two choices, “no agent” or some other specified agent or agents. I want to emphasize this is not under the direction of the Board of Governors but rather under the control of the Illinois Office of Collective Bargaining servicing as a neutral agent.

The Illinois Office of Collective Bargaining conducted the representation election on the five university campuses in October 20 and 21, 1976. The election ballot included three options: 1. The AFT Faculty Federation, 2. The American Association of University Professors, and 3. no agent. The AFT received 1,064 favorable votes, the AAUP 464, and no agent 93. On November 3, 1976, the Illinois Office of

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Collective Bargaining provided the Board a Certification of Representative which stated, “It is hereby certified that a majority of the valid ballots have been cast for AFT Faculty Federation – BOG and that pursuant to Section 4.14 of the Board of Governors Regulations for Collective Bargaining by Academic Employees, the said employee organization is the exclusive representative of all the employees in the unit set forth below.” Thus system-wide collective bargaining was a reality for faculty at Governors State University and its sister institutions.

On November 24, 1976, representatives of the Board met with AFT representatives in Springfield to discuss the bargaining plans and processes. The Boards negotiations team was comprised of six persons:

Thomas D. Layzell, Deputy Executive Director for Administrative and Fiscal Affairs (the Boards Chief Negotiator)

Bruce Carpenter, Provost and Vice-President Academic Affairs, WIU

Arthur Albert, Vice-President Administrative Services, CSU

Martin Schaefer, Acting President, EIU

William Lienemann, Vice-President Administrative Services, UNI

David Curtis, Executive Associate, GSU

Two faculty members from each of the five universities represented the academic employees at the bargaining table. Addison Woodward and Suzanne Prescott both of the College of Human Learning and Development were the faculty representatives from GSU.

One student representative from each university served on the negotiating team as observer-participants but without vote.

### The First Agreement

Negotiations were both intensive and extensive from January to November, 1977. On November 22, 1977 at a special meeting of the Board, the first Agreement between the AFT Faculty Federation, Local 3500 and the Board was signed. The faculty (academic employees) had voted to accept the Agreement on November 16. The vote was 822 in favor, 179 opposed and two abstentions.

The first Agreement: 1977-1979 Board of Governors of State Colleges and Universities and the AFT Faculty Federation-BOG Local 3500 was described in a 30 page booklet. The Agreement was limited in scope, dealing primarily with salaries and fringe benefits. Section 6.2 Scope of Negotiations, of the BOG Regulations for Collective Bargaining by Academic Employees set the tone for negotiations:

Matters within the scope of negotiations shall be salaries, including the amount to be allocated for merit pay, compensable fringe benefits, leaves without salary, procedures for staff reduction, grievance procedures, dues check-off, bulletin boards and use of campus facilities by the exclusive bargaining agent, and a no-strike clause; provided, however, that the merit principle for salary determination, pensions and superannuation, and the Board's life and health insurance programs shall not be negotiable.

In August and September, 1978, the Article 11. Salary, of the first Agreement was re-negotiated and Salary Article Amendment 1978-79 was signed on September 21, 1978. Included in the Agreement Amendment was a memorandum of understanding which called for the establishment of a joint study committee to gather faculty salary data at the five universities and to provide a written report by March 1, 1979. Faculty salary increases were negotiated and agreed upon prior to March 1, 1979. The

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increases were retroactive to September 1, 1978, continuing through August 31, 1979.

The first Agreement along with the Salary Article Amendment was in effect through August 31, 1979.

The Second Agreement

Late in 1978 negotiating teams to represent the Board and AFT Local 3500 were established and plans for negotiating the second Agreement were developed. The Board team members were:

Thomas D. Layzell, Deputy Executive Director for Administration and Fiscal Affairs

John F. Eibl, Systems Office Representative

Joan Connel, Assistant to the Vice-President for Academic Affairs, CSU

Bruce Carpenter, Provost and Vice-President for Academic Affairs, WIU

Curtis McCray, Provost and Vice-President for Academic Affairs, GSU

William Lienemann, Vice-President for Administrative Affairs, UNI

Margaret Soderberg, Assistant to the Vice-President for Academic Affairs, EIU

Samuel Turner, Assistant to the Provost, WIU

The AFT Faculty Federation-B.O.G. Local 3500 was comprised of seven persons:

Gordon W. Kirk, Jr., Chief Negotiator

Margaret Schmid, Union President

D. Frank Abell, EIU

Richard H. Brewer, UNI

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Robert F. Holton, WIU

Vincent A. Panzone, CSU

Addison Woodward, GSU

The scope of negotiations were greatly broadened for the second Agreement. In addition to the items negotiated in the first Agreement, Assignment of Duties (Work Loads), Evaluation, Evaluation Criteria, and Retention, Promotion, Tenure of Faculty were included.

Negotiations which began in February 1979 continued until August 31, 1979. The frequency of meetings, increased with time. During the last three weeks lengthy negotiations occurred daily. Late on August 31, 1979, the negotiating teams reached agreement. The AFT Faculty Federation-BOG newspaper in September, 1979 carried the entire Agreement as well as a message from Margaret Schmid, President of AFT Local 3500. She stated:

The tentative settlement is a fine one, based on what we as faculty want and need. As you will note, there are many improvement in previously negotiated areas. Our salary package is a very fine one.

The most exciting features of our proposed settlement to many, I believe, will be the significant steps taken in the crucial areas of personnel policies and assignment of duties, the major areas added to our contract in these negotiations.

I want to point out an additional accomplishment. As faculty, we have consistently desired greater department/unit autonomy, and wanted to give greater weight to department/unit deliberations and evaluations. Our proposed settlement, by simplifying the structure of personnel decision-making, by giving greater weight to department/unit personnel committees, and by giving departments/units explicit roles in the establishment of criteria and educational requirements for tenure has given us a vastly enhanced professional voice.

A meeting was scheduled on each campus to provide an opportunity for members of the union to discuss the new Agreement with President Margaret Schmid and Gordon Kirk, the chief negotiator. Meetings were held as follows:

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CSU—Monday, September 24

EIU—Monday, September 24

UNI—Tuesday, September 25

WIU—Wednesday, September 26

GSU—Thursday, September 27

A one or two day voting period followed each meeting on each campus.

The ballots from each campus were co-mingled and counted on October 1, 1979.

The new, second, Agreement was ratified by a margin of nine to one. There were 731 favorable votes and 84 unfavorable.

The second Agreement was described in a 60 page booklet titled, Agreement: Board of Governors of State Colleges and Universities and the AFT Faculty Federation – B.O.G. Local 3500, 1979-82. The Preamble to the Agreement established the intent of the union and management:

It is the intent of the Board and the Union to promote the quality and effectiveness of education in the Board of Governors System and to promote high standards of academic excellence in all phases of instruction, research, and service. The Board and Union recognize that mutual benefits are to be derived from improvement in the Board of Governors System, and that participation of employees in the formulation of policies under which they provide their services is educationally sound. The Board and Union further recognize that an effective and harmonious working relationship will facilitate achievement of common objectives and will provide an environment conducive to the delivery of high quality public education.

The Agreement was comprised of 26 Articles, each with one or more Sections. The titles of the Articles, each with one or more Sections. The titles of the Articles demonstrated the focus on personnel, work load, salary, and fringe benefits:

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Article 1.	Recognition	Article 19.	Facilities and Equipment
Article 2.	Consultation	Article 20.	Dues Check-off
Article 3.	Nondiscrimination	Article 21	Minutes, Policies & Budgets
Article 4.	Leave Without Salary	Article 22	Management Rights
Article 5.	Compensable Fringe Benefits	Article 23.	No Strike or Lockout
Article 6.	Assignment of Duties	Article 24.	Severability
Article 7.	Personnel Evaluation	Article 25.	Miscellaneous Provisions
Article 8.	Evaluation	Article 26.	Duration & Implementation
Article 9.	Evaluation Criteria		
Article 10.	Retention		
Article 11.	Promotion		
Article 12.	Tenure		
Article 13.	Transfer		
Article 14.	Termination		
Article 15.	Staff Reduction Procedures		
Article 16.	Grievance Procedure		
Article 17.	Salary		
Article 18.	Union Rights		

Forms for use by faculty requesting reviews, filing grievances or stating intent to arbitrate were included as appendices.



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The Agreement was to cover the period September 1, 1979 through August 31, 1982, with the exception that Article 17 concerning salaries which was to be re-negotiated in 1980.

The Agreement was signed by representatives of the Board and the AFT Local 3500 on October 3, 1979.

### The Impact of Faculty Collective Bargaining on Governance

When this history was written, the faculty of the University had been a part of collective bargaining for three years. When the term governance is interpreted broadly to mean the role of faculty and the role of management (administration) in decision making processes, collective bargaining has had a decided impact on governance of Governors State University. The role of the Unit Heads (Department or Division Chairpersons) and the role of the President, or his designee, the Provost have been greatly enhanced. The roles of the Academic Deans have been greatly lessened. Both the first and second Agreements have specified the responsibilities of the Unit Heads and the President where negotiable items are concerned. The Academic Deans were not mentioned in Agreements, either in the Definitions or the Articles.

The Collective Bargaining Agreements have been system-wide; therefore, Governors State University, a University with many governance and operating systems that differed from the other four universities at the bargaining table, has tended to become more and more similar to its sister institution. The new Governors State University Constitution that became effective in fall of 1979 was patterned around Constitutions of our sister institutions on new Board policies and Regulations, all of which were influenced by Collective Bargaining.

Collective Bargaining has tended to centralize the decision making processes of management to the Presidents of the Universities and to the Board. This has had a pronounced influence on governance systems and management systems. The negotiated work loads (assignments) for faculty have been specific with the Provost giving final approval. This has encouraged faculty to be very cautious about volunteering to serve on committees, especially university governance committees. Most professional relationships between faculty and management have become much more formal since the advent of Collective Bargaining.

Numerous studies on Collective Bargaining have been conducted. To my knowledge only one study has been made that included the five universities under the BOG. William H. Lienemann, Vice-President for Administrative Services at UNI and that University's representative on the Board negotiating team provided me with an abstract of a study called "Collective Bargaining in Higher Education Systems: A Study of Four States." Lienemann collaborated with Bruce Bullis to conduct the study in 1978-79. The purpose and scope of the study was stated by Lienemann and Bullis as follows:

Within the broad context of system wide collective bargaining in higher education, this study focused on three concerns. The first aim was to determine if certain predicted or potential outcomes of the bargaining process have occurred in institutions in systems settings. The second purpose was to determine if shifts in influence or power have resulted from the collective bargaining process. The final purpose was to determine how perception varied as to the impact of collective bargaining according to eight subpopulation characteristics: 1) years employed at the institution; 2) highest academic degree held; 3) category of employment (faculty chairperson, administrator); 4) age; 5) sex; 6) state in which the institution was located; 7) academic rank; and 8) union-nonunion affiliation.

Florida, Minnesota, New York, and Illinois were the states selected for the sample because of their differing lengths of time under a collective bargaining

agreement and their geographical locations. Three campuses in each state were chosen that approximated the size, mission and environmental setting of the Board of Governors of State Colleges and Universities System in Illinois. The twelve campuses had a potential interview population of 324 persons.

A greater emphasis was placed on the faculty perspective in this study than has been the case in most of the research on higher education bargaining. The sample of twenty-seven persons sought from each campus was comprised of fifteen faculty, five chairpersons, three deans, two vice-presidents, the president of the faculty senate and the president of the faculty senate and the president of the local union chapter.

As might be expected the opinions on the influence of collective bargaining on faculty, management, and governance were mixed. There was a general consensus that bargaining resulted

....in formalizing the relationships between management (administrators) and the faculty.

....in the deterioration of a feeling of campus community.

....in a lessened role of faculty governance in the decision making processes.

....in increased paperwork.

....in more faculty time devoted to committee meetings.

....in more faculty time dedicated to salary considerations.

....on a shift of power from on campus decision making to those off campus.

....in a loss of influence in decision making by middle management (Deans).

....in a gain of influence in decision making by central administration

(President, Vice Presidents).

....in a marked gain in decision making by the system-wide bargaining staff

....in relatively little influence on the allocation of funds and curricular matters.

....in a major influence of faculty on decisions on salary matters.

My observations on the impact of collective bargaining on the faculty, the administrators and the decision making processes at Governors State University have been consistent with the findings of Lienemann and Bullis.

#### Civil Service Collective Bargaining

Since 1974, four groups of civil service employees have been represented by collective bargaining agents. When this history was written three groups of civil service employees were represented by a union. There was one strike action.

#### AFSCME/AFL-CIO, Local 2770

The American Federation of State, County and Municipal Employees was the first certified bargaining agent for a group of civil service employees at Governors State University. AFSCME was certified in February, 1974. The first agreement (contract) was effective July 1, 1974. Twenty-seven civil service classifications were represented by Local 2770.

On August 19, 1974, Local 2770, AFSCME instituted a strike action against the University and the Board of Governors of State Colleges and Universities. The strike continued about one week. On August 27, 1974, a bargaining agreement was reached and the strike ended.

Dues paying members and interest in Local 2770 waned during 1976. In the spring of 1977 the majority of the employees represented by the union petitioned the University and BOG seeking deletion from the contract. On May 2, 1977, the Board notified AFSCME of its intent to terminate the agreement on June 30, 1977, the natural termination date of the contract. On May 10, AFSCME notified the Board saying,

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The Union voluntarily acknowledges and accepts unequivocally that it does not have majority status of the classifications in the unit covered by the bargaining agreement.

The Union is accepting withdrawal voluntarily as the bargaining agent following the natural expiration date of the agreement, therefore, no action by the Illinois Department of Labor is necessary.

The civil service classifications represented by Local 2770, AFSCME, from 1974 to 1977, have not since been represented by a bargaining agent.

### IUOE/AFL-CIO

Four civil service classifications of operating engineers have been represented by the Illinois Union of Operating Engineers since September 1, 1975. The building mechanics were members of this bargaining unit until June 30, 1979. The current contract is renewable July 1, 1980.

### FOP Lodge Local 104

On July 1, 1978, three civil service classifications of police officers were represented by Local 104 of the Fraternal Order of Police. The contract was renegotiated for 1979 and was in effect when this history was written.

### CUSEIU/AFL-CIO Local 321

The civil service classification of Building Service Workers were first represented by Local 321 of the College, University and School Employees International Union beginning October 1, 1979. The first contract was in effect when this history was written.

# **CHAPTER VIII**

## **BUDGETS: OPERATING AND CAPITAL**

# **CHAPTER VIII**

## **BUDGETS: OPERATING AND CAPITAL**

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## **CHAPTER VIII**

# **BUDGETS: OPERATING AND CAPITAL**

### Introduction

The University's Operating Budget processes and procedures have always been complicated and time consuming. At any given time, but especially from January through August each year, the University has to deal with three Operating budgets:

1. managing the budget of the current fiscal year (July 1 through June 30 current year)
2. negotiating with the two Boards (BOG/BHE) for the budget for the upcoming fiscal year (current year + one)
3. preparing a request for a budget that will be in effect two years hence. (current year + one)

The budgeting processes were never ending. The University's Operating budget was finally established when the Governor signed the higher education bills into law, usually in July, occasionally in May or June. Often times the University had pay rolls and other expenses to meet in July and sometimes August before the Governors had signed the higher education bills. The bills signed into law by the Governor are line item "operating Appropriations".

In the fall 1969, the University's Operating Budget was zero, but eventually \$266,474 was appropriated for fiscal year 1970. The Operating Budget increased

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steadily reading \$15,034,510 in fiscal year 1980. During the past ten years, trends and patterns have occurred in the Operating and Capital Budgets appropriated and in the allocations of internal Operating budgets. The fiscal years 1971, 1975, and 1980 have been used to highlight the trends.

### Terminology

Fiscal agents and lawmakers, much like scientists and educators, have their own terminology. One person's terminology may be another person's jargon; therefore, the budget related terminology specified by Illinois statutes and/or the Comptroller of the State of Illinois have been included here.

In 1974 the Comptroller of the State of Illinois distributed to all state agencies a manual titled Comptroller's Uniform Statewide Accounting System (CUSAS), which was to be the "last word" for business offices in State Agencies. CUSAS terminology was based on definition of terms specified in State of Illinois Statutes.

The following definitions that are relevant to the University's Operating Budget were taken from Illinois Revised Statutes, 1977, Chapter 127, pp. 1773-1853. The Statutes state that "the objects and purposes for which appropriation are made are classified and standardized by items as follows: (1) Personal Services, (2) Contractual Services, (3) Travel, (4) Commodities, (5) Equipment, (6) Permanent Improvements (7) Land, (8) Electronic Data Processing, (9) Operation of Automotive Equipment, (10) Telecommunications Services, (11) Contingencies, (12) Reserve.

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### Personal Services

...means the reward or recompense made for personal services rendered for the State by an officer or employee of the State.

### Contractual Services

...Expenditures incident to the current conduct and operation of an office, department, board, commission, institution of agency for postage and postal charges surety bond premiums, publications, office conveniences and services, exclusive of commodities as herein defined;

Expenditures for rental of property or equipment, repair or maintenance of property or equipment, utility services, professional or technical services, moving expenses incident to a new State employment and transportation charges exclusive of "travel" as herein defined;

The item "contractual services" does not, however, include any expenditures included in "operation or automotive equipment".

### Commodities

...means and includes expenditures in connection with current operation and maintenance for the purchase of articles of a consumable nature which show a material change or appreciable depreciation with first usage, repair parts, and small tools having a unit value not in any instance exceeding \$25 but does not include expenditures included in "operation of automotive equipment."

### Travel

...shall include any expenditure directly incident to official travel by State officers and employees or by wards or charges of the State, involving reimbursement to travelers or direct payment to private agencies providing transportation of related services.

### Equipment

...shall mean and include expenditures for the acquisition, replacement or increase of visible tangible personal property of a non-consumable nature, including livestock.

### Operation of Automotive Equipment

...means and includes all expenditures incurred in the operation, maintenance, and repair of automotive equipment, including expenditures for motor fuel, tires, oil, repair parts and other articles which, except for the operation of this section would be

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classified as “commodities”, but not including expenditures for the purchase or rental of equipment.

#### Telecommunications Services

...means and includes all expenditures incurred for the lease, rental or purchase of telecommunications interconnection facility equipment, supplies, maintenance, services and space therefore, shall include but is not limited to the interconnection of educational television, radio and computers but shall not include the preparation of or the content of the subject matter – transmitted. Includes telephone, radio, teletype, teletypewriter, computer and other voice, data or video interconnection facility systems.

#### Illinois Building Authority (approved August 15, 1961)

There is created the Illinois Building Authority, a body corporate and politic, to consist of seven members appointed by the Governor, by and with the advice and consent of the Senate.

The purposes of this authority are:

- (a) to build and otherwise provide hospital, housing, penitentiary, administrative, classroom library, recreational, laboratory, office and other such facilities for use by the State of Illinois
- (b) to conduct continuous studies into the need for such facilities; and
- (c) to serve the General Assembly by making reports and recommendations concerning the providing of such facilities.

#### Capital Development Board Act (approved October 1, 1973)

“Board” means the Capital Development Board. “State agency” means and includes each officer, department, board, commission, institution, body politic and corporate of the State including the Illinois Building Authority, school districts, and any

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other person expending or encumbering State or Federal funds by virtue of an appropriation or other authorization by the General Assembly or Federal authorization or grant.

The purposes of this Board are:

- (a) to build or otherwise provide hospital, housing, penitentiary, administrative, recreational, educational, laboratory, parking, environmental equipment and other capital improvements for which money has been appropriated or authorized by the General Assembly.

Receipts of State Colleges and Universities – Retention of Certain Items (Commonly called the “Income Fund”)

The following items of income received by the State Colleges and Universities under the jurisdiction of the Board of Governors of State Colleges and Universities for general operational and educational purposes shall be paid into the state treasury without delay and shall be covered into a special fund to be known as the Board of Governors of State Colleges and Universities Income Fund:

- (a) tuition, laboratory, library fees, and any interest which may be earned thereon not later than 20 days after receipt of the same without any deductions except for refunds to students for whom duplicate payment has been made and to students who have withdrawn after registration and who are entitled to such refunds.

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In addition to terminology mandated by statutes, the BOG/BHE, and the University have evolved some terminology associated with fiscal affairs:

### RAMP (Resource Allocation and Management Program)

The Illinois Board of Higher Education has for several years used the “Resource Allocation and Management Program” (RAMP) as a planning and budgeting system for all institutions of higher education. The RAMP system made the GSU planning and budgeting congruent with the statewide system.

### ECS (Environmental Condition Statement)

Beginning in 1977, the planning and budgeting procedures at the level of the budgeted unit and at the University level were much more systematized than in prior years. The “Environmental Condition Statement” (ECS) is a working paper prepared annually by the Office of Institutional Research and Planning. The ECS has provided background data and guidelines to budgeted units that have to justify existing budgets and additional funding to support new or improved programs.

### NPR and EIPR (New Program Request and Expanded and Improved Program Request)

The BHE/BOG have evolved two forms with accompanying guidelines for use by budgeted units to request approval and funding of new programs or expansion and improvement of existing program. New Program Request (NPR) forms are used to describe a new program, academic or otherwise, and to request funding. Expanded and

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Improved Program Request (EIPR) forms are used to justify additional funding to support an already existing program, academic or otherwise.

### SAS (Special Analytical Study)

The “Special Analytical Study” (SAS) procedure was established by BHE/BOG several years ago. This process is used to describe activities and request funds for support of “programs” that do not lend themselves to the NPR or EIPR procedures.

### Program

The BHE/BOG used the term program in the broadest of contexts. In short the Boards use the term program to include any budgeted activity that requires Board approval. And the Boards have increasingly viewed their roles as improving everything that is assigned a budget. Program as used by the Boards would include such operations as: Instructional Programs, Majors, Options, Library, Office of Research, Business Office, Institute of Public Policy and the like.

### Internal Operating Budget

The Vice-President’s Council with the aid of the Office of Institutional Research and Planning prepare a line item operating budget for each budgeted unit in the University. Following approval by the President, the Internal Operating Budget for the fiscal year is bound and distributed to heads of budgeted units and the library. Historically the Operating Budget book is distributed in late July or August. On

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occasion it has been as late as September, depending on when the Governor signed the appropriation bills.

### Appropriation Bill

Once the University has learned the total amount of funds that BHE has approved for the next fiscal year (historically this has been in January) the University prepares a line item appropriations bill and submits it to a member of the General Assembly who has agreed to sponsor it. Following approval by the General Assembly and the Governor, the Appropriation Bill becomes law authorizing by line item the appropriation of the funds to support the University. This process has ordinarily required about six months, February to July each year.

### Appropriation Hearing by Legislature

Legislative hearings on the proposed budgets for higher education have usually been conducted by the General Assembly in April of each year. The President of the University and his Vice-Presidents have historically been present as resource persons to the Executive Director of the BOG who usually has spoken for the BOG system. Often times no specific questions have been asked about the GSU proposed operating budget. Following the legislative hearing the higher education bills are passed and sent to the Governor usually in June, but sometimes in July after the fiscal year has begun.



### Community Professions Guidebook

It has been a practice at GSU to utilize qualified community members on the instructional staff. Each is appointed Community Professor for a specific period of time and for a particular assignment. In addition, professional persons in the community have been appointed Adjunct Professors usually for one year and subject to reappointment.

In 1979, the Office of the Provost produced a 24 page booklet titled, Guidebook for Community and Adjunct Professors, 1979-80. The Guidebook was designed to assist the part-time instructors with the University, with their responsibilities as instructors, and with the student evaluation and faculty evaluation processes.

When this history was written, the 1980-81 Guidebook was in the planning stages. Copies of the 1979-80 Guidebook have been placed in the University Archives.

### Quarterly Budget Review

In October, January, and April each year the Vice-Presidents Council and the President with special assistance from the Business Office staff review the current Internal Operating Budget of each unit in the University. Often times, reallocation of funds has occurred following review of the budgets.

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### Operating Budget: Planning and Development

Attention to Operating Budgets is a never ending process. While the University is managing the Operating Budget for the current year, negotiations have to be conducted with the BOG/BHE for the next fiscal year (current year + one) and planning and development for the second fiscal year budget has to be undertaken (current year + two). The most significant activities that take place each month on each of the three budgets have been summarized:

#### July

Current year: Governor signs appropriation bills, internal operating budget is cast

Current year + one: BOG approves RAMP without operating tables

Current year + two: none

#### August

Current year: none

Current year + one: RAMP operating tables prepared

Current year + two: none

#### September

Current year: University committees review internal operating budget

Current year + one: RAMP submitted to BHE

Current year + two: Colleges and other budgeted units begin preparation of NPR's,

EIPR's, and SAS's

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October

Current year: First quarterly review reallocation if necessary

Current year + one: Meeting with BHE staff

Current year + two: Historical review of internal budget allocations and expenditures by the University Fiscal Resources Committee

November

Current year: none

Current year + one: University prepares income projections. Respond to technical questions from BOG/BHE

Current year + two: NPR's, EIPR's and SAS's submitted to Provost and Academic Program Review Committee

December

Current year: none

Current year + one: Inform Unit Heads of guidelines for allocation of internal operating funds and distribute format instructions

Academic Program Review Committee submits recommendations on NPR's and EIPR's to Provost

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Current year + two: Analysis of factors to consider and plans to follow by Unit Heads in preparation of requests for operating budget

Prepare ECS

Review BOG Budget Request guidelines

January

Current year: Second quarterly review

Reallocation, if necessary

Current year + one: BHE recommends an operating budget

Current year + two: Distribute to Unit Heads ECS and format for budget requests

NPR's, EIPR's and SAS's to BOG

February

Current year: none

Current year + one: Unit Heads submit budget requests

Current year + two: Fiscal resources committee reviews funding needs by line item

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March

Current year: none

Current year + one: University prepares and submits Appropriation Bill

Governor announces funds available for Higher Education

Current year + two: Unit Heads submit to Vice-President program rationale, goals, objective and funding needs.

Unit Heads hearing on program/funding requests with Vice-Presidents.

Institutional Research and Planning prepares and distributes a statement of Program Direction and Resource Needs (PDRN)

April

Current year: Third quarterly review

Reallocation, if necessary

Current year + one: Legislative hearings on appropriation

Current year + two: Unit Head hearings on PDRN

Fiscal Resources Committee recommends budget priorities to Faculty Senate and President

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Administrative decisions funding projections by year in RAMP

President approves total RAMP and submits it to BOG

May

Current year: Business Office notifies Unit Heads about end-of-year requisitions

Current year + one: Administrative decisions for internal operating budget allocations to Unit Heads

Current year + two: Hearing with BOG on RAMP

June

Current year: Final encumbrance of funds

Current year + one: Prepare, bind and distribute internal budget

Legislature approves appropriation for the University

Governor signs appropriation bill (see July)

Current year + two: none

July (the endless cycle starts over again)

Current year: Governor signs appropriation bills if not already signed in June

Current year + one: BOG approves RAMP without operating tables

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Current year + two: none

Only the major activities have been listed each month. There are numerous interactions each month between Unit Heads, Vice-Presidents, the Business Office Payroll Office, Purchasing Office, Personnel Office and the like, concerning management of the current operating budget.

The President and Vice-Presidents have many communications with the BOG/BHE each month concerning the upcoming fiscal year's budget (current year + one) and the second fiscal year's budget (current year + two).

I have never before worked in an institution of higher education that required so much time and energy to be devoted to planning, developing and managing operating budgets.

Operating Budgets, 1970-1980

The Internal Operating Budget of the University has always been organized into ten major categories according to function (GSU Internal Budget, Fiscal Year, 1980):

1. Instructional Activities
2. Organized Research
3. Public Service

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4. Academic Support
5. Student Services
6. Institutional Support
7. Operating and Maintenance of Physical Plant
8. Contingency Account
9. Staff Benefits
10. IBA Rental

The line item budget categories have been specified by statutes (see Terminology, this Chapter). Table VIII.1 shows as an example the line item budget categories used by GSU in fiscal year 80. (GSU Internal Budget, Fiscal Year, 1980). The operating funds for each budgeted unit in the University were distributed among the seven categories listed under the heading “Educational and General Operations.”

The funds appropriated by the State of Illinois for the Operating Budget came from two sources: (1) General Revenue Fund and (2) GSU Income Fund. (Table VIII.2).



Table VIII.1. Governors State University Allocation of Appropriated Funds, FY 79, FY 80

(Taken from GSU Internal Budget Fiscal Year, 1980)

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Table VIII.2. Total University Operating Budget for each fiscal year, 1970 through 1980.

Fiscal Year	Appropriations * (Operating)
1970	\$266,474
1971	1,669,273
1972	4,580,054
1973	6,958,170
1974	7,851,028
1975	10,833,310**
1976	10,866,630
1977	11,916,858
1978	12,368,410
1979	13,994,410
1980	15,034,510

- Includes all line-items of appropriation classified by the State of Illinois as “Operating Appropriations”, both General Revenue and Income Fund.

\*\* Commencing in FY-75 a line-item entitled IBA rental was added. This totals \$1,282,710 each year and is IBA Rental (Table VIII.2) for the Phase I building.

The University income through tuition, etc. (See Terminology, this chapter) has to be paid into the State Treasury and appropriated back to the University along with General Revenue funds to support the operational costs. In a sense this places the University in a “Catch 22” situation. If the University in its estimates of incomes two years in advance, projected more income than it actually realized the University had to make up the deficit. It may not spend more than the combined total of general revenue funds appropriated and the actual funds realized from income. On the other hand, if the

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University projected and income lower than actually realized the excess was not available for expenditure at least in that fiscal year. The University Administrators have had to engage annually in a “balancing act” trying accurately to predict income and project operational costs in a newly established, growing University.

### Trends in Internal Budget Allocations

As the University has grown, University administrators changed, and economic conditions have become more stringent due to inflation. The internal budget allocations have, also, changed. Some of the more interesting and conspicuous changes have been summarized. The budget years 1970-71 (FY 71), 1975-76 (FY 76) and 1979-80 (FY 80) which are approximately five-year intervals have been arbitrarily sited in most cases to show trends.

### Colleges and Schools

The budgets of the four colleges have historically consisted mostly of funds for Personal Services. The Personal Services and Total Budgets are displayed for the four Colleges for FY 71, 76, and 80 and for the School for FY 76 and 80. These data were taken from the Internal Budget books published by the University.

The College of Cultural Studies and the College of Environmental and Applied Sciences were combined into the College of Arts and Sciences (CAS) in September, 1979, after the 1979-80 Internal Budget Book was published. The University reallocated about \$200 thousand from the combined CS and EAS reducing the total CAS budget to \$1,419,731 for FY 80.

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Due to increased enrollments and because of certain priorities, the University has tried to reallocated funds for Personal Services into BPA, SHP, and HLD.

Student Affairs and Services

President Goodman-Malamuth established the office of Student Affairs and Services in 1977, to be administered by a Dean and an Associate Dean. The intent was to give high priority and increased support for all services to students. All student services were placed under the umbrella of Student Affairs and Services, to improve the coordination and thrust of services to students. The names and budgets of Units dedicated to support services for students in FY 80 were:

Office of the Dean of Student Affairs and Services	\$84,976
Office of Student Development	140,134
Registrar's Office	261,949
Admissions and Recruitment Office	171,384
Office of Community College Relations	50,350
Office of Student Activities	53,792
Office of Financial Aids	131,353
Center for Learning Assistance	20,780

The Office of the Dean of Student Affairs and Services, the Office of Student Development, and the Center for Learning Assistance (CLA) are units that did not appear in the budget book for FY 76. The Center for Learning Assistance did not exist in 1976. The functions of the Office of Student Development were accomplished

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previously by the Office of Career Planning and Placement, the Counselors in the Student Services Office, and by University Nurses Office. Budgets of these offices were combined to form the budget for the Office of Student Development and an Associate Dean, a new position, was established to administer it.

The Center for Learning Assistance was begun in 1977 and assigned to Student Affairs and Services with a budget in 1979.

The Office of the Dean of Student Affairs and Services was budgeted for the first time as a new unit in 1979. It replaced the “old” office of the Director of Student Services which no longer exists.

It is difficult to accurately specify the amount of operating budget increase for student services that has occurred in the past four years, but it has been substantial. Undoubtedly the trend of increased funding of services for students will continue.

In 1971 the total funds to support all services for students was less than \$50 thousand.

### Equipment and Library Books

The State of Illinois considers library books to be items of equipment, but with exceptions. Books, library and medical (are equipment items unless they are “non-permanent” in which case, “school, text, reference, fiction, and library” books are commodities. A “small” dictionary is a commodity; a “large” one is a piece of equipment. The University’s operating budget has always included a line item for equipment which included all equipment (office, instructional, etc.) and library books.

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The University procured a considerable amount of instructional and office equipment as part of the construction costs of the Phase I building. Since 1973, the instructional equipment funds appropriated have been very small:

Fiscal Year	Total Funds Appropriated/Expended For Instructional Equipment
1970.....	IBA
1971.....	IBA
1972.....	IBA
1973.....	50,892
1974.....	9,981
1975.....	13,792
1976.....	1,099
1977.....	100
1978.....	2,158
1979.....	40,048

Although the University annually requested funds to replace worn out typewriters and equipment that were obsolete, the BHE was relentless in its opposition to recommending funds for equipment. It is anticipated that about \$40 thousand will be available for equipment in FY 80. The three Colleges have need for equipment that would cost well over \$500,000, and the School of Health Professions alone, need at least \$300,000 to purchase clinical laboratory equipment. The pattern of under-funding the equipment needs for the University continues.

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The purchase of library books began in 1971 when the University purchased the library of St. Dominic's College which consisted of 40,000 catalogued books, maps and bound periodicals. (See Chapter IX, for more on the University Library). Appropriated funds for purchase of library books was adequate from 1972 through 1975, but decidedly inadequate from 1976 through 1978.

Fiscal Year	Total Funds Appropriated/Expended For Instructional Equipment
1970.....	none
1971.....	\$400,000*
1972.....	564,781
1973.....	486,634
1974.....	438,981
1975.....	377,390
1976.....	61,204
1977.....	61,820
1978.....	61,256
1979.....	142,600
1980.....	170,000

\*The St. Dominic's College purchase included some equipment.

It would appear that the budget for purchase of library books bottomed out in 1976, 77, and 78 and that a trend of increase funding began in 1979.

#### Office of Cooperative Education

Cooperative Education (Coop Ed) was intended to be an integral educational component of all academic programs and was to be administered jointly by the central office of Coop Ed and the Dean of each College. (See Chapters II and XII for more on Coop Ed). The functions of Coop Ed and Placement were administered in the central office of Coop Ed and the Dean of each College. (See Chapters II and XII for more on Coop Ed). The functions of Coop Ed and Placement were administered in the Central Coop Ed office from 1972-1975. The Coop Ed office was no longer a budgeted unit after 1976.

The Operating Budget for the Central Office of Cooperative Education reached a peak in 1975 and was phased out during 1976. Some limited funding for Coop Ed was included in the Office of Placement 1978 through 1980.



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Fiscal Year	Operating Budget for Office of Cooperative Education
1972.....	\$20,825
1973.....	48,760
1974.....	72,680
1975.....	84,006
1976.....	72,335
1977.....	-0-
1978.....	3,000
1979.....	4,900
1980.....	775

As this history was written, a Central Office of Cooperative Education does not exist. A task force under the leadership of the Dean of Student Affairs and Services has Coop Ed under study once again! It is doubtful that a Central Office of Cooperative Education will be funded in the near future.

Cooperative Computer Center

The BOG decided in 1972 that its three Universities in the Chicagoland area should share a computer located on the campus of Elmhurst College (See Chapter II). In 1974, the Cooperative Computer Center became a reality. From 1975 through 1978, the BOG allocated operation funds directly to the CCC on behalf of GSU. Presumably the funds that were allocated directly to CCC would have been allocated to GSU to operate its own computer center had it not been for the existence of the CCC. The CCC has always impacted significantly on the GSU budget. In 1979, GSU began to carry in

its contractual services a contractual fee for services rendered by the CCC.

Fiscal Year	CCC Contract Fee
1975.....	?
1976.....	\$20,000
1977.....	?
1978.....	?
1979.....	671,100
1980.....	707,100

The CCC costs to GSU have continued to escalate. It is probably that this trend of increased costs will continue. (See Chapter XII for more information on CCC).

#### Office of Special Programs and Instructional Services (OSPIS)

The administrative history of OSPIS is treated in Chapter II. Dick Vorwerk was named Dean of Instructional Services in 1974, while he was still Director of the LRC. In 1976, Special Programs were assigned to him and the name of the office changed to Special Programs and Instructional Services. A major commitment was made in 1978 to develop continuing education activities. The University reallocated significant amounts of money to build enrollment through continuing education under the auspices of the Office of Special Programs and Instructional Services.

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Fiscal Year	OSPIS Operating Budget
1976.....	-0-
1977.....	\$5,100
1978.....	46,570
1979.....	196,283
1980.....	192,420

The FY 80 allocation of \$192,420 (GSU Internal Budget, 1980) was increased through reallocation to \$403,880 by mid-year. It appears that funds to support continuing education will continue to be reallocated to OSPIS as long as the enrollment continues to be increased through those efforts.

Illinois Building Authority Rental

In Chapters II and XII the role of the IBA in construction of physical facilities was discussed briefly. A “Construction Lease” between the IBA and the BOG was signed on April 25, 1972. The lease stated that “the total cost to the Lessor (IBA)...shall not exceed \$17,085,000” and that the lease shall cover a period “commencing February 1, 1972 and ending March 30, 1996”. The annual rent payments were set at \$1,282,710. In 1973, 1974 the IBA rental was included in the GSU Operating Budget. Beginning in 1975, the IBA rental (\$1,282,710) became a line item in the Operating Budget (Fig’s. VIII.1 and VIII.2). The 1975 Operating Budget (Fig. VIII.2) appears to have been greatly increased over 1974. But this is an inflated figure that includes almost \$1.3 million that was not available to operate the University.

If another building is constructed for GSU, the Capital Development Board

(CDB) which replaced the IBA, will pay for the construction and the GSU operating budget will then carry a line item for CDB rental.

#### Utilities for Phase I

The costs of utilities (lighting, heating, cooling, etc.) for Phase I have increased a great deal in recent years due to shortage of oil and gas supplies in the U.S. and the importation of oil from the Middle East.

Northern Illinois Gas (NIG) supplied the gas; Commonwealth Edison (CE) the electricity; and Park Forest South Utilities (PFSU) provided water and sewerage. The first full year (12 months) of costs of utilities were incurred in 1975. The total cost for all utilities by year were as follows:

1975.....	\$411,026.84
1976.....	442,442.25
1977.....	442,339.22
1978.....	464,323.70
1979.....	517,394.72

The projected costs for 1980 are about 10% more than in 1979.

Even though the University had instituted numerous energy conservation practices, the utility costs have increased about 30% in five years.

The comparative costs of gas, electricity, and water for the month of July each year that Phase I has been in operation are shown in Table VIII.3.

Table VIII.3 The comparative costs of utilities for one month (July) 1975 to 1980

	NIG	CE	PFSU
1975	1,500.00	27,452.00	194.16
1976	3,581.53	31,432.93	1,362.94
1977	3,451.59	31,814.29	1,243.46
1978	1,875.09	26,590.68	2,201.22
1979	3,191.19	36,009.61	3,236.41
1980	4,159.37	36,677.39	3,126.63

The impact of the University-wide conservation of energy practices that were begun in 1978 were reflected in costs of utilities in July 1978.

Given that the annual rate of inflation in 1979 was about 15% and the current rate about 1.2% per month, it is predictable that utility costs will increase noticeably during 1980.

#### Tuition Rates

The tuition paid by students is part of the income fund that is combined with general revenue funds to provide operating funds for the University (See Table VIII.1). Tuition historically has been low at GSU, but it has increased considerably since 1971 when the first class of students was admitted. The BHE has always held to the position that tuition should provide about one-third of the per capita costs of education of a student. Therefore as per capita costs escalate, the cost of tuition increases soon thereafter.

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The tuition costs in 1971, 1975, and 1980 were selected to illustrate changes.

Fiscal Year	Tuition	
	Resident	Non-resident
1971	\$105 per two-month session (full time)*	\$316.50
	17.50 per unit, per session (part time)**	53.00
	* 6 units (credit hours) or more	
		** 5 units (credit hours) or less
1975	\$13.25 per unit, per trimester	\$40.00
1980	\$279.00 per four-month trimester (full time)*	\$837.00
	23.25 per credit hour, per trimester (part time)**	
	\$302.00 per four-month trimester (full time)*	\$906.00
		25.25 per credit hour, per trimester (part time)**
		75.75

\*full time = 12 credit hours or more

\*\* part time = 11 credit hours or less

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In 1971, tuition for graduate and undergraduate students was the same. Differential tuition rates for undergraduates and graduates were instituted in 1977. Tuition has increased about one-third during the first ten years. Even so the cost of higher education at GSU remains less than at any other state supported institution in Illinois.

The BHE has recommended an increase in tuition at all state supported institutions of higher education to be effective in 1981. The BOG has that recommendation under consideration at this time. This is probably that tuition at GSU will increase 10 to 15% in 1981.

### Capital Budgets, 1970-1980

The State of Illinois appropriated capital budget funds to the IBA for the construction of Phase I, including land acquisition, parking lots, roadways, landscaping and fixed equipment. The State reimburses itself by appropriating general revenue funds to the University so that the University can pay rental to IBA annually (See IBA rental, this chapter). The State also appropriated capital funds directly to GSU annually for special capital improvement projects.

Table VIII.4 shows capital budget appropriations and expenditures from 1970 through 1978. (Source of information: Internal Audit Records)

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Table VIII.4. Capital budget funds appropriated to GSU, funds spent by GSU,  
and funds spent by CDB in behalf of GSU, 1970-1978

Fiscal Year	Appropriated to GSU	Spent by GSU	Spent by CDB for GSU
1970	\$1,422,715*	\$ 593,592	---
1971	3,379,123	781,259	---
1972	3,693,388	1,393,213	---
1973	3,243,176	453,445	32,212
1974	1,556,780	869,649	716,579
1975	745,470	270,536	1,666,652
1976	362,997	89,717	756,615
1977	273,280	5,301	278,495
1978	264,979	85,098	205,096
1979	none	none	***
1980	none	none	

\* Capital appropriations not spent in a given year were carried forward into the following year's appropriation.

\*\* The cost of the Phase I building was charged into FY-1975 by CDB. Table VIII.1 shows IBA rental charged in operating budget to pay for Phase I.

\*\*\* \$118,000 was appropriated to CDB for GSU in 1979, but was not expended until 1980.

See explanation for 1979, 1980 below.



Capital Expenditures

Expenditures were made by GSU (Table VIII.4) from 1970-1978 for capital improvements such as building plans/specifications, campus grounds, equipment, utilities, installations and the like. From 1970 to 1975, the CDB spent on behalf of GSU \$17,363,290 for the construction of Phase I. That expenditure was reflected in the capital budgets of 1975 (Table VIII.4). In addition to the construction costs, the CDB made expenditures for capital improvements such as laboratory equipment, telemation equipment, road paving, and the like.

The capital funds expended both by the University and by the CDB on behalf of the University from 1970 through 1980 follows:

Fiscal Year 1970

Of the \$593,592 spent by the University, \$14,862 was devoted to campus grounds work and \$578,730 to plans and specifications for Phase I.

Fiscal Year 1971

There were three major expenditures for capital improvements in 1971. For campus grounds work \$266,112.01 was spent. Some land was purchased and additional campus grounds work done for a cost of \$421,905.45. The remaining funds, \$93,242.38 were expended for building plans and specifications.

Fiscal Year 1972

In FY 72 almost \$1.4 million was expended by GSU in three major areas. The largest cost was \$850,567 for buildings and grounds work. Equipment for Phase I was

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purchased at a cost of \$464,796. A smaller amount \$107,550 was expended for some land acquisition and for building plans and specifications.

#### Fiscal Year 1973

In 1973 both the University and the CDB expended capital funds. The CDB spent \$32,212 for equipment for Phase I. The University spent \$353,711 for building plans and specifications, \$64,529 for land work and building drawings, and \$32,205 for equipment.

#### Fiscal Year 1974

In 1974 the University moved from the Interim Campus (“Mini-campus”) to Phase I on the permanent campus site. (See Chapter III for additional information on Physical Facilities). The lease agreement for the Interim Campus Building required the University to remodel the interior of the building after moving out. The University expended \$128,063 to remodel and restore the Interim Campus Building. Some utilities were relocated at a cost of \$71,407. Additional building plans and specifications for Phase I were completed at a cost of \$670,179. The CDB expended \$716,579 for additional equipment for Phase I.

More than \$1.6 million of capital funds were spent in 1974.

#### Fiscal Year 1975

As shown in Table VIII.4, the CDB recorded its capital expenditure for construction of Phase I building in 1975. In addition the CDB expended \$1,666,652 for telecommunication equipment for Phase I. (See Instructional Communication Center, Chapter

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IX, for more information on telemation equipment). The University expended \$219,158 for building plans and specifications and \$51,378 for construction of utilities.

The Park Forest South Utilities Company extended sewer lines and water mains to the campus site. The University incurred certain utility construction costs on the campus site.

#### Fiscal Year 1976

By 1976, the capital expenditures by the University were decreasing precipitously and the CDB expenditures were declining but less abruptly.

Utilities for Phase I building cost the University \$4,225 and building plans and specifications \$85,492. The CDB expended \$756,615 for equipment, some of which was for telemation.

#### Fiscal Year 1977

A total of \$283,796 were expended by the CDB and GSU in 1977. Some utilities construction was completed at a cost of \$2,990 to the University. The completion of building plans and specifications cost \$2,311. The CDB expended \$1299,462 on telemation equipment and an additional \$29,033 for other equipment.

#### Fiscal Year 1978

The CDB in 1978 expended \$127,188 for equipment and \$77,908 for modifications of Phase I building. The University spent \$85,098 for electrical and utility modifications.

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Fiscal Year 1979

In 1979, \$118,000 were appropriated to CDB for use by the University to modify Phase I to make it in compliance with Section 504 of the National Rehabilitation Act of 1975. These funds were not expended in FY 79.

Fiscal Year 1980

The \$118,000 was carried forward by the CDB.

When this history was written the installation of ramps, handrails, automatic doors, and the like were underway but had not been completed; therefore, the amount of capital funds expended were unknown.

But the costs were not to exceed \$118,000.

# CHAPTER IX

## ASSOCIATIONS, CENTERS AND SPECIAL OFFICES

# CHAPTER IX

## ASSOCIATIONS, CENTERS AND SPECIAL OFFICES

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# CHAPTER IX

## ASSOCIATIONS, CENTERS AND SPECIAL OFFICES

### Introduction

The evolutionary history of the major Administrative offices of the University were treated in Chapter II. In this chapter a variety of offices that provide special functions to support faculty, students, and administrators will be described. Their order of presentation is alphabetical and bears no relationship to the size or importance of the unit.

### Alumni Association

In the spring of 1974, a letter was sent to all graduates of the University announcing a meeting to discuss the founding of an Alumni Association. Representing the University at the first meeting were Mr. Burton Collins, Director of Placement and Mr. Harvey Grimsley from the Office of Admissions.

Throughout the rest of 1974 and the first months of 1975, a group of about 10 graduates attended monthly meetings on Saturday mornings to prepare a constitution for ratification by all graduates. In July of 1974, Mr. William Dodd, an assistant to President Engbretson, had joined the University team working with the graduate planners.

In March of 1975, a draft constitution was sent to all graduates for ratification. Graduates were also asked to empower an Interim Board of Directors whose job it was



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to “get the association off the ground” and to arrange for the first election of a Board of Directors.”

Both the constitution and the Interim Board were approved. In June of 1975 Interim President Curtis Crawford (BPA '73) spoke at the University's commencement exercises.

Key elements in the Associations' Constitution were only an individual who had earned a degree was eligible for full membership, i.e. was eligible to vote and hold office; associate membership was open to anyone else who wished to support the work of the Association; a \$10 dues was assessed the full member, \$5 the associate member; the officers of the Association were to be a President, a Vice-President of Correspondence who was President-elect; Vice-Presidents of Program, Elections, Recruitment, and Finance; two representatives from each college and from the BOG degree program were also to be elected to the Board. On March 8, 1976, a release was sent to the media announcing the formal birth of the Association and listing the first officers; President, Ronald Miller (BPS '73); Vice-President of Correspondence, Frank Halper (HLD '74); Vice-President of Finance, Carol Rossell (HLD '73); Vice-President of Recruitment, Mary Johnson (BOG '74); Vice-President of Program, Ann Swartwant (HLD '74) and Vice-President of Elections, Sally Rice (BPS '74).

The Board immediately set into action a series of initiatives that would lead to the rapid growth of the Association in numbers and influence. In 1976 room for a representative from the Association was made on the University Assembly. A series of programs was planned and administered; a University-Community picnic; a Tax Fax

Fair; Homecoming. In future years a Financial Planning Seminar, an External Doctorate Seminar (550 were in attendance at the first seminar) and Alumni Nite at the Theatre would be added.

During the planning stages, there was discussion as to where the Association would be located in the University administrative structure. Bill Dodd had, by this time been appointed Acting Director of Communications and had integrated fund raising into that office's operations. It was decided that this office was the proper focus for the Alumni Association. Soon after this decision was made, Dodd requested and was granted permission to change the name of the office from "Communications" to "University Relations."

The chief task of the Interim Board was the recruitment of members and, assuming success in this, the administering of the first election. Recruitment letters were sent to all graduates. By January 1, 1976, over 90 graduates had joined the association, and when the first letter soliciting nominations was mailed in late January, 117 graduates were members of the Association.

The Association aggressively pursued "privileges" for its members, privileges which would render recruitment even more successful. The Learning Resources Center, later to be known as the University Library, granted special rights to those bearing an Association membership card, as did the College of Cultural Studies and the Office of Student Services. At all cultural events sponsored by these University units, members were granted a reduction in ticket cost. When the YMCA came to the

University in 1977, members who joined the “Y” were granted a one-third reduction in price.

In July of 1976, the Association published Volume I, Number I, of the GSU Alumni News, a slick 16-page magazine filled with news about GSU, about its graduates, with feature stories on two of the University’s illustrious alumni.

The publication of the News proved historic for the Association. The Board of the GSU Foundation was so taken by the magazine that it offered to help the Association. The Board of the GSU Foundation was so taken by the magazine that it offered to help the Association. An agreement was signed whereby the Foundation would match every dues attracted by the Association. Not only did this arrangement put the Association on sound financial ground, but it was an added inducement for graduates to join and thus increased the Association’s ability to recruit new members.

In January of 1980, the Association numbered over 850 members and its growth has been so rapid that, for the past two years, it has been nominated by the Council for the Advancement and Support of Education (CASE) for an Exxon Foundation \$5,000 award for “growth and improvement.” Such a nomination indicates that, in CASE’s judgment, the Association is, in the “growth and improvement”. Such a nomination indicates that, in CASE’s judgment, the Association is, in the “growth and improvement category”, among the top ten percent in the nation.

While Bill Dodd has remained active in the Association’s deliberations, University support for the Association has been provided since March of 1976 by Ginni Burghardt, the Director of the Alumni Office.

## Bookstore

The history of GSU's Bookstore began in the spring of 1971 with the realization that the University had no expertise in bookstore operations, no funds with which to purchase an initial inventory, and a University calendar which featured six (6) eight (8) week sessions and a fluid variety of course offerings.

After exploring and rejecting the idea of contracting the bookstore operation to a private bookstore operator, the decision was made to contract with the Follett Corporation for consulting services. Robert Knott of Follett's consulting division was assigned to assist us in creating and implementing a bookstore operation in the Interim Campus Building to be ready for the opening of the Interim campus in September of 1971.

Bob Knott recruited and the University hired, William Knoderer a retired local businessman with no previous bookstore experience. Bill Knoderer was hired in the spring of 1971 and received on the job training at another Follett bookstore in the area. During the summer of 1971, he and Bob Knott obtained the book requests from the faculty and began purchasing the initial inventory of textbooks and basic supplies for the bookstore.

On the weekend before the bookstore on the Interim Campus was to open for business (approximately Labor Day weekend 1971), Bill Knoderer was stricken by a stroke which left him partially paralyzed in one leg and one arm. He was unable to continue as bookstore manager.

Nonetheless the bookstore opened on time due primarily to the efforts of Bob Knott. The bookstore has remained as a University operated auxiliary enterprise until 1979 when the Follett Company was contracted to operate it.

#### Campus Ministries

In mid-December, 1970, an ad hoc committee of clergy persons from communities near Governors State University began meeting with Larry McClellan, Director of Academic Development (DAD) in the College of Cultural Studies. The purpose was to generate ideas in relation to the creation of campus ministries at GSU.

These meetings led to a workshop for all south suburban clergy on March 16, 1971, at which time reports from the following task groups were received and discussed: Task Group on Statement of Purpose; Task Group on Forms of Ministry and Task Group on Sources of Funding. The discussion led to the formation of an ecumenical "Interim Committee on Campus Ministries at GSU."

The "Interim Committee" continued to meet, to consult with students and administration and to inaugurate in the Fall of 1971 a monthly noon hour discussion group called Theology for Lunch.

In the Spring of 1971, the South Suburban Campus Ministries Council, later to be called the GSU Campus Ministries Council, was formed with representatives from eight religious groups.

In July of 1972, the Lutheran Student Foundation of Metropolitan Chicago placed the Reverend Elmer Witt as campus pastor at Governors State and

related community colleges. In the Spring of 1973, the Diocese of Joliet assigned Fr. Joseph Stalzer, at that time a student at the University, as part-time campus pastor.

Both clergymen have continued to serve the University, assisted as time was available by volunteer lay and clergy representatives of other denominations and faith. Financial support in the early years came from the Episcopal Diocese of Chicago, the Northern Illinois Conference of the United Methodist Church, the Diocese of Joliet and the Lutheran Student Foundation of Metropolitan Chicago.

The council has continued the sponsorship of Theology for Lunch, now on a weekly basis from September through May. The title and logo have been adopted at several other universities and colleges in the United States. The council has also endorsed religious studies courses in the GSU curriculum, and provided spiritual counseling. The Campus Ministries has also sponsored special events and speakers, such as a special observance of Peace in Viet Nam, workshops on American Civil Religion, and discussions on the Divorce Experience. In addition the ministries has served various academic, cultural, and community activities of the University.

The Council leases office space from the University and the program expenses as well as compensation for the campus ministers is paid in entirety by the participating church bodies.

#### Center for Learning Assistance

In October of 1976, a Task Force on Learning Assistance was appointed by President Goodman-Malamuth to determine the need for learning assistance at GSU. After a search of literature in the field, visitations to other universities engaged in

learning assistance programs, and a needs assessment survey of GSU faculty and students, the Task Force recommended that a learning assistance center be established as soon as possible. The Task Force members agreed that the major goal of the center should be to create a supportive academic environment in which those students who have difficulty pursuing their academic goals can receive personalized instruction and guidance to enable them to achieve those goals.

In August of 1977, the Dean of Special Programs and Instructional Services and members of the Task Force began planning operational details for the opening of the Center for Learning Assistance (CLA). With a part-time acting director, part-time program advisor, and two full-time employees who were supported by funds from the Comprehensive Employee Training Act (CETA), the CLA opened on September 20, 1977, functioning on a limited and experimental basis. The CLA was not advertised as a full-service tutorial and developmental program at first because a shortage of available institutional funds resulted in a minimal operating budget. Volunteers from GSU and surrounding communities were solicited as tutors. The CLA was located in the Library, and a small number of students referred by faculty were assisted with course-related tutoring. In February of 1978, Student Activities allocated \$10,000 to the CLA to pay tutors. In March of 1978 the CLA was given more space in the LRC and a full-time coordinator of services was hired. Because of continued lack of available institutional funds for the program, state and federal funds were applied for. During the first year of operation the CLA assisted approximately 260 students.

Acquisition of federal funding (Special Services to Disadvantaged Students grant) in August of 1978 greatly expanded the service capacity of the CLA, improved the quality of services, expanded the hours of operation and encouraged experimental programs. In 1979, Lee Owens was named Director. In addition a full-time reading/writing specialist, half-time math specialist, secretary, three graduate assistance, and additional tutors were added to the staff. Staff started planning for future services, including reading, writing, study skills, and math lab components. A system for early detection of students most likely to experience academic difficulties with their post-secondary education was developed. Approximately 375 students were assisted in 1979.

Federal funds have continued to support the CLA programs. Acquisition of additional outside funding has enlarged the tutorial staff. In July of 1979, the CLA became part of the Student Development Program in the Office of Student Affairs and Services. (See Chapter II for more information).

#### Central Duplicating and Central Stores

Central Duplicating and Central Stores were considered service departments as opposed to auxiliary enterprises. This distinction related to their serving the university's administrative needs and only indirectly serving students or the public at large. Stores, Duplicating and the Central Receiving function were located first in the southwest corner of the Interim Campus Building. The Central Receiving activity was considered an integral part of a Centralized purchasing function. Its responsibility was to receive all materials delivered to the university by common carriers, inspect the



containers for apparent damage in transit and sign shipping documents on behalf of the University.

The Central Stores activity was also considered an important arm of the purchasing office. Its function was to maintain an inventory of commonly used supply items for delivery to University units on as needed basis. Central Stores grew from its beginnings in a closet located in Suite 2, 300 Plaza, Park Forest Plaza where it consisted of an ever-changing assortment of general office supplies which all employees were invited to use as needed.

Beginning in the Interim Campus Building and later moving to occupy approximately half of the planning building, Central Stores established a perpetual inventory system accounting for every receipt and every disbursement of every item and gradually expanded into stocks of electrical, office supply, janitorial, plumbing and office furniture inventories. The 1979 inventory was \$61,227.

The concept of Central Duplicating was evolving at GSU at the same time that the copier industry took its giant step in to the plain paper copier technology. The University decided to treat the question of document reproduction throughout its range from a single copy through large volume printing jobs. With the move of the University into its permanent building (Phase I), the document duplication plan was implemented. Plain paper copiers were located regionally throughout the building. Through a key controlled metering device, several units were able to use the same copier and were charged for only those copies used by their unit at a rate which benefited from the economies of large volume equipment. Although some spirit

duplicating machines remained in units, gradually the mid-range volume work was done by automated offset equipment in the centralized duplicating shop. For printing work exceeding the capacity of Central Duplicating, contracts were awarded to local printers having the appropriate equipment. Although first located in the “D” Building of Phase I, Central Duplicating was relocated into the planning building where it had room to add dark room facilities and folding, collating and bindery equipment. (See Chapter III, Physical Facilities, for more information).

#### Child Care Center

Numerous GSU staff and students worked toward the establishment of the GSU Child Care Center during 1971 and 1972. The first Board of Directors for the GSU Child Care Center was established in 1973.

An interim Child Care Center was opened at the Vick House in September, 1973 which facility was approximately two miles south of the campus. (see Chapter III). The Center was operated by a Child Care Supervisor and work study students.

The Child Care Center officially opened in March of 1975 under the directorship of Steven Heller who remained as Director of the Center until August 31, 1976. During this period, various programs were initiated for the children, and hot lunches were delivered to the Center at Vick House via GSU cafeteria personnel. The hours of operation were 8:00 a.m. to 5:00 p.m. Monday through Friday. In September, 1976, the Center was supervised by Eleanor Dale under the Direction of Douglas Q. Davis, Director of Student Services.

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In July, 1977, the center location was moved to the GSU campus to become more accessible to all students. It was operated by child development personnel in conjunction with Prairie State College under the leadership of Terry Swanson until December, 1978. Hot meals were served by the cafeteria and programs were expanded for the children. The Center closed at the end of December, 1978 due to lack of funding.

The Child Care Center reopened its doors in September, 1979 under the leadership of Bonnie Winkofsky and Tommy Dascenzo, Director of Student Activities. It is located in "F" Building of Phase I. (See Chapter III). The Center received its operating license from the Department of Children and Family Services in December 1979. The Center now has a full developmental program and is professionally staffed and equipped to provide high quality care for children.

### Community Services and Education

Originally Community Services was headed by Vice-President Mary Ella Robertson. She was assisted by Vice-President Charles Mosley. (See Chapter II for more information). During this period of time, Community Services functioned as a social welfare agency within the parameters of the university structure. The philosophy and direction of the Community Services office were to focus on writing of a human services manual, completing publication of a speaker's bulleting, sponsoring luncheons for community groups, and augmenting the staff of an agency in Harvey and in Chicago Heights by providing a staff member through a Title I grant for each of those offices.

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Vice-President Robertson left the University in 1976. Charles Mosley became acting Vice-President for Community Services.

In March of 1977, Hector Ortiz joined the staff of Community Services as director of the Human Services Resource Center. A newsletter was published by the office and was funded by a Title I grant.

Charles Mosley left the University in 1977 and the administration of Community Services was delegated to Hector Ortiz, who was named Acting Director of Community Services, and, ultimately, Director. In January of 1979, Community Services became Community Services and Education and was placed within the unit called Special Programs and Instructional Services.

During the time that Hector Ortiz has been Director, the philosophy of the department has moved away from the perception of Community Services as a social welfare agency. The Director has attended numerous community meetings, contributed technical advice concerning grants and proposals and helps agencies grow and develop in the area of education. In a sense, Community Services has become a resource for community agencies. The office also has worked closely with the Deans of Community Education in the five community colleges surrounding GSU and has been involved in planning for a television program featuring the community colleges and GSU.

The Office of Community Services has produced a Director of Human Service Agencies which has been expanded to include agencies in Chicago, Southern Cook, Will and Kankakee counties. The Speakers Bureau has been an ongoing function,

providing speakers from university staff for community groups. Community Services received a grant of \$68,000 from Comprehensive Employee's Training Act (CETA) of Will and Grundy Counties for the publication of a newsletter which has been called the GSU Community Reporter. This newsletter reports on programs and activities relating to human services in the five county area known as the GSU service area. The publication is in its second year. The staff consists of an editor, a photographer, and two reporters.

The Community Services office is currently staffed with a Director and an administrative secretary. Additional help is provided by CETA employees. A position of Community Affairs Specialist will be added to the staff as soon as funds are made available.

#### Cooperative Computer Center

Governors State University was destined to become a member of a Cooperative Computer Center (CCC) along with Chicago State University and Northeastern University. The CCC was eventually located at Elmhurst College, Elmhurst, Illinois.

The CCC had an unusual origin and has had an uninspiring history. When Governors State University was planned during 1969-70, the intent was to own and operate its own computer on campus. (See Chapter II for more). Chicago State University already had a limited computer facility on its campus. On January 14, 1971, the Executive Director (Ben L. Morton) of the Board of Governors in his Executive Director's Report to the Board (Item XII) recommended that a temporary Cooperative Computer Center be established at Chicago State University and that a study be

conducted on the feasibility of a Cooperative Computer Center. The Executive Director titled his report "Outline of a Plan for a Computer Center among the Three Chicago Institutions." The report stated that

1. A formal study made by Board of Governors staff, institutional representatives, and outside consultants (where deemed advisable) on the feasibility of a Cooperative Computing Center. Should the study findings indicate more advantages than disadvantages then recommendations should be made regarding location, equipment, staff, scope of operation and other relevant areas. The study would be expected to require approximately eighteen months to complete.
2. In the meantime, temporary CCC be established at Chicago State College utilizing its IBM 360/40 computer.

The upgrading of the CSC 40 to a temporary CC would permit the development of informational data systems for CSC, GSU, and NISC compatible with information data systems at Eastern and Western Illinois Universities which have IBM 360/50 computers. Thus, the personnel at each of the five institutions could specialize in the development of a single information system, e.g. a student information system, under the advisement of the other institutions for use by all five institutions.

The CCC will permit the testing of teleprocessing equipment and procedures in addition to the training of current staffs in teleprocessing techniques with a minimal commitment of time, personnel, and monies for evaluating purposes. Thus, current computing needs are more adequately met at the same time as the major CCC study is being conducted and the findings evaluated from field tests – not just the extrapolation of the experience of others to our institutions.

An operating budget of \$214,450 was suggested by Morton to operate the Temporary Cooperative Computer Center.

The Board approved Item XII of the Executive Director's Report, thus establishing an operating budget for a temporary Cooperative Computer Center at

Chicago State University and endorsing a feasibility study. (Item XII, Minutes of the BOG, January, 1971).

I was unable to find further mention of the Cooperative Computer Center in the BOG minutes until June, 1971. Part VI of the Executive Director's Report to the Board in June described the "Cooperative Computing Center Rules of Operation" and outlined the operating budget. The CCC Rules of Operation read more like a constitution than operation rules. There were seven Articles, including 12 Sections with these titles:

Article I. Cooperative Computer Center

Article II. Board of Governors Cooperative Computer Center Committee

Section 1. General Powers

Section 2. Number, Tenure, and Qualification

Section 3. Employment and Removal from Office

Article III. Meetings of the Constitution

Section 1. Annual Meeting

Section 2. Regular Meetings

Section 3. Special Meetings

Section 4. Notice

Section 5. Quorum

Article IV. Officers

Section 1. Officers

Section 2. Election and Term of Office

Article V. Rules of Order

Section 1. Roberts Rules of Order

Section 2. Record Vote

Article VI. Order of Business

Article VII. Amendments and Repeal

Article I stated:

The Cooperative Computer Center (Center) is an entity created by the Board of Governors of State Colleges and Universities (Board of Governors) for the purpose of providing some computer hardware and software facilities initially to Chicago State College, Governors State University and Northeastern Illinois State College at a future time, offer to provide services to other users both public and private.

The Center is subject to the control of the Board of Governors and therefore subject to all its policies and procedures. Within these limits the Board of Governors Cooperative Computer Center Committee (Committee) exercises authority over the Center.

A FY 72 operating budget of \$405,299 was also recommended in Part VI of the Executive Director's Report "for the purpose of creating a Cooperative Computer Center serving Chicago State College, Northeastern Illinois State College, and Governors State University, including personal services, consultants, equipment, rentals, commodities and all cost incident thereto..." (Minutes of the BOG, June, 1971).

The Board approved the "Cooperative Computer Center Rules of Operation" and the operating budget. Thus the Cooperative Computer Center was created! No mention was made of the feasibility study recommended in January. I assume that



between January and June of 1971 the Executive Director of the Board and others decided it was feasible to create and operate a Cooperative Computer Center.

The Director (manager) of the Cooperative Computer Center was to report directly to the Board of Governors of State Colleges and Universities as were the Presidents of the three Universities the Cooperative Computer Center was to serve. This arrangement placed the Cooperative Computer Center with high commitment to the Board and much less commitment to the Universities it was to serve.

By 1974, the Cooperative Computer Center was in operation, so to speak, on the campus of Elmhurst College and the BOG had contracted with "Systems and Computer Technology Corporation (SCT) of Westchester, Pennsylvania, in the summer of 1974 to assist the Cooperative Computer Center and the Universities in the development of software in the two areas of student and business information." (Letter dated February 19, 1976 to BOG from Donald E. Walters, Executive Director of the BOG).

The initial contract with SCT was to end in the fall of 1976, but there were numerous tasks yet to be done before computing services provided to the three Universities were to be acceptable. The Board renewed its contract with SCT with the anticipation that systems would be designed to provide much needed computing services. The period during which SCT was under contract with the Board was to be a stormy one. The Universities were inadequately serviced by the CCC; therefore the faculty and administrators of the Universities were unhappy, the Board was not pleased because of complaints by the Presidents, and the Executive Director of the

Cooperative Computer Center was disgruntled with both the SCT and the Universities. (see Chapter II for more).

The fiscal support of the CCC had historically come in two parts: 1) Operating and capital funds through the Board and, 2) Contractual fees from the three Universities. The FY 76 operating budget for the Cooperative Computing Center was more than \$1.9 million. By 1979 the contractual contribution of Governors State University was \$707,000. If the other two universities contributed similar amounts the contractual fees alone exceed \$2 million in 1979. (See Chapter VIII for more).

When this history was written, the Cooperative Computer Center was still under “control of the Board of Governors, and, therefore, subject to all its policies and procedures”, but the Presidents of the three Universities and the Executive Director of BOG were members of the “Cooperative Computer Center Policy Advisory Board.” (BOG Regulations, Section VII, Subsection E, 1978). The Regulations stated that the Policy Advisory Board (PAB)

shall have full power and responsibility within the framework of the policies and procedures of the Board of Governors in the organization, management, direction and supervision of the CCC. Further, the PAB shall be held accountable by the Board of Governors for the functioning of the CCC.

The Regulations go on to state that the Executive Director of the Cooperative Computer Center “shall be responsible to the PAB for assuring that universities receive timely accurate management information...”

Although the computing services provided by the Cooperative Computer Center have steadily improved, the Cooperative Computer Center has never fully realized its potential. Many functions at Governors State University have remained hampered because of inadequate computing services.

#### Financial Aids

An Office of Financial Aids has existed since 1970. (See Chapter II). During the past ten years many hundreds of thousands of dollars have been awarded to students. (Table IX.1).

Table IX.1. Financial Aid funds awarded to students 1972 through 1979.

Fiscal Year	Number of Students	Funds Awarded
1972	---	---
1973	1530	\$1,025,294
1974	1388	518,962
1975	2197	1,511,734
1976	2715	2,156,554
1977	3185	1,930,069
1978	2744	1,894,794
1979	2489	1,682,662

Funds came from more than two dozen sources, including state, federal and other sources.

#### Food Services

Food services have always been provided by vending machines and contractors. The Interim Campus Building did not have kitchen or food dispensing facilities; therefore, all food service was from vending machines.

Phase I included food preparation and dispensing areas that could have

easily provided food service for a resident student body of 4000 students. However, the University has always contracted for its food services which have been provided on limited basis and often of questionable quality.

In 1974, several schools were contacted to obtain specifications for contracting food service. Using these specifications the University put together a Request for Bid Document inviting all of the major institutional food service contractors in the Chicago area to submit a bid on operating the Phase I cafeteria and vending. The firm of Automatique, Inc. submitted the lowest bid and was awarded the contract which was later renewed for a total of four (4) years. The Canteen Corporation was awarded the next contract and chose to withdraw after less than two (2) years. In 1979 the Szabo Food Service Co. was awarded a management contract.

The physical facility available for food services has never been fully utilized and the quality of food served has waxed and waned, never having been superior in quality.

#### Foundation Office

The Governors State University Foundation was legally incorporated as the “Senior Institution Foundation “ on the 4<sup>th</sup> of November, 1968. After the legislation formally founding and naming the University was signed on July 17, 1969, the name of the foundation was changed to the “Governors State University Foundation” on September 27, 1969.

Three transactions dominated the early history of the Foundation:

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1. the donation by Lewis Manilow of a piece of property in Park Forest;
2. an interest free loan of \$10,000 by the Matteson-Richton Bank to be used for short-term loans to needy students;
3. an interest-free loan of \$10,000 by the Chicago Chapter of the American Logistics Association to be used for short-term loans to needy students.

From 1968 until 1976, the Foundation did not actively solicit funds. The first annual drive of the Foundation was undertaken in 1976 under the leadership of Mr. Ronald Stillman, President of A.R.S. Builders in Matteson, Illinois and President of the newly constituted Board of Directors of the Governors State University Foundation. This drive netted \$14,000.

Mr. James B. Lund, President of the Matteson-Richton Bank, Matteson, Illinois assumed the Presidency of the Foundation Board in 1977. Under his leadership the Foundation raised \$40,000 in 1977, \$60,000 in 1978, and was actively soliciting funds in 1979 as this history was written.

In early 1979, the Foundation repaid both of the aforementioned loans. The Chicago Chapter of the American Logistics Association in turn donated the money to the Foundation to establish an endowed scholarship in its name.

Other significant transactions in the Foundation's brief active history: the Foundation has, for the past three years, matched all dues paid by members of the University's Alumni Association,; the Foundation matched all State dollars available for the University's "Mini-Grant" program in 1978; in September of 1979 the

Foundation sold the Park Forest property mentioned above for \$300,000. Lewis Manilow, the donor of the property, has indicated that these dollars are to be used to administer and expand the University's already remarkable sculpture holdings. He has further indicated that these activities are to be undertaken in such a way that the name of Nathan Manilow, his father, is honored and memorialized.

Staffing for the Foundation has been handled by the University's Director of University Relations and his secretary. The University's Business Office has, up to now, handled the accounting details for the Foundation.

#### Grants and Contracts Office

The Grants and Contracts Office had its beginning in 1971 as the Office of Special Projects within the Research and Innovation Wing of the University. (See Chapter II, for more information). The Grants and Contracts Office has periodically published a booklet describing policies and procedures to aid and abet faculty in writing proposals and managing grants funds. (Grants and Contract Handbook, 1978).

The University faculty was very successful in writing proposals for grants and contracts that were funded to support research, curriculum development and special projects during the first decade. Examination of the end-of-year fiscal records in the University Business Office provided data on annual expenditures of grant and contract funds. (Table IX.2).

Table IX.2. Total expenditures from grant and contract funds 1972 thru 1979,  
excluding financial aid funds for students

Fiscal Year	Total Number of Grant/Contract Sources	Total Expenditures
1971	6	\$262,320
1972	7	123,836
1973	17	136,558
1974	25	296,752
1975	unknown	616,980
1976	unknown	756,860
1977	36	919,018
1978	31	768,053
1979	34	670,711

#### Health Services

From the inception of the University, Health Services have been available to serve the needs of students and staff. From 1970 to 1978, the unit reported to the Director of Student Services and was headed up by a Head Health Service Nurse. The first Head Health Services Nurse was Barbara O'Donnell who resigned in 1974 to accept a position at another institution. In August of 1974, Mary M. Smith became the Head Health Services Nurse and still serves in that capacity.

In 1971, the basic objectives of the Health Services were:

- to provide essential health services which will maintain and improve the health of students, especially as it relates to their educational achievements,
- to provide a psychological climate that is warm and inviting, a place where students will feel free to come to discuss their health problems,

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- to participate in developing and promoting the overall educational philosophy of Governors State University
- to collect and record data of all students enrolled at Governors State University
- to provide adequate knowledge of desirable health practices that will guide the student in maintaining a good health care system of his own, and
- to treat minor injuries and provide quick referral in the event of major accidents or illness.

In carrying out the objectives, the Head Health Services Nurse had the following functional responsibilities:

- coordinating the University Health Services,
- providing consulting services to the University community on health related matters,
- maintaining library of resource materials,
- engaging in research and evaluation of the Health Services,
- providing counseling services and educational health programs to the University community,
- maintaining ongoing articulation with related collegial program of instruction and existing and emerging community agencies and health care institutions,



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- providing essential first-aid treatment for minor injuries and ailments, and emergency treatment and referral services when needed,
- collecting record, and transmit health data concerning the University community,
- establishing and coordinating procedures to facilitate expedient delivery of health services (including dental services) beyond the capability of the University Health Services, and
- providing student insurance information and services.

Over the years the unit reported to three different Directors of Student Services and one Acting Director of Student Activities. In September of 1978, Student Services was reorganized into Student Affairs and Services under the administrative supervision of a Dean. This reorganization thus moved the Health Services unit to a new area of program delivery and supervision called Student Development where it remains. (See Chapter II, for more information).

Currently the following health services are available:

1. In case of emergency, preliminary first aid is given.
2. In case of illness, the nurse consults with a physician for all treatment and medication.
3. Health Education is provided for individual or group conferences and formal seminars on health topics are offered.

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4. Confidential health counseling on health problems in individual or group sessions is provided.
5. Medical emergency telephone message service is provided both to students and University personnel in order to notify them of personal medical emergencies involving members of their family. The University Department of Public Safety provides this service when Health Services personnel are not available.
6. Applications for medical parking permits are processed.
7. New employee medical histories and nurses examination are given.
8. Student insurance operations are provided.
9. Information regarding Health Services programs and activities are disseminated to the University community.
10. Referrals to community agencies and professionals for treatment are given when necessary.
11. Assistance to physically handicapped is provided.
12. Consultation with faculty is given upon request.
13. Resources are provided for student health related projects.
14. Confidential health information records are maintained.

Institute for Public Policy and Administration

On September 11, 1979, the Illinois Board of Higher Education approved the establishment of the Institute for Public Policy and Administration (known as “The Institute”) at Governors State University . This approval represented the culmination of a nearly two-year effort by several GSU faculty lead by Peter W. Colby, University Professor of Public Administration and first Chairperson of the Division of Public Administration.

The Institute was created to provide the organizational, financial and personnel base to better utilize the resources of the University in its work with citizens and their elected or appointed officials toward improving public policy and administration in the GSU service region. The Institute provides the mechanism for giving the faculty and students in the Division of Public Administration a sense of purpose—career preparation, applied research, and service for local governments of the region—and a means of fulfilling that purpose.

The Institute began with Peter Colby as Director, a research assistant, two graduate assistants, a secretary, an administrative aide, and four graduate fellows. It was located on the third floor in Phase I Building in a set of offices in the College of Business and Public Administration. Some initial activities included research papers on housing, transportation, and economic development, a housing audit analysis of selected South Suburban communities, establishment of a survey research unit, and the development of five high-quality internships in various offices of government serving South Cook County.

Financial support has come partly from University funding but with a considerable portion provided through outside grants and contracts. Future plans call for development of training programs for elected local officials in the service region and the expansion of research programs through contracts with governmental units and not-for-profit agencies and organizations.

The activities of The Institute have served to build a strong network of area government practitioners, faculty and students who work cooperatively to further their joint concern for strengthening local policy-making and implementation.

#### Instructional Communications Center (ICC)

The Instructional Communications Center (ICC) was an integral component of the original design of the University. (Educational Planning Guidelines). The original mission of the ICC was stated in six goals. (John Johnson, Personal Communication):

1. Provide leadership in implementing instructional plans through the creative use of educational technology.
2. Assist faculty and students in developing performance objectives, in designing instructional systems, and in producing study materials.
3. Be responsible for all production in audio, film, graphics, photography, and television. This includes both instructional and non-instructional materials.
4. Operate the electronic distribution network.
5. Distribute and maintain portable audiovisual equipment for use by faculty and students in instructional projects.

6. Provide service to rent and preview films as well s provide projection service.

When we planned the University, it was intended that a great deal of instruction would be mediated. (See Office of Instructional Resources, Chapter II for more). The intent was to take advantage of the technological advances made during the fifties and sixties. Toward this end major physical facilities to house the ICC were built into Phase I Building. There were two up-to-date color television studios, a large electronic distribution center, an audio production studio, photography studios, film developing areas, graphic studios, and production areas. Initially the ICC was staffed with specialized personnel for all production areas, an engineering section, and a distribution section. Initially the Director of the ICC reported to the Vice-President for Research and Innovation and subsequently to the Provost.

The ICC was to provide an instructional communications network throughout the University. More than a million dollars were spent on video receivers, audio receivers, and “wet carrels”, that were scattered throughout the entire Phase I Building. The “wet carrels” were to have been study stations where a student could call the ICC Electronic Center and Distribution Center to access video or audio tapes. There were literally hundreds of these, but very few were ever to become functional. Most of the carrels and video receivers were removed during the last few years.

One of the initial goals of the ICC was to aid and abet faculty with the design and production of instructional materials, some of which was to be individualized and self-paced. To this end four professional instructional developers were employed by

the ICC and one was assigned to each College to work with faculty to mediate instruction. This strategy met with very limited success primarily for two reasons: a lack of commitment of collegial faculty and administrators to mediate instruction and lack of administrative continuity in ICC.

In 1976 the mission and goals statement was rewritten:

The Instructional Communications Center (ICC) provides leadership in implementing instructional planning and development through the creative use of educational technology systems and procedures. It assists faculty members and students in developing performance objectives, in designing instructional materials and systems and in producing individualized, self-instructional study materials. It has been anticipated that by the middle of the next decade approximately 25% of the University's curricula will be developed into individualized self-instructional courses.

The statement went on to list three primary goals:

1. To increase the effectiveness of student learning through the development of mediated instructional materials.
2. To increase the effectiveness and efficiency of teaching through the development of mediated instructional materials.
3. To increase the total amount of time for University Professors to counsel or guide students through their learning contracts; this is accomplished through a University Professor ICC partnership in developing mediated instructional materials.

During 1976 and 1977 the ICC made a concerted effort to develop SIM's (Self-Instructional Modules Materials). About 24% of the credit hours generated in the fall trimester 1977 was delivered by SIMs. The number of credit hours produced through SIM's was to decrease precipitously during 1978 and 1979.

Concurrent with administrative reorganization in 1977 and the academic reorganization in 1978-79, the mission and goals of the ICC were once again to be

studied. The ICC was functioning primarily as a conventional audio-visual center in 1979. When this history was written, a University Task Force was examining the ICC and various academic programs concerned with communications in an attempt to recommend to the Provost and President the role the ICC should play in the future. One alternative that was under consideration was the establishment of a School of Communications with the ICC an integral component, the laboratories for the academic programs in communications.

#### Learning Resource Center

Richard Vorwerk was appointed the first Director of the Learning Resources Center in May 1970. Allene Schnaitter was appointed Assistant Director. (See Chapter II for more information).

A consulting team hired by President Engbretson and headed by Robert Downs, University of Illinois, had submitted in early 1970 a program for the development of the Library. This team proposed an integrated collection of all types of recorded knowledge with the machines needed to make the media available. They also recommended administrative organization, physical facilities, financial support, and automation processes. This report was accepted with certain reservations in April 1970.

The philosophy of service developed by Dick Vorwerk and Allene Schnaitter emphasized people relationships, a small staff, and contractual arrangements to perform cataloging functions and provide access to additional resources in the State. Four librarians were hired as liaisons to the Colleges. They were to interpret and anticipate

the needs of the Colleges, to get to know the faculty, and to publicize the library to the faculty. This liaison base was broadened in September, 1979 with the reorganization of the Colleges. The library now has liaisons to the divisions, but their assignments have not changed.

In 1976, cataloging ceased to be done contractually. The library tied into the Ohio College Library Cataloging Systems and all cataloging and processing functions were assumed by the cataloging department. To provide access to additional resources, arrangements were made for delivery service with the University of Illinois-Urbana and the Suburban Library System.

The decision was made not to charge fines, to accept the Community as equal patrons with faculty and staff, to inter-shelve books and media, and to shelve the periodicals in a separate collection alphabetically by title. The only change in these decisions has been the necessity to limit the materials charged to Community and require a System card.

The collection was begun in 1971 with the purchase of St. Dominic's College library. This consisted of 40,000 cataloged books, maps, bound periodicals and pamphlets. University resources were allocated to sponsor the rapid growth of the collection until FY 1976. Monies cut from the budget in FY 1976 and partially restored in FY 1979 resulted in years of slow growth in the book collection. The periodicals budget was cut in FY 1975, and subsequent increases have barely kept up with inflation, not permitting expansion of this collection. (See Chapter VIII, for more information on budgets).



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Library Materials

Fiscal Year	Books	Periodicals
1972	\$564,781.00	
1973	486,634.00	\$92,707.00
1974	438,981.00	82,940.00
1975	377,390.00	57,975.00
1976	61,204.00	74,500.00
1977	61,820.00	76,102.00
1978	61,256.73	77,642.00
1979	142,600.00	83,500.00
1980	170,000.00	80,000.00

The provision of books, periodicals, and non-print materials has always been the main service offered by the Learning Resources Center. In addition to this service, the Learning Resources Center became a depository for State documents in FY 1971 and Federal Documents in FY 1975. A Materials Center consisting of textbooks, curriculum guides and classroom materials was begun. Self instructional modules were housed in the Learning Resources Center and the tests administered by library staff. A collection of "reserve" materials was pulled from the regular collection each trimester and housed in the Circulation department.

In September, 1979, the name of the Learning Resources Center was changed to the University Library.

Publications Office

Almost from the inception of the University there has been a "Publications Editor." Originally the office reported to the Director of Communications. After the name of this office was changed to "University Relations" in 1975, the Publications Editor has reported to the Director of University Relations. (See Chapter II).

The office is responsible for helping to develop a coordinated publications plan for the entire university and for seeing that this plan, once developed, is adhered to. While this role of the office had been promulgated regularly for years, it became necessary to insure observance by all elements in the University, that Central Duplicating and the Instructional Communications Center not do any work on a publication unless the Publications Editor's signature appeared on that Publication. This procedure was established firmly in 1978 and the office now sees every University publication meant for public dissemination.

In addition to this policy role, the office serves as "publisher" of all University brochures, catalogs, recruitment pieces, etc. In this capacity the Publications Editor edits, coordinates with the ICC all graphics, design and composition, and arranges for the printing of all publications.

The office also solicits information for, edits and writes the University's internal newsletter, Faze I. (See Chapter XI).

The Publication Editor has been assisted, since July of 1979, by an Editorial Assistant.

Not until this office insisted, in 1975, that the University could and should publish a catalog did the four colleges and the Vice-President of Academic Affairs turn their attention to this task. With the Publications office leading the way, the University did publish a catalog in 1976, 1977, and 1978. So many changes in academic programming were envisioned for 1979 that no catalog was published. As this history is written, the Publications Office is preparing for the publication of a catalog in

September, 1980.

#### Public Relations

In mid-1970, David Schuelke and John Canning were employed by the University to develop a comprehensive communications program. (See Chapter II). Dave Schuelke was named Director of the "Office of Communications," and John Canning, Assistant Director. While Schuelke concentrated on developing internal systems of communications (e.g. internal calendar of events and internal newsletter), and on the personal external contacts necessary for an effective public relations program, Canning hammered out the releases which told the new University's story to the communities in its region, a job he would perform with vigor and dedication through June of 1979 when he would, at the age of 68, retire from the University. (He had served in a similar capacity with Standard Oil of Indiana for 30 years prior to his coming to Governors State University).

An average of ten releases a week was sent to some thirty-five different media outlets.

Public Relations at the University has faced two difficult obstacles. From its founding, the University's commitment both to minority education and to innovative structures and terminology has placed it at odds with strong and at times dominant forces in the culture of its service region. To this day the University faces an "image" problem. Secondly, the University's location was such that there was no one media outlet which corresponded to its service region. Hence it has had to depend on twenty

or thirty smaller outlets. Further its distance from the downtown Chicago has made TV coverage difficult to obtain.

To continue the history. In September, 1971, Dave Schuelke accepted a faculty position in the College of Human Learning and Development and Melvin Muchnik was named Director. Mel Muchnik initiated the comprehensive, weekly, internal newsletter Faze I, a publication which combined the earlier calendar and newsletter into one publication.

In January, 1975, Mel Muchnik accepted a faculty position in the College of Cultural Studies and William Dodd was named Director of Communications, an office title which was changed to University Relations three months later. In July, 1979, Robert O. Jaynes replaced Mr. Canning as Assistant Director.

As this history was written the Public Relations office has plans to change the name of Faze I to GSU Landscapes and to initiate a daily program of news/events to be broadcast over some ten TV monitors throughout Phase I Building.

#### Public Safety

The Department of Public Safety began its operations early in 1971 with a Director and Assistant Chief as its initial sworn peace officers, supplemented by “student aides” and contract guard services for weekend coverage. The main task at this time, in addition to providing the most basic security services, was to plan for and implement a professional public safety/law enforcement agency to serve and protect the developing University. (See Chapter II, for more information).

The next few years were to find the department at a strength of five sworn,

trained police officers which formed the “core” or the police supervisory function of the unit. Department personnel were carefully sought after and chosen, based on the philosophy that young, college-trained officers would be most suitable and relevant to the public safety mission of the University.

Department “headquarters” were initially located at a “desk” in the Hantack House, then in small offices in the Interim Campus Building. The third headquarters were in Krabbe House. The present office location is in “D” Building, Phase I. Early in 1973, DPS began motorized “squad patrol” of the Phase I complex with its first unmarked patrol car. The DPS fleet reached its peak in early 1976 with a total of three marked and one unmarked police vehicles, as our patrol area had greatly increased and included support and assistance to neighboring police departments when requested. The current fleet consists of two marked and one unmarked vehicles in support of the ever increasing responsibilities.

As the University has grown, so has the Department to its current strength of 15 sworn officers, three civilian police dispatchers and one department secretary.

As a city or village has its police department, so too does GSU. The main function of the Department of Public Safety is to protect life and property, and, in addition, to provide an environment so academic achievement can thrive. With a strong emphasis on professional police training, DPS meets and exceeds all training standards, many of which were fulfilled before they became mandatory under recent State police training laws. The Department’s philosophy has always been that the University’s police department must reflect the community it serves.

#### Recruitment Office

In the early years at Governors State University, recruiting was accomplished by various units. Community College Relations, Student Services, Veterans Office, and each collegial unit participated.

In 1976, the Acting Vice-President for Academic Affairs proposed a pilot project to be directed by Community College Relations. A student from each collegial unit was extensively trained in recruiting. The project lasted three months and was, for the most part, successful.

Recruiting then became a joint effort by the offices of Community College Relations and Special Programs and Instructional Services (SP&IS) with SP&IS coordinating all recruitment efforts.

In the Fall of 1978, recruitment became the responsibility of the newly formed office of the Dean of Student Affairs and Services. (See Chapter II). The Dean fixed responsibility for this function in the Admissions and Records Office and expanded the role of the Admission Counselors to include recruitment. In 1979, the Admissions and Records Office was reorganized into two separate functions—Admissions and Student Recruitment and Registrar's Office. A Director of Admissions and Student Recruitment was employed to develop and implement a centralized recruitment program.

#### Science and Math Education Office

The Science Teaching faculty held appointments in the College of Environmental and Applied Sciences from 1970 until 1979 when the academic

reorganization merged the College of Cultural Studies and the College of Environmental and Applied Sciences into a College of Arts and Sciences with a Division of Science which included the Science and the Science Teaching faculty.

In late 1978, the Science Teaching faculty of the College of Environmental and Applied Sciences and I, as Dean of the College, examined the need for an entity which would focus and coordinate science education services to science teachers in the service area of the University. After a needs assessment that had confirmed the perceptions of the Science Teaching faculty, an Office of Science and Mathematics Education was established to:

- study community needs in science education,
- develop a science education resource center to house contemporary curricular materials in school sciences,
- develop and deliver workshops and courses to be delivered off-campus,
- develop consulting, advising, and speaking resources,
- promote cooperative college-community research and other projects,
- develop mechanisms for evaluating the quality of science education services and courses offered off-campus.

When this history was written, the Office had provided 18 consultative and/or cooperative projects with area school districts, conducted six workshops, delivered 39 courses for 728 degree-seeking students and managed one conference. The Science Teaching faculty who managed the Office were involved as consultants and workshop presenters with Illinois State Board of Education. And the Office had developed

mailing lists which were used to provide regular communications with teachers and administrators in the school districts of the service area of the University.

#### Student Activities Office

The history of the Office of Student Activities is essentially the history of Student Services. Student Activities, as a separate entity, was not established until January, 1978, as part of the reorganization of the entire Student Affairs and Services area which was accomplished by a Dean of Student Affairs and Services. (See Chapter II).

The Office of Student Services, under the directorship of Paul Hill, was located in a former paint store on Western Avenue in Park Forest in September, 1970 in the planning stages for providing services to students at Governors State University. Student Services moved to the temporary campus at the Planning Building along with the other units of the university. The Office then moved to the Interim Campus Building in 1973 in Industrial Park on Governors Highway. (See Chapter III).

Services provided to the students were counseling, health services, processing of identification cards, lockers, lost and found, testing and veteran's affairs. The staff consisted of one secretary and one counselor. Student Services moved to the permanent campus (Phase I) in December, 1973.

Frank Borelli was hired as the first Dean of Student Affairs and Services in the Fall of 1978 to consolidate and reorganized all student personnel services within the University. Burton Collins was appointed Associate Dean for Student Development, which encompasses health services, testing, counseling and campus ministries.



Veterans' Affairs was moved to the Financial Aids office.

Student Activities was established as a new separate program unit. Tommy L. Dascenzo was appointed Director of Student Activities in May, 1979. The new unit was composed of child care services and other services and programs as follows: student clubs and organizations, lost and found, processing of identification cards, lockers, special interest programs, student media, student senate, the Innovator (student newspaper), recreation activities, and emergency weather transportation. The social and cultural programming included films, lectures, videotapes and contemporary and classical music.

#### Student Records Task Force

Establishing and maintaining student records that were both reliable and valid has been a persistent problem for the University. When the first class of students was admitted in 1971, the University was in the process of developing descriptive student records and transcripts to support the competency-based curriculum and the non-graded transcript. The faculty was inexperienced in writing course and curriculum competencies for inclusion on student records in lieu of grades. The University did not have computer systems that could support a non-graded transcript. The Office of Student Admissions and Records was neither properly nor adequately staffed to handle non-graded student records. By 1975, it was obvious that the University's student records were unreliable and in many instances invalid. The inadequacy of student records was pointed out in 1976 by the visiting team in its report to the North Central Association of Colleges and Secondary Schools. (See Chapter V for more).

As Acting Vice-President for Academic Affairs, I established in 1976 a Task Force comprised of staff on loan from various academic units throughout the University to work with the staff in the Student Records Office to update and correct existing student records. The Task Force worked for short periods of time in loosely monitored situations. The Task Force identified numerous, extensive problems, but there were no audit trails maintained of records researched nor of documentation for student academic data changes entered into the computer student data base. There were no corrective actions taken to prevent further problems, other than attempting to correct the existing records of enrolled students. This make-shift approach to solve the student records problems was insufficient. The effort was temporarily disbanded late in 1977.

In January 1978, a Task Force was authorized by Provost McCray to research and to reconstruct academic records for GSU students for the years 1971 through 1976. It was known that transcripts were either nonexistent or inaccurate for the majority of the 20,000 students who had attended Governors State University, including 4500 who had graduated. The transcript problem had become acute in 1976 when emphasis shifted from issuing a competency-type transcript (a narrative description of coursework) to an abstract-type, computer-generated transcript.

The newly formed Task Force was funded and staffed with six researchers and a supervisor, each of whom was a temporary employee in the Illinois University Civil Service system. The primary goal of the Task Force was to screen and authenticate the academic history of 4500 students who had graduated from the University between 1971 and 1976 and to provide each student with an accurate transcript. The team soon

discovered that major organization of the academic documents, such as registration forms, add/drop forms, class lists, achievement forms, and pertinent related materials was required. The academic records were scattered in storage rooms, on office shelves in cabinets, boxes and desk drawers. The Task Force organized the academic records into generic files, alphabetic within sessions. The records were microfilmed, the film proofread and the hard copy destroyed. A master catalog index of all courses scheduled and/or taught from 1971 to 1976 was compiled. A comprehensive listing of degrees authorized for the University by the Illinois Board of Higher Education was used to validate graduate dates and to assure accurate degree information.

The Task Force retrieved from the four Colleges the student records files which for the most part contained a comprehensive academic record for each student. By combining the academic information retrieved in the admissions and records files and the information from the collegial files, the Task Force developed a data base from which valid and reliable academic student records could be reconstructed for the period 1971 through 1976. It took two years for the Task Force to accomplish this feat!

When this history was written, the Task Force described its end products as follows: (Legge, Personal Communication, 1980)

1. The establishment of archives and research records for the years 1971-1976.
2. The reconstruction of academic records for all students who attended Governors State University during 1971 through 1976.
3. The development of a comprehensive academic database for all GSU graduates (1971-1979) that will include prior non-GSU academic history.
4. The ability to produce accurate computer-generated transcripts for all students.

5. The reduction to micro-jacket of the hardcopy academic records for approximately 18,000 students.
6. The base upon which to continue an adequate Records Management Program.

Some of these end products have been accomplished, others are in progress and still others yet to be started. It has cost the University about \$50,000 each year to support the Task Force. No one was willing to estimate how many more years it would take to complete the task.

#### Women's Resource Center

During the first few years of GSU's existence, many attempts were made to institute a Women's Resource Center. A Center was finally established and housed in offices provided by the Vice-President for Community Services in the fall of 1975. Previous to this, several groups of community women and GSU students had attempted to offer initial referral services through the Women's Studies Program. (See Chapter V). The lack of adequate space and administrative support for these initial efforts kept the referral service from developing to any significant extent. Since these services could not be expanded and developed in this physical setting, there was no possibility of using the nascent Center as a basis for student training experiences.

In 1975, the Coordinator of the Women's Studies Program, Harriet Gross, noticed a vacant room assigned to the office of the Vice-president of Community Relations. She requested and received permission to use this room as a Center office. Bea Rickoff became the first Center director that fall. Since that date the Center has provided regular continuous referral service and has scheduled a wide variety of

programs. Attendance at these programs has ranged from 10 to 500, with a typical monthly luncheon attracting about 35 participants.

In the late spring of 1975, Ann Gerhart and Norma Pecora were appointed co-directors of the Center. The following fall, under the direction of Ann Gerhart, women in the Center petitioned Student Services for budgetary support. A budget of \$1,000 was granted under the group named the GSU Women's Alliance.

During the following academic year, the Center files grew and the pace of referrals continued to increase. This growth meant that by the fall of 1977, the Center had developed to the point where students could enroll for credit and gain a wide variety of experience with problems and tasks of a full-fledged Women's support service. That fall (1977) the Center came under the direction of the Office of Special Programs. Ann Gebhart received a nominal salary through that office for her considerable additional efforts since the Women's Studies Coordinator was on leave for the year to the Office of the Provost.

In the spring of 1978, the students enrolled in the Women's Resource Center Training Laboratory planned and executed a major statewide conference held at GSU in May—"Networking: Where Do We Go From Here"? Men and women from throughout the region and state attended. There was wide-spread media coverage.

In the fall of 1979, the Center was staffed by the nine to twelve students enrolled in the Women's Resource Center Training Laboratory under the direction of Harriet Gross and Ann Gebhart.

The Center has established a comprehensive filing system, a library of feminist materials, a daily record-keeping log, a quarterly newsletter, a smooth publicity process and an answering machine system. Beyond these tangible end-products is the considerable good will generated by the interracial staff of the Center.

The Center has been the least costly educational facility in the university. Unlike chemistry laboratories, art studios, theatres and recital halls, the Center has minimal facilities and serves students with small expenditures of funds. It also improves the image of the university and helps maintain good community-wide relations. Above all, it has been an important student service that will grow and develop, if the basic fiscal continues to be forthcoming.

**CHAPTER X.**  
**SPECIAL EVENT AND ACTIVITIES**

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## **SPECIAL EVENT AND ACTIVITIES**

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## **CHAPTER X.**

### **SPECIAL EVENT AND ACTIVITIES**

#### Founders Day

On Thursday, July 17, 1969, Governors State University was established officially when Governor Richard B. Ogilvie signed House Bills into law, at Olympia Fields Country Club. The Governor said, "It is with great pleasure that I affix my signature to House Bills 666, 667, 668, thereby establishing Governors State University and setting its purposes under the direction of the Board.

House Bill No. 666 was introduced by Messrs. Blair and Houlihan on February 26, 1969, "An act to establish Governors State University and provide for its operation, management, control and maintenance."

The official reading was:

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. A new senior institution of higher education to be known as Governors State University Library is hereby established, to be located in Monee Township, Will County, Illinois

Section 2. The object of the Governors State University is to offer such public services as are prescribed by the Board of Governors of State Colleges and Universities or its successor.

Section 3. The Board of Governors of State Colleges and Universities shall operated, manage, control and maintain Governors State University in accordance with the rights, powers and duties now or hereafter vested by law in that Board.

James M. Patterson, Co-Chairperson, South Cook-North Will Counties

Committee on Higher Education, a committee that was active and influential in having Governors State University established, served as master of ceremonies at the Founders

Day ceremonies. William W. Allen, Vice-Chairperson of the Board, represented the Board of Governors of State Colleges and Universities and introduced William E. Engbretson, the first President of Governors State University. Keith Smith, who was to become Vice-President for Administration, and I who was to be appointed Dean of Arts and Sciences were present at the founding.

Governor Ogilvie said in his address to the audience of more than 300 people:

...I cannot begin to acknowledge the presence here tonight of the many officials, educators, businessmen and other dedicated citizens who have made this gathering possible.

...no act of state government, in my judgment, has more meaning nor expresses a more forceful commitment to the future than an act which advances the cause of education.

...the General Assembly made a reality of the hopes and efforts of many of you from the communities represented here tonight.

...this occasion marks the opening of a door to a great new era for Illinois and for this part of the state.

...Governors State will thus be the capstone university of a network of junior colleges throughout the Chicago area.

...all of us here tonight can take pride that our Illinois higher education system is acting to create universities intended to meet the demands of tomorrow.

...as we launch a new university here tonight, it is appropriate that we take a look at the tensions which have arisen in our colleges.

...at the same time, we must make a sober appraisal of what some of today's students are protesting.

...because we do not use our facilities and personnel on a year-round basis, we are wasting valuable resources.

...we are also not using fully financial resources because the buildings and laboratories, libraries and dormitories are not used efficiently.

...in all these areas of concern—and in many others—the new university being established here has a unique opportunity.

...President Engbretson, the staff he recruits, and the students who come to Governors State will share a common opportunity to break out of the confines of the past and chart new paths into the future.

...This is the beginning, and I am proud to be among those who have contributed so much to this beginning. We are seeking not just the construction of new buildings and a new campus, but an institution for the needs of the space age.

The name Governors State University was selected to honor all of the Governors of Illinois.

#### Groundbreaking Ceremony

An enormous tent was erected on the campus site for the Groundbreaking Ceremony to be held on June 12, 1971. The tent was located in the area that was later to become parking lots A and B.

The printed program for the ceremony listed the Governors of the State of Illinois and their terms of office, the members of the Board of Governors of State Colleges and Universities, the program participants, and a brief statement about Governors State University.

Governor Richard B. Ogilvie, who was introduced by Royal A. Stipes, Jr. Chairperson of the Board, said in his address:

As governor, I am called upon to participate in a wide variety of functions, but an exercise in breaking ground for a new state university holds very special significance for me.

For the breaking of ground represents that vital first step in another journey of a thousand miles, that irrevocable commitment to the future. There will be other special days in the life of this institution, but none of them will

generate quite the same excitement or sense of anticipation which is attendant to this proud beginning.

In recent years, two types of institutions have dominated Illinois and American public higher education; the state university and a widespread network of junior colleges.

Now we have a third factor—the senior university.

The Board of Higher Education has called the senior university the “third force” in higher education.

You are still very much pioneers in Illinois public education. Thousands of educators—and millions of taxpayers, especially those in the Chicago area—will watch your performance. And they will pass judgment on what you do.

They will demand that you justify the confidence and high hopes which have greeted this new concept in higher education.

In undertaking that challenge, you must provide a balanced emphasis on the liberal arts and sciences for those students desiring to attain a bachelor’s degree or entrance to graduate school. But at the same time, you must set your sights on facilitating the student’s entry into a gainful occupation in business, industry, teaching, public service and applied science.

You have the rarest of opportunities: to build anew at an hour when familiar practices and long-cherished notions are under major assault.

The task is formidable, but so are the possible rewards for those who succeed in this pioneering venture.

I wish you Godspeed.

#### Inauguration of Presidents

The first President of Governors State University, William E. Engbretson was inaugurated at the Commencement ceremony on June 25, 1972. The inauguration was an integral component of the program. Remarks were made by a student representative, a community representative, the chairpersons of the University Assembly, and the chairperson of the Board of Governors of State Colleges and

Universities. President Engbretson gave the Commencement address.

Special invitations were sent to representatives of colleges and universities in the region and to community persons with special interests in the University. The invitation read, "Governors State University cordially invites you to its First Commencement and the Inauguration of William E. Engbretson, the First President of Governors State University. (See Commencements, this chapter for more information).

On September 1, 1976, Leo Goodman-Malamuth II became the second President of Governors State University. About one year later, October 7, 1977, he was inaugurated. The inauguration ceremonies were held in the gymnasium. Alan Ostar, Executive Director of the American Association of State Colleges and Universities gave the inaugural address. Leon Davis, Chairperson of the Board of Governors of State Colleges and Universities made the investiture, and Leo Goodman-Malamuth responded with inaugural remarks. Representatives from more than 40 colleges and universities in the region were present as were 45 platform guests, all in academic regalia.

Associated with the Inauguration was an Academic Convocation. (See President's Inauguration, Chapter XI, for more information).

#### Commencement

Commencement exercises recognizing the graduation students have been held annually since 1972. The first commencement was held in the mini-campus (Interim Campus) on June 25, 1972. The 10 baccalaureate and 33 master degree candidates were listed on the commencement programs. (Table X.2).

Table X.2. Degree candidates by college, June 25, 1972.

<u>College</u>	<u>BA</u>	<u>MA</u>
Business and Public Service	4	4
Cultural Studies	3	14
Environmental and Applied Sciences	1	4
<u>Human Learning and Development</u>	<u>2</u>	<u>11</u>
Total	10	33

The second Commencement was held in the Homewood-Flossmoor High School on June 24, 1973. Several hundred graduates were listed on the program. More than half were Masters degree candidates.

The third Commencement was held on January 20, 1974 in the Learning Resources Center (Library) of the mini-campus. On June 30, 1974 the fourth Commencement was conducted in the gymnasium of the permanent building (Phase I) on the campus site.

On July 20, 1975 and August 22, 1976 two Commencement Exercises were held on the same day in the University gymnasium. The gymnasium was not large enough to accommodate the guests, the graduating classes, and the faculty of the four colleges and the BOG degree program at the same time. The first Commencement was held at 1:30 p.m. for the College of Business and Public Service, the College of Cultural Studies, and the College of Environmental and Applied Sciences; the second was conducted at 4:30 for the College of Human Learning and Development and BOG Degree.

Beginning in 1977, the first weekend in June was selected as the permanent time for Commencements. One Commencement was held on Saturday at 2 p.m. and the other on Sunday. The Seventh Annual Commencement exercises were held on June 4 and 5, 1977; the Eighth Annual Commencement exercises on June 3 and 4, 1978, and the Ninth Annual Commencement on June 2 and 3, 1979. When this history was written, the Tenth Annual Commencement was scheduled for June 7 and 8, 1980.

Since 1972 more than 6,711 students have been recognized in Commencement exercises. (See Chapter XI University Publications for more information).

#### Honorary Degrees

The University has made a practice of conferring an honorary degree, Doctor of Humane Letters, on persons who have distinguished careers. Beginning in 1975, two honorary degrees have been conferred annually at the Commencement ceremonies.

Ten persons had been awarded honorary degrees when this history was written:

1975	Hector Nere Castaneda Charles A. Davis
1976	Charles E. Gavin Louis "Studs" Terkel
1977	Peter W. Rodino, Jr. Eric Hoffer
1978	Claiborne Pell John Hope Franklin
1979	Thomas Fraser Pettigrew Sister Anna Ida Gannon, B.V.M.

It is anticipated that the practice of conferring honorary degrees will continue.

### Tenth Anniversary

In January, 1979, President Goodman-Malamuth established a committee to plan the tenth anniversary of the University. Tuesday, July 10, through Sunday, July 15 were dedicated to events in recognition of the tenth anniversary.

Each of the four colleges participated in the anniversary events.

July 10. The College of Human Learning and Development conducted a “nostalgia media exhibit”, reviewing things, events and people during the past decade.

July 11. The College of Business and Public Service conducted a faculty symposium on the role of the College in development of the region.

July 12. The College of Environmental and Applied Sciences presented a symposium on energy. Workshops, slide shows, and demonstrations of energy technology were presented.

July 13. The College of Cultural Studies conducted a symposium, “Third World in Perspective.” Faculty presentation and exhibits comprised the program.

July 14. The College of Human Learning and Development held a ten-year reunion for HLD faculty and staff, including the DAD’s (first faculty).

July 15. An Academic Convocation was the concluding ceremony. Faculty and invited academicians wore academic regalia. Garry Wills, author and syndicated columnist was the guest speaker. A representative of the faculty, Daniel Bernd, spoke, as did Mildred Johnson, an alumnus of the University.

A special event that was to become an overlay of the weeks celebration was called “Skylab is Falling”. On Saturday July 14, the University hosted a “Skylab Lawn



Party.” Melvyn Muchnik and the staff of Student Activities planned these events to coincide, it was hoped, with the actual descent of NASA’s Skylab which was predicted to fall from its orbit about this time. Skylab didn’t fall to accommodate the lawn party, but publicity about the event caught the attention of the nation.

#### Logo of GSU

In the fall of 1969 and winter of 1970, President Engbretson and I worked many hours with artists and staff discussing possible designs for the University Logo. Literally dozens of sketches were made and discarded. The intent was to suggest simplicity and interrelatedness with the Logo. Finally on January 13, 1970, President Engbretson sent to the artist, Thomas Greene, of Chicago, a hand written message along with an artist’s sketch of the design selected. (Fig. X.1)

Fig. X.1. Artist’s sketch of design for the University Logo and Seal.

The President said, “Our entire staff likes this one (the sketch) the best. Can you work up some drawings of this one as both a Logo and as a University Seal with the lettering we discussed.”

The University Logo and Seal (Fig. X.2) were officially in use beginning in April 1970.

Fig. X.2. Official Logo and Seal (service mark) of Governors State University

The United State Patent Office issued registration 949,533 for the service mark of Governors State University, as shown, sometime in 1971.

Numerous interpretations of the Logo have been made by various persons. Some of the most common ones were: teaching, research, and service; knowledge, technology and society; junior, senior and graduate studies; humanities, science and professions. The significance of the Logo is “in the eyes of the beholder.”

### Monumental Sculptures

President Engbretson assumed the leadership to obtain grant funds and to establish liaison with sculptors and patrons of the arts to establish the GSU Center for Monumental Art on the campus site of Governors State University. (See Chapter XI for more information). The Center was supported in part by a grant from the National Endowment for the Arts. The initial ten sculptures (Fig. X.3) were in place on the campus site in 1976.

Fig. X.3 (Montage of some or all sculptures)

The names of the initial ten sculptures and the sculptors were:

Falling Meteor	Jerry Peast
Oblique Angles	Jerald Jacquard
The Mohican	Mark di Suvero
Prairie Chimes	Mark di Suvero
For Lady Day	Mark di Suvero
Phoenix	Edvins Strautmanis
Mock II V Form	John Payne
Outgrown Pyramid II	Richard Hunt
Large Planar Hybrid	Richard Hunt
Illinois Landscape #5	John Henry

When this history was written, plans were underway by the GSU Foundation to acquire works of other sculptors to be placed on the campus site.

#### Engbretson Hall

The University has always encouraged participation of people in the community in social, educational and recreational functions and to use the University facilities for public functions. When Phase I, the permanent building on the campus site, was designed a large meeting room was built adjacent the atrium near the main entrance. (See Chapter II, Physical Facilities for more information). This room was variously referred to as the Community Conference Center, University Hall, Large Lecture Hall, and Assembly Hall.

The room was designed for multipurpose uses. There are more than 200 cushioned chairs, each of which is moveable. There are five floor levels that provide a theater-like seating atmosphere. Special tables each to seat four persons were so designed as to fit on each floor level, giving a dinner-theater effect.

The room has been used for faculty meetings, educational conferences, community meetings, political assemblies, workshops, seminars, lectures, student assemblies, theatrical productions, music productions, receptions, dinners, luncheons and the like. It has been used frequently by community groups.

In 1976 when President Engbretson resigned from the Presidency of the University, the Board of Governors of State Colleges and Universities approved the name William E. Engbretson Community Conference Center for this room during the Board meeting on July 29, 1976.

This was the first physical facility at Governors State University to be named for a person. Only the Board of Governors of State Colleges and Universities is authorized to approve the naming of physical facilities at the Universities under its supervision. The Board regulation states (BOG Regulations, 1977):

The Board shall approve the naming of all facilities at the Universities. Such facilities may be named for notable former employees of the University....

When this history was written, no other physical facility at the University had been given an officially approved name.

#### Black Caucus

When Governors State University was established in 1969, there was a great deal of student and faculty unrest in colleges and universities throughout the United States. GSU was committed “to serve the educational needs of low and middle income and minority students.” (GSU Bulletin, 1973). This mission objective was highly publicized. As a result about 35% of the student enrolled in the University during the first five or six years were blacks. About 25% of the faculty and administrators were black. Some of the black faculty and students were social activists, a few were militants.

During the latter part of 1972, the second year of student life at the University, unrest was evident among a small number of black students and a few black faculty. On February 5, 1973, President Engbretson received a letter:

X-14

Dear President Engbretson,

On Friday, February 2, 1973, a representative group of faculty, staff, students and community leaders met concerning issues of vital importance for the collective survival of Blacks in Governors State University. As a result of this meeting, a formal Black caucus was organized.

Therefore, we are officially serving notice that we cannot relegate to other University administrative and governance bodies the responsibility for positive resolution of the racist issues that confront Blacks in Governors State University.

Respectfully,

Concerned citizens of  
Governors State University

A list of signatures was enclosed along with the letter to the President.

The President responded on February 21, 1973.

Dear Concerned Citizens:

Thank you for your letter of February 5 notifying me of the formation of your Black caucus. As you all know, it is completely appropriate for any group at GSU to organize itself around issues that are important to those concerned citizens.

I, too, am concerned about racist issues, both at GSU and in society. Racism in any form by anyone at GSU is antithetical to the objectives of this institution.

Your inputs will be welcomed. I look forward to receiving your definition and clarification of "issues of vital importance for collective survival."

The responsibility for positive resolution of issues so identified is a function of the total University through its duly constituted and approved functional bodies and officers. These groups and offices need and solicit your assistance in achieving our mutual goals.

Respectfully,

William E. Engbretson  
President

Thus, the Black Caucus had its beginning.

During 1974, the Black Caucus met periodically and occasionally expressed its concern on racial issues to administrators, especially President Engbretson.

Bobby Mills, University Professor in the College of Cultural Studies, emerged as the spokesman and leader of the Black Caucus. Other faculty who were active in functions of the Black caucus were:

William L. Moore, University Professor,  
College of Human Learning and Development

Robert Lott, Director of Student Services

Alma Walker-Vinyard, University Professor,  
College of Cultural Studies

Clara Anthony, Assistant Dean,  
College of Cultural Studies

James Sanders, Student,  
College of Cultural Studies

Lincoln Ashford, Student,  
College of Human Learning and Development

JoAhn Brown, University Professor,  
College of Human Learning and Development

Roy Cogdell, Dean,  
College of Human Learning and Development

David Burgest, University Professor,  
College of Human Learning and Development

Marva Jolly, Student/Community Representative,  
College of Human Learning and Development

Ray Broaddus, University Professor,  
College of Human Learning and Development  
Eugene Vinyard, Civil Service Employee

A few names of other blacks showed up occasionally in the correspondence and some participated once in awhile in the meetings, but about 10 to 15 blacks comprised the activists in the Black Caucus.

During 1975 and 1976, the Black Caucus was an extremely active pressure group, occasionally supportive of disruptive activities by students and faculty.

In 1975, President Engbretson established the position of Executive Associate in his office and named David Curtis to the position. And in the fall of 1975 Mary Endres, Vice-President for Academic Affairs, announced her resignation/retirement effective at the end of December. The President mentioned his intentions to ask David Curtis, his Executive Associate, also to serve as Acting Vice-President for Academic Affairs starting January, 1976. The Black Caucus actively opposed the proposed appointment of David Curtis as Acting Vice-President.

A memorandum dated November 24, 1975 to the President from Bobby Mills said:

...The creation of the office of the Executive Associate to the President is inconsistent with the administrative and bureaucratic structure originally approved by the Board of Governors.

This structural inconsistency coupled with the professional items listed below is the basis for our objection to this appointment for "any length of time."

This was to be the start of increasing activity and pressure by the Black Caucus on the administration of the University. The President yielded to the pressure and did not appoint David Curtis.



The President appointed me Acting Vice-President for Academic Affairs effective January 1, 1976. (See Chapter II. Organizational Structure for more information). On January 6, 1976, I received from the Steering Committee of the GSU Minority Caucus an unsigned memorandum that said:

Let us congratulate you on your appointment as Acting Vice-President for Academic Affairs. As you may be aware, the Minority Caucus has been extremely concerned about the process of selecting an Acting Vice-President for Academic Affairs. Our concern was that the process be equitable but also that a person be selected/appointed who is aware of the divisive tensions that beset the University. As Acting Vice-President, you are faced with an unusual challenge to provide the kind of positive leadership that will change the historical trends that have excluded minorities and women from vital decision making processes.

As Acting Vice-President, we feel that you must exert aggressive leadership in the hiring of women and minority faculty in the academic wing, especially in those colleges in which minorities/women are grossly under-represented.

We would like to meet with you to discuss your agenda for resolving past inequities in hiring, recruiting, and budgeting as they affect minority and women students and faculty. Together, we believe that we can insure that the academic wing will become more reflective of the University's original mandates to serve low income and minority students and to develop a model for harmonious interracial and cross-cultural communication, living/learning, and decision making. Because of the urgency of our concerns, we are requesting that we meet together the week of January 12, prior to budgeting hearings.

During January and February, I met formally and informally with Bobby Mills and other members of the Black Caucus which by now was calling itself the Minority Caucus. Only black men and women were active in the Minority Caucus. The Latino faculty and students did not participate.

With the approval of President Engbretson, I worked with Bobby Mills, et al, to plan an open meeting of interested University personnel. The purpose of the meeting (seminar) was to explore the perceived racism problems within the University. On

March 17, a memorandum addressed to the President and Unit Heads, signed by Bobby Mills on behalf of the Minority Caucus Steering Committee, said in part:

...the Minority Caucus recommends the enclosed list of items as the agenda for the meeting, Monday, March 22, 1976:

Freeze on hiring white males in R & I,

Stabilize administrative positions in the Academic Wing,

Examine the legal definition of minority,

The university-wide tenure committee should be reconstituted and/or expanded to include minority and women representation before any major considerations are initiated,

All acting administrative positions should be limited to a time frame of three months,

Abolish the position of Executive Associate to the President,

The Acting Vice-President refrain from initiating arbitrary and unilateral policies which structurally changes the procedures of the University,

A review of policies which have been initiated by the Acting Vice-President of Academic Affairs,

A review of decision making in the administration of the University,

Develop apparatus for reporting minority achievement at GSU,

Develop measurements in conjunction with faculty in each College that reflect cultural diversities of the students.

The open meeting called Seminar on Racism, held on March 8, 1976, was managed by the Minority Caucus. The meeting was attended by about 45 faculty, staff, students and administrators. Those persons who attended learned of the perceptions of

the Black Caucus of racial problems within the University. But this was by no means to be the end of activity by the Black Caucus.

The winter and spring of 1976 were periods of great unrest and stress for everyone concerned. There were sit-ins, marches, pray-ins, bomb threats, threatening telephone calls and the like. I received direct personal threats, demands to meet in private homes of blacks, and numerous verbal denunciations. My home in Park Forest South was the site of a march and pray –in.

In April, President Engbretson, upon the request of the Minority Caucus, agreed to use the services of the Community Relations Services Group of the U.S. Department of Justice to provide mediation. During the latter part of April more than 20 hours were devoted to negotiation sessions between the University Administration (President and Vice-Presidents) and various representatives of the Minority Caucus. The negotiations resulted in an “Agreement between Governors State University and the Black Minority Caucus” that was signed on May 6, 1976. Jess Taylor, Mediator for the Midwest Office of the Community Relations Service, U.S. Department of Justice participated in all negotiations and in preparation of the Agreement.

The statement of Agreement follows:

The Office of the President recognizes the Black Minority Caucus as a legitimate interest group and will meet with it on a regular basis to be advised on Black concerns.

The Black Minority Caucus Steering Committee will schedule a monthly open meeting, outside required working hours for non-exempt civil service employees, to which will expressly be invited all Black Governors State University professional and civil service personnel and students.

The agenda will be open, and minutes will be kept indicating all areas of concern expressed in the regular meetings. Minutes will be published and distributed in the usual way.

As a part of the University Affirmative Action Policy and Plan, goals for the employment of females and minorities will be established for the University and for the respective units. Implementation of Affirmative Action goals will be the responsibility of each unit head and will be a factor in that unit head's evaluation. The University will work to implement the goals established by the

Affirmative Action Policy and Plan which will be submitted to the Board of Governors at its June meeting as required and administratively implemented immediately upon approval.

The University administration is committed to the maintenance and improvement of its current overall percentage of female and minority employees which is 29% female and 30% minority.

The Affirmative Action Plan will include provisions for minority representation within the University Assembly committees consistent with minority representation within the constituencies of the total University.

The Affirmative Action Plan will include guidelines for recommending and confirming acting appointments.

The Human Services Committee of the University will be asked to develop as a part of the Professional Personnel System, guidelines for the evaluation and retention, non-retention and demotion of administrators.

Minority personnel will assist all Search Committees to identify qualified, competent minority candidates in writing and will be represented on all Search Committees.

The Black Minority Caucus will assist the University in recruiting low-income and minority students into educational programs where the University has demonstrable resources and where minorities are underrepresented in the job market; existing human and fiscal resources in all colleges will be better utilized to meet the needs of low-income and minority students.

All University personnel will make every effort to assist minority students and staff to go to further graduate study, especially in professional fields, where minority personnel are scarce.

Continuing priority will be given to funding program and services that meet the needs of low-income and minority students.

In-service programs and internships will be developed to expand and upgrade skills and competencies especially of minorities and women to enable them to qualify for higher positions in the University and elsewhere. The plan will include the integration and coordination of career planning services and the publication and dissemination of information about these services.

The Vice-President for Academic Affairs will coordinate the development of student and staff orientations, focusing on the University's mission and mandate especially as it relates to low-income and minority students.

Representatives of the Black Minority Caucus will work with the Office of University Relations and Office of Research and Innovation in compiling, reporting, and disseminating information about Black minority achievements.

Representatives of the Black Minority Caucus will work with the Office of the Vice-President for Research and Innovation and the faculty in each college in the development of instruments for assessing and evaluating students consistent with the diversity of their cultures and backgrounds. These groups agree to perform a review of the University's past and present utilization of mini-grant monies as they relate to addressing the concerns and educational needs of minorities.

The commitment of minority concerns of the Community Services Wing of Governors State University should be continued and enhanced especially as it relates to community development and community structure. Community Services will continue to be an integral part of the executive structure of the University during the tenure of the present President.

The Administrative Council will meet with the University Deans on a regular monthly basis and at such other times as requested by the Deans and mutually agreed upon by the Vice-President for Academic Affairs and the President. Agenda items will be submitted by the Deans through the Vice-President for Academic Affairs.

The following signatures were place on the Agreement:

University Officials

Black Minority Caucus Representatives

X-22

William E. Engbretson,  
President

Bobby Mills, Chairperson,  
Black Minority Caucus and  
University Professor of Sociology

Ted F. Andrews,  
Acting Vice-President for  
Academic Affairs

Clara Anthony, Assistant Dean,  
College of Cultural Studies and  
University Professor of Ethnic Studies

David V. Curtis,  
Executive Associate to  
the President

Lincoln Ashford, Student

Thomas D. Layzell,  
Vice-President for Administration

Raymond Broaddus,  
University Professor of  
Human Justice

Virginio L. Piucci,  
Vice President for  
Research and Innovation

Evelyn Evans, Student

Marva Jolly, Student

Mary Ella Robertson,  
Vice-President for  
Community Services

Vivian Moore, Student

William L. Moore,  
University Professor of  
Urban Teacher Education

James Sanders, Student

The Agreement was witnessed by Jesse Taylor

During the 1975-76 academic year several personnel actions took place that were to have significant influences on the future of the University. President Engbretson resigned effective August 31, 1976, and Leo Goodman-Malamuth assumed the Presidency September 1, 1976. William Moore was issued a terminal contract and given full pay for one year, but barred from the campus from September 1, 1976 through August 31, 1977, the period of his terminal contract. Bobby Mills was not recommended for retention by his College. This recommendation was supported by the

University Administration. He was given a 12 month terminal contract. Robert Lott was reassigned from the position of Director of Student Services to the position of Counselor in Student Services, a position he refused to accept. Later he was offered a lateral transfer to an administrative position in the Office of the Vice-President for Community Services. He refused to accept the new assignment; therefore, he was given a terminal contract. Mary Ella Robertson, Vice-President for Community Services, also resigned in 1976.

The activity of the Black Minority Caucus decreased steadily during 1976-77. During 1977-78, there was little apparent activity of the Black Minority Caucus. When this history was written a Black Minority Caucus apparently did not exist.

Examination of University records indicated that the University Administration had fulfilled most of its obligations noted in the Agreement, but that the Black Minority Caucus had not fulfilled any of its obligations.

#### Park Forest South

In 1969 when the University was founded, Park Forest South was in the early stages of its development by New Community Enterprises and Park Forest South Developers. Nathan Manilow, who had been instrumental in the development of Park Forest about 30 years earlier, and his son Lewis Manilow were the primary power brokers in the development of Park Forest South. Park Forest South was one of the Model Cities with a \$30 million financing from Housing and Urban Development, an agency of the Federal Government. Both of the Manilow's were strong supporters,

both intellectually and financially of Governors State University. (See Chapter III, Physical Facilities for more information).

It was unusual, to say the least, to have a Model City (Park Forest South) and a new University (Governors State University) developing side by side at the same time. From 1969 thru 1974 there were numerous joint planning sessions between Park Forest South Developers and Governors State University Administrators and staff. Joint efforts were made to plan access roads, sewage systems, water systems, law enforcement systems, fire protection systems, health facilities, housing, public transportation and the like.

Intensive and extensive joint efforts were made to influence Illinois Central Gulf to install automatic gates and lights at the railroad crossing on Stuenkel Road at the northwest corner of the campus. The traffic on Stuenkel Road had increased enormously because of the growth of the University and Park Forest South. Accidents at the gateless/lightless crossing were occurring almost daily. The automatic gates and lights were installed on May 12, 1971.

In 1969, the ICG commuter train station nearest to the University was located in Matteson, about 2 miles north of the campus site. Many months of joint efforts by Park Forest South Developers/Governors State University resulted in a commitment by ICG to extend the commuter line to Stuenkel Road at the Northwest corner of the campus. Initial plans by Park Forest South Developers include a monorail public transportation system from Park Forest South through the University campus to ICG commuter train station. The monorail was to provide regular shuttle service. The monorail was not



built because construction costs became prohibitive. The Illinois Central Gulf Commuter Train Station was built and the commuter line extended as planned. It opened on November 18, 1977.

New Community Enterprises and Park Forest South Developers owned land east of the ICG Commuter Train Station and north of Stuenkel Road adjacent to the campus site. Through the joint efforts of NCE and GSU during 1969-71, Lutheran General Hospital of Park Ridge developed plans to build a clinic and hospital adjacent to the campus and ICG station. The Lutheran General South Hospital was to have included laboratory and teaching facilities for the Health Sciences programs of GSU. The hospital was not built, partly because of political maneuvers within the local Health System Agency and partly due to inadequate financing.

A second joint effort resulted in the development of plans by Rush-Presbyterian St. Luke's Hospital of Chicago for a hospital on the site adjacent the campus. Planning proceeded through architectural drawings stages. But State of Illinois approval was not forthcoming and the hospital was never built.

When this history was written the land adjacent the campus was planned for a hospital remains a corn and soybean field. A spin off from the joint efforts to have a hospital built, is a Health Maintenance Organization (HMO) operated by Rush-Presbyterian St. Luke's Hospital. The HMO is housed in Park Forest South where it serves people of the region including a special arrangement to serve employees of Governors State University.

Although New Community Enterprises and Park Forest South Developers have not been associated directly with the Village of Park Forest South for the past few years, a great deal of joint planning has continued involving Village officials and University administrators and faculty. The Village of Park Forest South has always provided water and sewage systems and fire protection services for the University. Law enforcement is a joint effort between the Governors State University Department of Safety and the Park Forest South police department.

It is probable that cooperative and joint efforts involving the University and the Village of Park Forest South will continue. It has been and will continue to be mutually advantageous to engage in joint efforts.

#### Thorn Creek Woods

Between the villages of Park Forest and Park Forest South there are about 800 acres of oak-hickory-maple forest, some of which is in Will County and some in Cook. When the University was established in 1969, Park Forest South Developers were building apartments, townhouse, and individual homes at a rapid pace in the village. The village of Park Forest, a community of about 30,000, was well established and about 30 years old. The 753 acre campus site was contiguous with the southwest end of the forest and the village limits of Park Forest South. The campus was annexed to Park Forest South in 1970. This setting provided the conditions for what was to result in the establishment of Thorn Creek Woods Nature Preserve after several years of negotiations.

For many years the Thorn Creek Preservation Association, a not-for-profit incorporated body of interested residents of the region around the forest, had been actively trying to preserve the woods. The Thorn Creek Preservation Association was influential in getting the Illinois Department of Conservation to seek state appropriated funds to purchase about 500 acres of the woods. The village of Park Forest dedicated some forested area as did Park Forest South. From 1969 to 1978 a great deal of time, energy and money was devoted to preservation of the woods by the Thorn Creek Preservation Association, the Illinois Department of Conservation, the Will County Forest Preserve, the village of Park Forest South and the College of Environmental and Applied Sciences of Governors State University.

By 1977 the Illinois Department of Conservation had purchased most of the approximately 500 acres it was planning to purchase. The Department of Conservation purchases land to preserve it, but it does not engage in management of preserves. Governors State University was signed for the Lease of Thorn Creek Woods from 1979 through 2017 at a cost of one dollar per year.

One of the conditions of the lease was that “the Lessee will participate and cooperate with all other appropriate and involved agencies and groups in joint planning, development, management, and operation of Thorn Creek Woods.” When this history was written, the following villages and agencies were negotiating an agreement to form a management commission to be known as the Thorn Creek Nature Preserve Management Commission:

The Village of Park Forest

The Village of Park Forest South

Forest Preserve District of Will County

The Thorn Creek Preservation Association

Governors State University

It is anticipated that the management commission will be in operation early in 1980.

The 800 acres of forest were preserved even though with great cost. The Thorn Creek Woods Nature Preserve has provided a fine outdoor teaching and research laboratory for the University and an aesthetic asset to this region of Illinois.

#### YMCA

When the campus site and the Phase I Permanent Building was planned a variety of physical recreation facilities were included. Out-of-doors recreation facilities included several lighted tennis courts and baseball diamonds. Within Phase I there was a gymnasium, handball/racquet ball court, exercise room, and an Olympic-size swimming pool. These facilities were intended to meet the needs of the students and staff of the University and members of the community within the service area of the University.

Governors State University did not have academic programs in physical education, recreation, or athletics either for men or women. Neither faculty nor administrators had a great deal of dedicated interest in these facilities. As a result, the

facilities were under-utilized and poorly managed until 1976 when the YMCA undertook the management of them for the University.

During the fall of 1975, the University Administration entered into discussions with representatives of the YMCA. These discussions resulted in a working paper (“Collaborative Arrangement Between GSU and the Lincoln Trail YMCA for the Provision of Quality Recreational Programming to the University Family and People of Surrounding Communities”) prepared by Ronald B. Fish, Executive Director, Lincoln Trail YMCA and Richard L. Betts, Far South District Director, YMCA of Metropolitan Chicago, and submitted to the University on October 31, 1975. During October and November the University Administration worked closely with the University Assembly to assist the faculty and students of the University in understanding of the YMCA/GSU collaborative venture that was under consideration.

On November 19, 1975, President Engbretson wrote to the Board of Governors of State Colleges and Universities requesting the Board to approve the contractual agreement between the University and the YMCA. In his request to the Board he said,

Governors State University has excellent recreational facilities which have not been fully utilized in the past and may not be in the future due to budgeting constraints and priorities in other areas. By entering into this arrangement with the Y.M.C.A., the University will be able to meet its own academic needs in that area and provide students, staff, and community people with an excellent recreational program. This program is strongly supported within the University and by various community people who attended the open hearings.

The Board of Governors of State Colleges and Universities, on behalf of GSU contracted with the YMCA to manage the physical recreational facilities for the University. The YMCA undertook the management of all physical recreational

facilities in Phase I in 1976. The use of the facilities both by University personnel and members of the community increased several orders of magnitude during the first year.

When this history was written the YMCA was still managing the physical recreation facilities. The YMCA/GSU collaboration has functioned successfully and to the mutual advantage of all parties concerned. The facilities continue to be heavily used and well managed.

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**UNIVERSITY PUBLICATIONS**

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# CHAPTER XI

## UNIVERSITY PUBLICATIONS

### Introduction

During the first few years, publications by the University were limited and sporadic. In the recent years, the number of publications has increased and some publications have become regular and periodical. The publications here described are listed in alphabetical order. No attempt was made to classify them otherwise. Some of the publications have been assigned generic titles (e.g. Catalogs, Institutional Research and Planning Reports, etc.), whereas the specific titles of other publications were used. A brief statement describing each publication has been included.

Some of the publications described have been placed in the University Library and/or University Archives.

### Academic Excellence

President Goodman-Malamuth had said when he assumed the presidency that one of his objectives was to place emphasis on academic excellence. To this end, he prepared an address to the faculty in November, 1976. The address was published and widely distributed under the title *Focus on Excellence: An Address to the Faculty of Governors State University*. Copies were placed in the University Archives.

### Academic Program Flyers

A wide variety of brochures and flyers describing specific academic programs (majors) have been published during the past ten years. Every academic program has prepared and distributed one or more flyers at one time or another. Some programs have published flyers each year. In 1978-79 several flyers describing “two plus two

programs” have been published. These flyers describe a baccalaureate degree program comprised of two years at a given Community College and two years at GSU. These are irregular publications.

#### Academic Wing Reports

In September, 1976, an Academic Wing Annual Report, 1975-76 was prepared by the Assistant Vice-President for Academic Affairs, Al Martin, and submitted to the President and other administrators by Acting Vice-President Andrews. This 188 page bound volume has been placed in the University Archives. The 1976-77 annual report was also placed in the Archives.

#### Acorn/Outlook

The first issue of Acorn was published in February, 1976, under the sponsorship of the College of Environmental and Applied Sciences. Bethe Hagens was editor. This publication carried news about energy alternatives, appropriate technology and People in the Midwest. Eight or ten issues were published each year.

In May, 1979, Outlook replaced Acorn. It was a monthly publication that carried short articles on appropriate technologies, energy alternatives and community policy and planning. The faculty of the Human Environment Planning Program in the College of Environmental and Applied Sciences sponsored the publication. Outlook was still being published when this history was written. Copies of these newsletters were placed on file in the Outlook Office in the Division of Science.

#### Administrative Procedures Manual

In 1978 the Office of the Vice President for Administration published a loose-

leaf, three-ringed notebook called the Administrative Procedures Manual. The manual which was made available to each administrative office of the University included numerous practices and procedures classified into four categories: buildings and grounds, instruction, personnel, and support services. It was designed to be up-dated regularly as procedures were modified.

#### Alcoholism Sciences Curriculum

In 1979, the faculty of the Alcoholism Sciences program in the School of Health Professions published a 28 page booklet called, Introducing: The Alcoholism Sciences Curriculum. It included some information that ordinarily would have been included in a University Catalog had one been available. In addition the history, philosophy, and special features of the alcoholism sciences program were described. The undergraduate and graduate degree requirements and curricula were treated in detail.

The publication was distributed to prospective students and employees as well as to currently enrolled students and faculty. It was to serve as a student recruitment publication.

Copies were placed in the University Archives and in the file of the School.

#### Alumni News

The Governors State University Alumni Association published the GSU Alumni News three times each year, beginning in July, 1976. It contained editorials, feature stories and news items and was supported by dues of the membership.

#### Bulletins

The University did not publish a University Catalog until 1976. (See Catalogs,

this Chapter for more information). In 1971, 1973, and 1974 a Governors State University Bulletin was published. Neither a bulletin nor a catalog was published in 1972, 1975, and 1979.

The GSU Bulletin was an abbreviated Catalog including statements on University goals, admission requirements, degree requirements and generic descriptions of academic programs (majors). Course descriptions were not included. Copies of the Bulletin were placed in the University Archives.

#### Catalogs

The University published its first Catalog in 1976, titled Governors State University 1976 Catalog. It included the kinds of information typical of most university catalogs. Since the academic programs (majors) in the colleges were competency-based, the competencies that the students were expected to demonstrate were listed for the degree, the instructional program, and the areas of emphasis. This resulted in very lengthy lists that students, employers, and persons in other universities found difficult to understand. The GSU 1977 Catalog was very similar to the 1976 catalog. In 1978 the catalog was greatly modified so as to state more clearly and succinctly the degree requirements and competency statements. (See Chapters I and V for more on academic programs).

The University engaged in academic reorganization in 1979-80. (See Chapter IV for more information). Due to the extensive academic changes in Colleges, schools and programs, the University did not publish a Catalog in 1979. When this history was written a major effort was underway throughout the University to produce Catalog copy

that was consistent among all of the academic programs and that was formatted to provide clear, easily understood information. Copies of the University Catalogs were placed in the University Archives.

#### Center for Monumental Art

The Sculptor, the Campus and the Prairie, 1976, was edited by William H. Dodd, Director of University Relations. This publication was sponsored by the Governors State University Center of Monumental Art. It pictured and described eleven monumental sculptures located on the campus. President Engbretson who was primarily responsible for attracting the sculptures to the campus said, "Now gracing our campus are works which are truly remarkable...They can serve as dramatic proof...that our educational goal of producing citizens who have mastered that difficult task of integrating job efficiency and the arts is in no way illusory." This publication is out of print, but copies were placed in the University Archives.

#### Class Schedules

Since 1972 a schedule of classes has been published for each trimester. A newspaper-like tabloid titled Schedule of Classes and Information Bulletin has been published each trimester since 1975. The first 10-15 pages of this publication included a great deal of information to assist the student in registration for classes and to inform the student of University policies and procedures. These continue to be published three times each year. Copies of Class Schedules have been placed in the University Archives.

#### Commencement Programs

The first class of students was admitted in September, 1971, and in June, 1972,

the first commencement exercises were held. The program was titled Summer Commencement, 1972. A Commencement program was published for the following times: June, 1973; January, 1974; June, 1974; July, 1975; August, 1976; June, 1977; June, 1978; and June, 1979. The title of the last commencement program was Ninth Annual Commencement, 1979. Copies of these programs have been placed in the University Archives and most have been filed in the Office of University Relations.

#### Computer Center Newsletter

In March, 1974, the staff of the Computer Center on campus began publication of a newsletter called Computer Center Newsletter. It was distributed approximately monthly to faculty, staff, and administration in the University to keep them abreast of the Center's mission and capabilities and to solicit advice and criticism. The Newsletter ceased publication in 1978. Copies were placed in the University Archives and on file in the Computer Center.

#### Dedication of GSU

On Sunday, April 20, 1975, nearly six years after the University was founded, the dedication ceremony was held. A booklet titled, The Dedication of Governors State University was published and widely distributed. This well illustrated publication includes the names of numerous participants in the dedication ceremony, a message from President Engretson, and the names of persons who comprised the Original Citizens Committee, a committee that was instrumental in bringing Governors State University to the Chicagoland area. Copies have been placed in the University Archives and have been filed in the Office of University Relations.



#### EAS Catalogs

The College of Environmental and Applied Sciences published a Bulletin/Catalog 1974 and a Curriculum Handbook 1975 to describe its academic programs. The 1974 publication was a modified catalog in lieu of a University Catalog. The 1975 publication treated the EAS degree requirements and curriculum in detail, which was intended to supplement the 1975 University Catalog that was never published. These Catalogs were placed in the University Archives.

#### EAS Papers

The College of Environmental and Applied Science initiated in 1970 three series of papers: Working Papers, Position Papers and Occasional Papers. During the ten years that the College existed more than 200 Working Papers, about 120 Position Papers and nearly 100 Occasional Papers were written by faculty and administrators in the College. The EAS Papers were no longer published after the Academic reorganization in 1979. Most of these papers were placed in the University Archives.

#### EAS Student Newsletter

The College of Environmental and Applied Science employed a Student Assistant Dean (SAD) who provided liaison among faculty, students and administrators in the College from 1972 to 1978. President Goodman-Malamuth eliminated the Student Assistant Dean position in 1978. The SAD in the College of Environmental and Applied Science was responsible for publishing a newsletter called The Zebra. The first issue was published in 1973 and the last in 1978. Six volumes each comprised of 10 to fifteen issues were published. Copies have been placed in the University Archives.

#### Educational Planning Guidelines

During 1969 and 70 when Governors State University was being established in an area that was formerly corn and soybean fields, the original concepts and guidelines that were to guide the University in its development were published under the title, Educational Planning Guidelines. It was the first official planning document of the University. All systems of the emerging University were treated in this forty page publication, which has been cited frequently in this historical report. Copies were placed on file in the University Archives.

#### Environmental Condition Statement

The Office of Institutional Research and Planning which was established in 1977 undertook the task of providing a working paper that was to serve as a basic resource in the University planning process. The first working paper titled Environmental Condition Statement, 1979 included sections on the FY 1980 and 1981 planning process, program directions—clientele, program directions—academic programs, program directions—resource requirements, capital requests, and equipment/library materials. This 70 page publication was used by all budgeted units in the University as a basic resource as they prepared program goals and budget requests for fiscal years 1980 and 1981. (See chapter VIII for more information on budget and planning). An Environmental Condition Statement will be prepared annually by the Office of Institutional Research and Planning.

#### Environmental Science College

During the spring/summer/fall 1975, I was granted a six month sabbatical leave

from my University Professorship and Deanship of the College of Environmental and Applied Sciences. I wrote a history of the development of the College of Environmental and Applied Sciences during this period. The 287 page volume was titled Evolution of an Environmental Science College. Drafts of the publication were placed in the University Library and the Archives.

#### Faculty Handbook

The first Faculty Handbook was prepared in 1976 by the Office of the Vice-President for Academic Affairs. At that time I was Acting Vice-President. In the spring of 1977, immediately prior to Provost McCray's arrival, Al Martin, Assistant Vice-President for Academic Affairs revised the Handbook which was published in loose-leaf, three-ringed binders and distributed to all faculty. During 1979, as this history was written, the Provost's Office prepared the 1980 Faculty Handbook, an 88 page bound volume. Copies of the Handbook have been placed in the University Archives.

#### Faze I

The Office of Communications, now called the Office of Publications (See Chapter II) initiated in 1971 the publication of an internal newsletter. The weekly newsletter was called Faze I, in recognition of permanent University building, popularly referred to as Phase I, that was soon to be built (See Chapter IV). The name Faze I was still used when this history was written. In recent years the Faze I publication has been distributed regularly each Friday to all University employees throughout the calendar year. It has proved to be widely and regularly read.

There are plans to change the name of Faze I to GSU Landscapes in the near

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future, but the purposes will remain the same. Copies were placed on file in the University Archives and on file in the Office of University Relations.

### Grants and Contracts Handbook

The Office of Research published the first edition of a policies manual in 1973. It was called Grants and Contracts Handbook: Policies and Procedures, and was distributed to administrators and faculty in the colleges. A new edition was published annually through 1978, when the fifth edition was distributed. It was a bound volume of approximately 40 pages. Copies were placed in the University Archives and filed in the Office of Research.

### GSU Community Reporter

The Office of Community Services and Education in April, 1977, began the publication of a Community Service Newsletter. Two issues were printed with that title. The name was changed to the GSU Community Reporter and it became a monthly publication that was mailed to community organizations within the service area of the University. Copies of the Reporter were placed in the University Archives and filed in the Office of Community Services and Education.

### Governors State Review

In the spring of 1977, several artists on the faculty of the University collaborated to write poetry, fiction, etc., which were published in Governors State Review, Spring, 1977. This was intended to be the first issue of a series to be published irregularly. When this history was written the second issue had not yet been published.

#### Health Service Administration Bulletin

The faculty of the Health Services Administration program in the School of Health Professions prepared a 56 page bulletin called the Health Services Administration: Baccalaureate and Master Curricula in 1979. This bound volume was distributed to prospective students, employers, and currently enrolled students. It served as a student handbook. Copies were placed in the University Archives.

#### Health Services Administration: Self-Study

The faculty of the Health Services Administration program in the School of Health Sciences submitted in March 1978, a self study to the Accrediting Commission on Education for Health Services Administration requesting accreditation of the graduate degree program. The 427 page two volume report titled, Health Services Administration Self-Study, was placed in the University Archives and filed in the Schools Office.

In 1979 a three volume report was submitted to the Accrediting Commission on Education for Health Services Administration requesting re-accreditation of the graduate degree program. The three volumes titled, Self-Study Report for Accreditation Site Visit, were comprised of 548 pages. The Self-Study was placed in the University Archives and filed in the Office of the School of Health Professions. (See Chapter V for more on accreditation).

#### Innovator

A student newspaper called the Innovator was initiated by the Student Services Advisory Committee (SSAC) in 1971. The Innovator has had a stormy and spotty history. Some issues were examples of good reporting and writing, whereas other issues

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were so poorly written as to be an embarrassment to everyone concerned. Publication has at times been regular, at other times sporadic.

There's a paucity of file records in the Office of The Innovator; therefore, it has been difficult to document accurately the number of issues published, the names of all the editors and the amount of fiscal support. The best available data indicated the number of issues and fiscal support as follows:

Year	Number of Issues	Fiscal Support
1971	undocumented	\$ 1,000
1972	6	10,000
1973	14	15,000
1974	18	18,000
1975	24	18,000
1976	24	21,000
1977	21	21,000
1978	16	28,000
1979	29	28,000

Billy Tate was editor from 1972 to 1974, Robert Blue from 1974 to 1976, Carolyn Greer from February 1978 to September 1978, Keith Levin from September 1978 to August 1979, and Janet Rohdenburg from September 1979 to present.

#### Institutional Research and Planning Reports

The Office of Research and Innovation which became the Office of Institutional Research and Planning in 1977 has periodically published research reports since 1972.

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There were seven (7) research reports in 1972, 12 in 1973, 16 in 1974, 10 in 1975, 22 in 1976, 6 in 1977, and 14 in 1979. These research reports have been number coded by year and have been filed in the University Library, University Archives and in the Office of Institutional Research and Planning.

### Instructional Communications Handbook

The staff of the ICC prepared a 28 page Handbook in 1975. The publication included descriptions of the various sections of the Center and the services each could provide the faculty in the production of instructional materials as well as non-instructional publications. The Handbook was widely distributed throughout the University. Copies were placed in the University Archives and filed in the Center. When this history was written a new edition of the Handbook was in preparation.

### Library Handbook

The Learning Resources Center, now called the University Library, prepared in 1978 a handbook called Governors State University Resources Center. It was a well illustrated guide to the various sections of the library, the services each section could provide. Ways and means for users to access materials were included. The 16 page publication was distributed to all University Staff and was made available as a hand-out at the accession desk. Periodically a four page supplement to the handbook has been issued for purposes of updating. Copies of the handbook were placed on file in the University Archives. When this history was written, plans were underway to produce a new, enlarged edition of the handbook to include many recent changes in physical facilities and services.

#### Medical Technology Self-Study

In 1975, the faculty in the School of Health Sciences and the professional staff of the affiliated hospitals submitted a report called a Self-Study: Medical Technology Curriculum, to the National Accrediting Agency of Clinical Laboratory Sciences. Two supplementary volumes were submitted in June, 1977: Self-Study: Medical Technology, Sections Two and Three. The three volumes were placed in the University Archives and filed in the Office of the School of Health Professions. (See Chapter V for more on accreditations).

#### New Units of Instruction

During 1969-70, the Directors of Academic Development (DAD's) and Administrative staff of the University described the academic degree programs that were to be offered in 1971 when the first class of students were to be admitted. The Board of Governors of State Colleges and Universities (BOG) and the Board of Higher Education (BHE) at that time called academic degree programs, "units of instruction." The descriptions of the degree programs to be offered by each of the four Colleges were bound into a black covered book titled New Units of Instruction, and submitted to the Boards in September, 1970. This volume was commonly referred to as the "Black Book." Copies were placed on file in the University Archives. (See Chapter V for more on academic programs).

#### North Central: Status-Study of GSU

In May 1972, the University submitted to the Commission on Institutions of



Higher Education of the North Central Association of Colleges and Secondary Schools a two volume self-study titled, Status-Study, Governors State University. The Status Study was submitted in support of the University's request for "Recognized Candidate for Accreditation Status". The two volumes which included 400 pages plus appendices were assigned accession numbers and filed in the Documents Section of the University Library. They were also placed in the University Archives. (See Chapter V for more on accreditations).

North Central: Self-Study

The University sought full accreditation in 1974. A report called Self-Study: Governors State University was submitted to North Central on April 25, 1974. The one volume report consisted of 342 pages and appendices. This Self-Study was assigned an accession number and was filed in the Document Section of the University Library. It was also placed in the University Archives. (See Chapter V for more on accreditation).

North Central: University Profile

In May 1979, the University submitted to the North Central a self-study titled University Profile: Governors State University, 1979 in support of its request for re-accreditation. (See Chapter V for more on accreditation). The 205 page volume was bound, assigned an accession number and placed in the University Library. Copies were also placed in the University Archives.

Nursing: Self-Study

The nursing faculty in the School of Health Sciences prepared a report and

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submitted it to the National League for Nursing in support of a request for accreditation of baccalaureate and masters degree programs in nursing. The 172 page volume was titled Governors State University Nursing Instructional Program: Self-Study, 1978. The Self-Study was placed in the University Archives and filed in the Office of the School of Health Professions. (see Chapter V for more on accreditations).

### Operating Budget

Each year since 1970, the Office of the Vice-President for Administration has published the operating budget for each budgeted unit in the University. A bound copy of the internal operating budget was distributed to each administrator. These publications have historically been titled such as the FY 80 volume: Internal Budget, Fiscal Year, 1980. Copies of these publications have been filed in the University Library and the University Archives.

### Personnel Office Newsletter

In February, 1978, the staff of the Personnel Office published a newsletter called Direct Line. A second issue was published in March. The name was changed to Personnel Postscript and issued in June, 1978. The newsletter has been published irregularly and distributed to all University Staff. Franchon Lindsay was the first editor. She was succeeded by Dorothy Sherman who continued as editor. Copies of the newsletter have been placed in the University Archives and filed in the Personnel Office.

### President's Inauguration

Leo Goodman-Malamuth II was inaugurated on October 7, 1977. An academic convocation at which Daniel Bell's "The Evolution of Rising Entitlements" was

discussed by five professors: Paul Green, John Rohr, Roberta Bear, Daniel Bernd, and Hugh Rank. Following the convocation the University published "The Proceedings of an Academic Convocation" held on the occasion of the inauguration. Dr. Leo Goodman-Malamuth II, the second President of Governors State University. Copies were placed in the University Archives.

#### President's Newsletter

President Goodman-Malamuth initiated the publication of a periodic newsletter to members of the community in the service region of the University. The newsletter titled Report to the Region was first distributed in the fall of 1978. To date three issues have been published. Copies have been placed in the University Archives and filed in the Office of University Relations.

#### RAMP

Each year since 1974 the University has prepared a publication called the Resource Allocation Management Plan (RAMP) and submitted it to the BOG and BHE. The publication was commonly referred to as the "RAMP Document." The FY 1981 RAMP was submitted to the Boards in May 1979. (See Chapter VIII for more information on budgets). The RAMP included such information as : 1. Planning Statement, 2. Five Year Program Development Schedule, 3. Program Review Procedures, 4. New Program Requests, 5. Operating Budget Resource Requirements, 6. Capital Budget Resource Requirements. These annual publications have been placed in the University Archives and were filed in the Office of Institutional Research and Planning.

#### Schedule 6

In 1975, a volume title Schedule 6, Learning Modules: 1975 was published in lieu of a University Catalog or Bulletin. This volume included a schedule and description of Learning Modules (courses) arranged alphabetically by College. This was a one-time publication. Copies were placed in the University Archives.

#### Science Co-OP Newsletter

In 1979, Lou Mule, who was responsible for coordination of Cooperative education in the College of Environmental and Applied Science, issued the first CO-OP newsletter called Alice News. ALICE is an acronym for Academic Learning and Interrelated Career Experience. The newsletter was sent to students and faculty in the science and science teaching programs and to prospective employers. When this history was written, plans were underway to establish regular publication of Alice News.

#### Search Procedures

In 1976, the University's Affirmative Action Plan was prepared under the supervision of Esthel Allen, the affirmative action officer of the University. In 1978, a Search Procedures Manual was prepared by the Affirmative Action Officer and distributed to each administrator by the President's Office. The manual provided affirmative action guidelines to be followed in the search for new faculty and administrators in the University. Copies were placed in the University Archives.

#### Security and Safety Awareness

The Department of Public Safety prepared and distributed to faculty, staff and

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students in 1979 a handbook titled, Security and Safety Awareness on Campus. The 16 page booklet focused on crime prevention by the individual. Copies were placed in the University Archives and filed in the Department of Public Safety.

### SEE-IT – Science and Environmental Education Newsletter

The faculty members of the Science Teaching Program in the College of Environmental and Applied Sciences prepared this newsletter and distributed it to teachers in the service area of the University. Donna Siemro served as Editor and all of the science teaching faculty contributed items. SEE-IT-Science and Environmental Education – Information for Teachers has been published three times each year, beginning in 1979 and continuing when this history was written. Copies have been placed in the University Archives and filed in the Division of Science Office.

### Staff Directory

The Office of University Relations has prepared annually since 1974 a Staff Directory which included telephone extension numbers of all administrative offices. In addition, the home addresses, home telephone numbers, and University telephone extension numbers and title of position of all University Employees were included. The official title of the most recent publication was Staff Directory - Governors State University, 1978-79. Copies have been placed in the University Archives and filed in the Office of University Relations.

### Teacher Corps Newsletter

The College of Human Learning and Development, beginning in 1978, operated a federally funded Teachers Corps Project in cooperation with West Harvey School District

147. The Project published a newsletter periodically and distributed it to administrators, teachers and others involved in or associated with the Teacher Corps Project. When this history was written the newsletter was still being published. Copies were placed in the University Archives and on file in the College of Human Learning and Development.

#### The Creative Woman

In the winter of 1977, Helen Hughes of the College of Human Learning and Development and other persons associated with the Women's Resource Center of the University sought fiscal support from the University to begin a publication about the contributions of professional women in our society. Acting Vice-President Andrews made funds available in 1977 to launch the publication that was to be named The Creative Woman, which has evolved into a quarterly magazine with a substantial distribution. Helen Hughes has served as editor from the beginning. When this history was written, 12 issues had been published under the auspices of the Office of the Provost and Vice-President for Academic Affairs. Copies were placed in the University Library and University Archives.

#### University Statistical Abstract

The Office of Institutional Research and Planning was established in 1977. (See Chapter II for more information on organizational structure). The original Office of Research and Innovation was modified and renamed the Office of Institutional Research and Planning. During 1978-79 the staff made an intensive effort to compile data on admissions, enrollments, degrees conferred, professional personnel, financial resources, physical facilities, and library facilities. This data was published in the first annual

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University Statistical Abstract 1979, an 83 paged bound volume, which was distributed widely within the University. This publication has served as a basic resource for University planning and as a springboard for additional studies. The Office of Institutional Research and Planning intends to publish a similar compilation of data each year. Copies were placed in the University Archives and on file in the Office of Institutional Research and Planning.

# CHAPTER XII. EDITORIAL COMMENTARY



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# CHAPTER XII. EDITORIAL COMMENTARY

## Admissions: Open Admissions vs. Remedial Studies

The BHE presented GSU with a paradoxical set of conditions when it mandated an open admissions policy and prohibited the offering of remedial academic studies. We realized this while in the process of designing the University. At that time it was our hope and belief that deficiencies could be identified and the student referred back to the two-year colleges to make up the deficiencies. This process has proven to be reasonably acceptable both to students and faculty as a way to alleviate certain obvious “course deficiencies.”

Students with deficiencies in general can be placed in two groups; one group displays coursework voids, another group has had the coursework but has serious deficiencies in computational and communications skills. The persons who have need of additional freshman or sophomore coursework (e.g. psychology, sociology, organic chemistry, and the like) ordinarily have been advised and are willing to take these courses at the two year college in their district. But the students with oral and written communications and computational deficiencies pose a distinctly different problem. By the time the problems are identified with them or for them, the student has tried with limited success or with failure to complete two or three courses at GSU.

What should (could) the faculty, the advisor, the University do with or for these students? After ten years of thrusting and thrashing about, we still do not know. There’s not much evidence to suggest that the students would or would not gain either

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psychologically or educationally if they were coaxed into returning to the two-year college to take a course in English or Math!!

It seems to me that the University (this means each of us) has a moral and ethical responsibility not only to identify with or for the students these deficiencies, and then to develop ways and means to reduce these deficiencies while the student progresses through the University securing his/her educational objectives. This will required special time and effort by faculty and will not generate many student credit hours which have become increasingly important criteria to support funding. In addition instructional materials and practices will be required that will be labeled remedial by Boards and external reviewing agencies.

At the close of its first ten years, the University finds itself faced with the same paradoxical situations it had when it accepted the first students. We have not made much progress in helping the students with these overarching deficiencies in communicative and computational skills. Perhaps during the next ten years we will find ways to serve better these students.

### Catalogs and Bulletins

The University should establish a master plan and regular schedule for publication of University Catalogs and Bulletins. Catalogs were not published by the University in 1972, 1975, and 1979. In 1971, 1972, and 1973 GSU Bulletins were published; none has been published since. The College of Environmental and Applied Sciences published a Bulletin/Catalog in 1974 and a Curriculum Handbook in 1975.

The first GSU Catalog was published in 1975. The 1976 and 1977 Catalogs were

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difficult for students and employers to understand. The Catalog for 1978 was greatly improved, but was still not well understood by its readers.

Both the President and Provost placed high priority on remaking the GSU Catalog into a publication that was easy to read and understand. Major efforts were invested in revision of the 1978 catalog while the Academic Reorganization was taking place during 1978-79. Because of the many academic changes (See Chapter IV and V for more on Academic Reorganization), a catalog was not published in 1979. The intent is to publish a 1980 GSU Catalog.

If a carefully prescribed plan for publication of Catalogs and Bulletins were established, it would be feasible to publish a Catalog and at least one Bulletin annually. An alternative would be to publish a Catalog every other year and a Bulletin annually. Student, faculty, alumni, and employers should expect professionally prepared Catalogs and Bulletins to be published by the University on a predictable schedule during the second decade of its existence.

### Centralized-Decentralized Administration

The concept of centralized-decentralized management of a variety of University functions was structured into the management systems when the University was planned. The centralized administration was provided by an office with University-wide responsibilities and the decentralized administration was provided within the collegial unit. There were three areas in which centralized-decentralized administration was conspicuous: Student Services, Cooperative Education, and Instructional Development.

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The Office of Student Services was intended to be small with student activities, student recruitment, student counseling, student testing, and student academic advisement to be planned, developed, implemented and administered cooperatively by professional staff in the central Office of Student Services and professional staff in the Colleges. It was reasoned that the older, commuting student would have greater affiliation and allegiance to their college than to the University; therefore services for students should be managed, at least, in part within the Colleges. The effectiveness of this system of student services waxed and waned, but never was truly successful. The Office of Student Services was never strong and the Colleges, for the most part, were not staffed to provide effective services to students.

In 1979, the University centralized all student services under the direction of a Dean of Student Affairs and Services (See Chapter II, VIII) in an attempt to develop a well managed system of services to students. When this history was written, the new system had been in operation only a few months. Early returns suggest that centralized administration of student services will be far superior to those provided during the first 10 years under the centralized-decentralized plan.

Cooperative Education (Coop Ed) was initially administered by a central office of Cooperative Education (See Coop Ed, this Chapter) and by each of the Colleges which employed one or two Cooperative Education faculty members who were called Coop Ed Coordinators. Some Colleges had great commitment to Coop Ed, whereas others tolerated the notion. The Coop Ed faculty had two "Masters", a Dean and the Director of Coop Ed, neither of whom had common goals and objectives. Management of work

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loads, travel, office house, Coop Ed assignment, and the like, functioned smoothly and efficiently only on occasion. This led to a phase out of the central office of Coop Ed and to a steady decline in Coop Ed as a component of the GSU educational system.

Centralized-Decentralized administration of Coop-Ed should have worked. The President and I in 1969-71 erred when we did not clearly specify the expected performances of the Deans of the Colleges and the Director of Cooperative Education in administration of the Coop Ed activities. We assumed the Deans and the Director would work out mutually satisfactory administrative policies and procedures as the Coop Ed Program grew. This never happened.

Coop Ed is an academic activity. Those newly established Divisions in the University that demonstrate an interest in and a need for Coop Ed experience for their students should be supported, even though not many student credit hours will be generated per unit of faculty effort. There will be no need for a central office of Cooperative Education.

Instructional Development was to have been a cooperative venture between the professional staff of the Instructional Communications Center (ICC) and the faculties of the Colleges. The Director of the ICC was to provide the centralized administration and the Deans were to provide the decentralized administration in this cooperative venture. The ICC employed professional staff who were called Instructional Developers. Each one held a faculty appointment in one of the colleges.

During its formative years the ICC perceived itself as the developer of those instructional materials that were supportive of "self-instruction." All other development

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of instructional materials was given tertiary consideration. This did not meet the needs of most faculty; therefore, the true cooperative venture in the administration of development of Instructional Materials never was well established. (See Chapter IX for more).

The expected performance of the Director of the ICC and the Deans of the Colleges in the centralized-decentralized administration of the development of instructional materials should have been specified by the President and me during 1969-71 before the Director and Deans were employed. We believed that policies and procedures for sharing administrative responsibilities would evolve with experience, but they didn't. The ICC now functions very much like a conventional audio-visual center in most other universities.

#### Contracts: Twelve Month vs. Ten Month

When the University was established, it was reasoned that every professional staff member would have a 12 month contract and that the University would operate year-round. This practice has provided educational opportunity every month of the year, but it has been detrimental professionally to the most productive, scholarly faculty.

During the ten years I spent as an Administrator, I observed the scholarly faculty becoming intellectually drained. There never was a time for self-restoration, to "recharge" one's system. It was day after day, month after month, year after year of teaching and research. At the "first" faculty meeting in the fall in conventional institutions, most of the faculty are keyed up, enthusiastic, and ready to launch into teaching, research and committee work for another nine months. At GSU the "first"

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faculty meeting is just like every other faculty meeting, a drag!

The University should eliminate the 12 month contract and in its place institute a 8 and/or 10 month contract. Those faculty who were needed could be offered a six week contract for conventional summer school. Another option would be to offer only 10 month contracts, but staffer appointments so that not all faculty appointments begin September 1 and end June 30. Some appointments could cover the months July through April, whereas others could extend from November through August. No matter how its accomplished, faculty should not be allowed to teach 12 months year after year.

Adjustments of salary could be negotiated to insure that the productive faculty is fairly treated and that the University is not ripped off by non-productive faculty.

### Competency-based Curriculum and Instruction

During the formative years of GSU, it was intended that curriculum development instruction should be interlocking endeavors in which each faculty member would be a participant. The development of curricula and the delivery of instruction were to be competency-based. Toward this end the Instructional Systems Paradigm was developed (See ISP in this Chapter).

Competency-based curricula and instruction were a reality in a few Instructional Programs, but as an institution we failed to bring to fruition a creditable competency-based academic program. It is now too late to retrieve the bits and pieces and mold institution-wide competency based curricula and instruction.

There were many probable causes for the lack of our achievement of greatness in this area. The number of changes in the Office of the Vice-President for Academic



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Affairs caused loss of continuity and academic leadership. The autonomy of one college from another and of one academic program from another in a given college was not conducive to a unified thrust in curriculum building and instructional delivery. The Instructional Communications Center was to have been a pivotal academic support system to faculty development of competency based curricula and instructional delivery. The ICC and faculty never formed the marriage that was envisaged by the designers of the University. Hence, the faculty, for the most part, went its various ways and the ICC went its way. In a few instances some very good materials were developed, but they were puny when compared to what could (should) have happened given all of the professional talent involved.

Notwithstanding the fact that competency-based curricula and instructional delivery were not as successful as desired, some excellent curricula were developed and some outstanding instruction continues to occur. As time passes the curricula, with few exceptions, will become less and less cooperatively planned. It takes a great deal of faculty time and effort to plan curricula, and planning and developing curricula do not generate student credit hours, an extremely important criterion of success in times of intense competition for state funds.

### Cooperative Education (Coop Ed)

A major commitment to Coop Ed was made by University Administrators and by some College administrators during the first few years. (See Centralized-Decentralized Administration, this Chapter). Cooperative Education faculty was employed in each College and a Director of Coop Ed at the University level was in place. It was

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anticipated that the Coop Ed persons in the Colleges and the Office of Cooperative Education of the University would form a functional consortium to institute a University-wide Coop Ed Program. The consortium spirit never developed. The University Administration withdrew its support and Coop Ed waxed and waned, mostly the latter, until this history was written. At present Coop Ed is functioning wherever a faculty member has a commitment to the concept and is given time to work with business and industries to promote employment of students.

The North Central visiting teams both in 1975 and 1979 sighted Coop Ed as a problem area. (See Chapter V).

The future of Coop Ed appears bleak. It will remain viable in spots where committed faculty is active. When those faculty leave or are reassigned Coop Ed will probably cease to be. When this history was written, the Division of Science was still placing many students in Coop Ed positions, many of which became permanent positions.

Deans of Colleges

In most universities the Deans of Colleges are the primary academic leaders within the University. The Collegial Deans at GSU are not functional as academic managers and leaders. Why is this so? The system wide collective bargaining agreement negotiates assignments of faculty duties, salary increases, fringe benefits, evaluation policies and procedures and leave policies. The University Administrators control the operating and capital budgets. The Boards exert major influences over academic program offerings through the Office of the Provost. The Deans of Colleges function primarily as “administrative clerks” serving as a messenger between the Division

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Chairperson and the Offices of the Vice-Presidents. One needs only to read the 1979-82 BOG/AFT Agreement and the BOG Regulations to identify importance placed on the Chairperson and the President/Provost.

The University could function more efficiently in terms of money and human time and energy, if the positions of Collegial Deans were eliminated and a position of Dean of Faculties, or an Associate Vice-President were established in the Office of the Provost. All Divisional Chairpersons would report to the Dean of Faculties.

Either the Collegial Deans should be assigned full responsibility for the management and leadership of the Colleges or the positions should be abolished.

Faculty Rank: One Rank vs. Conventional Ranks

The title University Professor was given to all faculty at GSU irrespective of degrees earned and years of prior experience. This practice often times placed a young faculty member who just completed, or was about to complete, the requirements for a doctorate degree along side of a person who had held a doctorate for 10 to 20 years and who had many years teaching and research experience, yet each carried the title University Professor. This practice minimized the old senior professor syndrome that caused all policy to be developed by the senior professors and most of the unwanted assignments to be given to the young junior professor. Professors were recognized for the worth of their ideas, rather than how long they had been a full professor, a positive result.

The results of this practice were not all positive. The very young junior faculty often times role modeled after other young junior faculty who were also professionally

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and politically inexperienced. There was no senior, full professor achievement towards which a young, inexperienced professor was stimulated to work. Often times this resulted in young professors seeking improvement primarily in salary. The stimulus for outstanding professional achievement was not present in too many cases. Compounding the problem was collective bargaining that argued for treating everyone alike in terms of salary, assignment of duties, etc. In addition young, relatively inexperienced faculty who left the University holding the rank of University Professor often went elsewhere to become an assistant Professor. This was psychologically discouraging and some have told me that we had not prepared them to compete in a University where full professors “call the shots.”

It is probable that conventional faculty ranks will be instituted at GSU in the near future. All faculty at our “sister” institutions, who are represented at the collective bargaining table along side of GSU faculty, hold conventional faculty rank. GSU faculty will tend to become more and more like those in its “sister” institutions as time passes.

Departments: Departmental vs. Non-departmental Organization

The designers of the University and Directors of Academic Development (DAD's) intended that emphasis was to be placed on interdisciplinary and intercollegiate curriculum planning and development and on cooperation among faculty in the delivery of instruction. (See Chapter I). It was believed by most of us and by many educators in other institutions that departmental structures nearly always inhibited and often times prohibited cooperative curriculum planning by faculty from different departments.

The University was planned so that the smallest budgeted academic unit was the

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College. There were no departments or divisions. Academic program areas (Instructional programs) emerged as did Academic Program Coordinators. The Coordinators were faculty members, not administrators, whose primary charge was to orchestrate their colleagues in curriculum planning and development and in delivery of instruction. The Deans of the Colleges and their Assistant Administrators had the responsibilities both of the conventional Dean's office and the Departmental Chairpersons office. Many very good, truly interdisciplinary, or multidisciplinary, if one prefers, curricula were developed, whereas some curricula were focused on single disciplines. It was common place during the first few years to observe faculty from different disciplines working together to develop curricula or in the classrooms as team teachers. As time passed, the amount of team teaching and cooperative curriculum development decreased dramatically in some academic programs and lessened somewhat in others.

In 1979 when the Academic Reorganization (See Chapter IV and V) occurred, the three colleges were organized into Divisions each headed by a Chairperson who was an administrator. After ten years without Departments of Divisions, suddenly there were 13 Divisions, some of which were single discipline oriented and others that were multidisciplinary. When this history was written, the Divisional Organization had been in place only four months, far too brief a period to detect whether or not Divisional organization had had any impact on interdisciplinary and/or intercollegiate curriculum planning and instruction. In some of the academic programs interdisciplinary curricula were so firmly established that I predict they will continue to exist. It appears that some

curricula are headed for single discipline degree programs. It will be interesting to see what impact Divisional Organization has on the curricula during the next decade.

The BOG Regulations specify in some detail the administrative responsibilities of the Departmental (Divisional at GSU) Chairpersons in the areas of retention, promotion and tenure of faculty, division budgets, curricula, faculty evaluation, assignment of duties, and the like. The Division Chairpersons at GSU have not been assigned responsibilities in all of the areas designated by the BOG. At present the Deans and the Chairpersons are sharing the Chairperson's responsibilities specified by the BOG. During the next year, The Chairpersons will probably begin to assume their full roles.

#### Graduate Study

In 1970 the BOG/BHE approved the University to offer both baccalaureate and master degrees in each of the initial four colleges. The designers of GSU viewed undergraduate and graduate study to be a continuum (Educational Planning Guidelines and GSU Bulletin, 1971). It was anticipated that many students, who completed undergraduate study, would continue onto graduate study at GSU. This is, in fact, what has happened in many of the academic program. It was anticipated that graduate students would comprise between 20 and 25% of the student enrollments. Graduate enrollments initially were about 30% and have steadily increased to about 64% when enrollments in all academic programs are considered.

To encourage the undergraduate/graduate continuum neither a graduate faculty nor an Office of Graduate Dean (or Director) was established. The Dean of the College was functionally the Dean both of undergraduate and graduate studies. The concept of

undergraduate/graduate continuum had some desirable as well as undesirable results. It was very easy for students to gain admission to graduate study. The only universal requirement was that a student to be eligible for admission to graduate study was to have a bachelor degree from an accredited institution. "Open" admissions to graduate study were practiced in most academic programs. The easy admissions to graduate study brought to the University many highly qualified students as well as many who were not prepared to accomplish graduate study at an acceptable level of achievement.

There have been some efforts by the University to better define and to improve the quality of graduate study. In 1972, the University Assembly recommended and the President approved a policy titled "Graduate Education Policy." It was amended in 1974, making more specific the policies on admission and graduation. In 1979 a new "Graduate Studies Policy" was adopted. It specified credits required in courses for graduate students only, the amount of graduate credit allowed for past experience, the minimum number of credits that must be earned at GSU, and specified that either an internship, thesis or other integrating experience was required. Examination of degree competency statements in the GSU Catalog, 1978 shows that in some academic programs the differences between undergraduate and graduate study is slight.

During the last five years there have been several committees and task forces that were charged to examine graduate study at GSU and to recommend policies and procedures to enhance the quality of graduate degree programs throughout the University. As this history was written, yet another task force was looking into graduate study. Some academic program faculty have developed rigorous admission requirements and one

College requires students to take the GRE (Graduate Record Examination). But the University in general has inadequate policies and monitoring systems to ensure quality graduate work.

Each of the other Universities that report to the BOG have published graduate catalogs, have identified graduate facilities, have employed Graduate Deans and have specified policies and procedures for graduate study that are University-wide. Excepting for the 1979 Graduate Studies Policy, GSU has not established counterparts to any of these; therefore, communication between GSU and its “sister” institutions is minimal in so far as graduate study is concerned. When the Graduate Deans of our “sister” institutions meet, either the Provost or his designee meets with them.

The University should place high priority on development of universal policies and procedures that ensure students and faculty alike that their time and effort are being invested in graduate programs that are of good quality. Much greater emphasis should be placed upon graduate student research and thesis writing. Consultants should be brought to the University to assess the various graduate programs and to assist the University in improvement of graduate study throughout the University.

#### Instructional Systems Paradigm

In 1973, after many months of determined efforts by many faculty and some administrators “An Instructional Systems Paradigm” was adopted by the University Assembly and approved by the President. The ISP stated:

The Educational Planning Guidelines serve as a base for all subsequent activities. The College Guidelines evolve out of the Educational Planning Guidelines. The Instructional Program Guidelines, in turn, are based on the College Guidelines; the Area of Emphasis Guidelines are based on the



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Instructional Program Guidelines; and the Learning Modules are based on the Area of Emphasis Guidelines.

The ISP goes on to say that:

The detailed approach was taken because curriculum development is a rigorous and complex endeavor. If the paradigm had been a global statement such as the summary paragraph above, then some faculty might legitimately have asked for more explicit directions. For many, the detailed directions will prove to be unnecessary. For others, the explicitness of the document serves as a reminder of the intellectual rigor involved and the true complexity of the task. The ISP will serve as a guide to all who are developing curriculum at the various levels within the University.

The ISP was used systematically and effectively by some faculty as a guide to developing Learning Modules (Course Syllabi), Orientation Competencies, Area of Emphasis (Major) Competencies, and Instructional Program Competencies for approximately four years. During that period, ISP was talked and written about by the students, faculty-, and administrators, alike. As time passed one was to hear less and less about the ISP. When this history was written, one seldom heard the ISP mentioned. Many administrators and most faculty who were employed within the past three or four years would never have heard of the ISP.

The ISP was (is) a curriculum development guide that provided a great deal of flexibility for the individual faculty member. But the ISP did require rigorous effort by faculty who were to develop instructional materials. It called for more than copying the table of contents of a text and distributing it as a syllabus for use by students, a form of “syllabus planning” that has always been commonplace in Universities.

The Instructional Systems Paradigm is not now serving a useful purpose, excepting for a few faculty in a few academic programs who systematically develop curricula and instructional materials. One might ask: Why did such a carefully developed guide to curriculum development lose its effectiveness? As so often has happened at GSU, a carefully worked out policy was adopted; but the Administrators involved did not

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provide management and leadership to insure that the policy would be institutionalized.

The newly formed Faculty Senate should charge the University Curriculum Committee with the responsibility to reexamine the ISP, adapting it to current needs of the faculty. The Provost should assume leadership with the Deans of the Colleges and Director of the School of Health Professions in development of management and leadership systems that will support and encourage the continued use of the revised ISP as a guide to development of curricula and instructional materials.

Physical Facilities: Phase I and "Phase II"

The Phase I Building was discussed in Chapter III. It was noted that special facilities were not built for the College of Human Learning and Development, the College of Business and Public Administration and the Health Professions. "Phase II" building which was never funded, was to have included facilities especially designed for the two colleges. An unusual set of circumstances occurred from 1969 to 1974 which caused the University not to design into Phase I building special facilities for the Health Professions.

In the fall of 1969, representatives of Lutheran General Hospital, Park Ridge, IL contacted the University to explain their plans to build Lutheran General South Hospital contiguous with the University or on the University site if that proved to be feasible. Plans progressed rapidly during early 1970 and finally a site directly across Stuenkel Road north of the campus was selected for the hospital. The building plans for the hospital were to include laboratories and classrooms for the health professions programs of the University. It was to be a teaching hospital for allied health professions offered by

the University within the hospital. Lutheran General South Hospital was to be finished about the time Phase I Building was to be completed on the campus site. Representatives of the Health Education Commission, the BOG, the BHE and allied health professionals advised the University not to build its own health professions facilities but rather to cooperate with Lutheran General Hospital to plan facilities the University could use. Toward this end the first health professional employed in 1970 was part-time on the payroll of Lutheran General Hospital to cooperatively plan the academic program in health professions and the educational facilities in the hospital.

Phase I Building was designed without special facilities for the allied health professions. Bids were let and construction began. During 1971, it became apparent that finances and politics were to prevent Lutheran General South Hospital from being constructed. It was then far too late to modify Phase I Building to accommodate the needs of the allied health professions. But the saga of facilities for the allied health professions was not to end.

Rush Presbyterian-St. Luke's Hospital developed an interest in the University, Park Forest South and in building a hospital on the same site as Lutheran General had planned to build. Plans for the hospital were developed that included some educational facilities. Discussions between Rush Presbyterian-St. Luke's Hospital/Governors State University and the BHE took place concerning mutually planned educational programs in the allied health professions. Rush Presbyterian-St. Luke's Hospital/Governors State University endeavors. The hospital building was to have been constructed in two phases, but Rush Presbyterian-St. Luke's Hospital was unable to gain approval of the state and

regional health agencies. The hospital was never built.

When this history was written, the land where the hospitals were to have been built produced corn one year and soy beans the next. The State of Illinois is unlikely to find "Phase II" building in the foreseeable future. And the School of Health Professions remains without special facilities to support its allied health programs after several years of developing plans with two different hospital groups. At present there are no known plans of any groups to build a hospital adjacent to GSU.

The University has developed a number of cooperative relationships with several of the Community Colleges that serve as feeder institutions. Why not develop physical facilities in cooperation with some of these Community Colleges? The University should explore the feasibility of building classroom, laboratory and other needed physical facilities attached to main buildings on the Community College campus. The energy, security, custodial, and maintenance systems could be common to the two structures. Cooperative arrangements could be made for sharing library resources, day care facilities, audiovisual equipment, as well as classrooms and laboratories. Surely the capital investment and operating costs per square foot of building would be less if built in a community college campus than it would be if built on the University campus. In addition the faculty and students of the Community College and the University could have positive synergistic influences on higher education, providing all systems were properly administered.

Planning: Long-range vs. Operations Planning

The Educational Planning Guidelines developed in 1969-71 provided the goals

and objectives for designing and developing all systems of the University until 1976, when President Engbretson left the University. During those early years there was not a formally constituted planning body that was operational. The University Governance System included a Committee on the Future which had the charge of examining the future and developing plans to modify the University so as to adapt it for its future role. This committee, even though chaired by several very competent people, never could escape the operational planning demands which preoccupied all of us. The Educational Planning Guidelines had outlived its usefulness by 1976.

In 1976 President Goodman-Malamuth reorganized the University administration (See Chapter II), establishing the office of the Vice-President for Institutional Research and Planning. The Vice-President and his staff were charged to develop a data base and to evolve systematic procedures for evolving long-ranged plans that would be updated annually. During 1977 and 78, with the aid of Dr. S.B. Parekh, Director of “The National Center for College and University Planning” who was serving a continuing consultant, Vice-President Virginio Puicci and his staff designed a paradigm for institutional planning. In 1978-79 a University-wide Planning Committee was established. In this same year the University was to conduct a self-study preparatory to the visit of North Central in the fall of 1979. The University Planning Committee served the dual role of advising the Office of Institutional Research and Planning on the long ranged planning paradigm and reviewing the plans and documents of the self-study. A good self-study was conducted that resulted in a worthwhile publication (see accreditations, Chapter V). But once again the University was preoccupied with operational planning for the North

Central, the BOG/BHE; therefore, long-ranged plans did not evolve. However, a basis for long-ranged planning appears to have been established.

A new University Planning Committee (UPC) was established in the fall of 1979. This committee has established a two-pronged thrust that may enable it to deal both with operational plans and long-ranged plans effectively. A subcommittee to focus on long-range planning selected a planning paradigm published in 1978 by the Resource Center for Planned Change of the American Association of State Colleges and Universities titled, A Future's Creating Paradigm: A Guide to Long-range Planning from the Future for the Future. Another subcommittee of the UPC is to focus on the immediate academic, fiscal, and physical plans necessary to operate the University and to satisfy requests of BOG and BHE that focus primarily on annual operational activities and events.

As this history was written, it appears that the University has evolved a system for long-range planning that may not get subsumed by annual operations planning. It will be interesting to see what the University Planning Committee projects for the future life of the University.

#### Professional Personnel Systems

Following several months of dedicated efforts by many faculty members and some Administrators, the University Assembly in 1972 recommended a "Professional Personnel Systems" that was approved by the President January 4, 1973. The PPS was revised July, 1976. The thrust of the PPS is described in its Preface:

It seeks to ensure consistency and to reinforce systems relationships among the elements of staff responsibilities among the elements of staff responsibilities, work plan agreements, evaluation, cyclical tenure, and appeals and grievances. In addition, the report reflects the conviction that all professional

staff in the institution shall be treated equally on a performance basis in an atmosphere characterized by mutual trust among all parties involved.

This report seeks to explicate policies and find means for implementation consistent with the document on Proposed Professional Personnel Systems approved by the Board of Governors of State Colleges and Universities in October, 1970.

The Professional Personnel Systems described “Professional Staff Responsibilities,” the purpose and goals of the “Professional work Plan Agreement”, the “Principles and Procedures of Evaluation”, the “Principles and Procedures of Cyclical Tenure”, and the “Principles and Procedures of Appeals and Grievances.” “Tenure Criteria” were listed as an appendix.

The Professional Personnel Systems served as a policies and procedures manual for all professional staff personnel matters until 1975-76, when the staff of the BOG had under development a statement of regulations to collective bargaining for academic employees in all institutions in the BOG system. As the BOG established its Regulations for Collective Bargaining by Academic Employees and collective bargaining got underway in 1977, it became necessary to modify the PPS piece-meal in an attempt to keep it congruent with personnel matters that were being bargained. The first BOG/AFT Agreement became effective the fall, 1977. This agreement made it necessary to modify the PPS in 1977. In September 1979, the second BOG/AFT Agreement became effective, making the PPS out-of-date in many parts. When this history was written, the Professional Personnel Systems was in dire need to revision.

The Faculty Senate should give high priority to development of a new document

dealing with professional personnel matters that is congruent with the BOG/AFT Agreement and that simplifies the procedures and processes in all aspects of the current Professional Personnel Systems. Far too much time and energy both by faculty and administrators are required to carry out the policies, procedures, and processes of the existing system. The current procedures are bunglesome!

Students: Degree Seeking vs. Students-at-Large

During the last few years of the first decade of the University's existence, the number and percent of non-degree seeking students (Students-at-Large) has increased exponentially. The number and percent of degree seeking students has decreased some during recent years. (See Chapter VI for more). Several factors have influenced these shifts in student populations: 1. The operating budget of the University was high relative to other institutions in Illinois; 2. The overall economy of the State and nation was enduring a high rate of inflation; and 3. There was a change in University Administration (President and Vice-Presidents).

Beginning in 1977 and continuing thereafter, the University administration made major fiscal philosophical commitments to continuing education (See Chapter VIII for more) in order to preserve the operating budget by bolstering head count enrollment. The strategy was effective. By 1979 when this history was written about 40% of the student head count was accounted for by Student-at Large (See Chapter VI for more), most of whom were recruited through the efforts of Continuing Education. These conditions have placed the University in a crossroads situation. In my opinion, a University must build its academic programs, faculty and research programs primarily with most of the students



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enrolled in degree programs. Continuing education classes for non-degree seeking students provide a service to the community and may temporarily preserve operating budgets by increasing head counts, but they do not a University build. To support the Continuing Education functions, several hundred thousand dollars of the operating budget have been diverted from other academic programs on a campus that largely educates degree seeking students.

The University Administration should reexamine its condition and decide what proportion of its students should be degree seeking and what impact has the massive effort in Continuing Education had on the on-campus instruction and research programs which educate primarily the degree seeking students, the body of people that make a University.

### Tenure: Cyclical vs. Conventional Tenure

When the University was being designed, it was decided that some alternative to permanent (“lifetime”) tenure should be tried. Following many months of debate, a faculty tenure system was recommended that would protect academic freedom and ensure job security as long as the faculty member performed acceptably. It was reasoned that cyclical tenure would allow and encourage faculty to assess each other’s performance and to remove the non-productive faculty every seven years. The seven-year cyclical tenure system was adopted and described in the Professional Personnel Systems in 1972. The cyclical tenure system called for annual review of performance by each faculty member and in the faculty member’s sixth year of employment a reapplication for tenure was to be submitted and both an intensive and extensive evaluation for renewal of tenure was to

be accomplished. In 1972 the first four faculty members were awarded seven-year cyclical tenure. These faculty were to reapply for cyclical tenure in 1978, which they did. When this history was written, every faculty member who had received a seven-year cyclical tenure appointment the first time they were eligible also had it renewed when they applied a second time.

The seven-year cyclical tenure system was not effectively tried at GSU. Then the BOG approved collective bargaining in 1977 with all five of its institutions and the Board became the bargaining representative with AFT Local 3500, the seven-year cyclical tenure system at GSU was placed in juxtaposition to the conventional tenure systems at the other Universities. Collective bargaining was a reality before any GSU faculty members completed their first seven-year cycle. Even though seven-year cyclical tenure system was in operation when this history was written, it appears that in reality seven-year cyclical tenure has become permanent tenure in practice. Within five years or less, cyclical tenure probably will no longer exist at GSU; it will have been “bargained” away.

I think the seven-year cyclical tenure system fairly and honestly administered was (is) a viable alternative to permanent tenure. Some sort of alternative to permanent tenure will probably evolve in higher education during the next decade.

Transcripts: Graded vs. Non-graded

During the first ten years, the transcripts issued by the University to students were ungraded, only the names of Learning Modules (courses) the credits earned and the competencies achieved by the student were carried on the transcript. In September, 1979, a conventional letter grading system was instituted. One might logically ask: Why did

this happen? Is the concept of a non-graded transcript undesirable? Unacceptable?

The non-graded transcripts that GSU was releasing to students were in many instances inaccurate, the competency statements were poorly conceptualized and written, and many of the transcripts were voluminous. Employers of our students advised the University of the problems they had with the overburden of information that was on the transcripts. And many said, they simply did not understand the message that the competency statements were trying to deliver. Most employers advised the University that a graded transcript would be advantageous to our students who were making applications for employment; hence, the graded transcript became effective September, 1979. Students could if they wished request a special transcript that was ungraded.

The non-graded transcript may have been a viable idea. If GSU had produced transcripts that were accurate and that included brief well constructed competencies, employers and students, alike, may have found the non-graded transcript, we were also testing the ability of the faculty to write high quality and brief competency statements, the capabilities of the student records staff to cope with non-graded transcripts, and the reliability of the computer services rendered by the Cooperative Computer Center (See Chapter IX for more). None of these variables was functioning satisfactorily most of the time. In short, we do not know whether or not a competency-based, non-graded transcript could be produced that would be acceptable to employers and graduate schools.

It remains to be determined whether or not a reliable, valid, attractively produced, ungraded transcript would satisfactorily meet the need of employers and serve as a viable alternative to the conventional graded transcript.

Vocational Education vs. Liberal Education

It was predicted, in fact known, when the University was being founded that a significant percentage of the students would be vocationally oriented. Since most of the student were expected to have attended a Community College prior to enrolling at GSU, it was logical to expect vocational interests to be high. The BHE in most of its writings about the proposed senior institutions (Sangamon State and Governors State Universities) gave clear indications that vocationally interested students were expected (See Chapter I).

The BHE recommended that liberal arts and sciences should be components of curricula in the upper division Universities. GSU in its Educational Planning Guidelines showed its intent to make vocational and liberal education mutually supportive for its upper division students. But for the most part liberal education never became a reality. Most students who entered as a vocationally oriented student, graduated from GSU with greater depth and breadth in his/her profession or vocation. Why did this happen?

There were probably many factors that prevented the University from providing its students with liberal education. But the primary reason, in my opinion, was the unwillingness of those of us who designed the University to establish administrative systems that would ensure implementation of the educational systems projected. We all believed that a clear statement of educational goals and guidelines would ensure implementation of ways and means of achievement of those goals. The great autonomy that the Colleges had in developing the implementing curricula legislated against liberal education becoming an integral component of the various curricula. Liberal education was a University goal and responsibility, whereas the curricula were to collegial

responsibilities. The University did not establish overarching policies to “require” liberal education; therefore, it never came about.

The University in 1979-80 has a newly established College of Arts and Sciences. One of its purposes was to provide liberal education for vocationally oriented (professional) students in Colleges/School. But we may be faced with the same dilemma of the past decade: There’s no University policy (“requirement”) to make liberal education a reality in the already existing curricula. It will be interesting to see if the University has the same experience with liberal education during its second decade as it did during its first. (See Chapter VI for more).

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## GSU HISTORY PROFILES

*In early April I discovered that Bill Engbretson was starting a university in a suburban cornfield south of Chicago. What I heard about the University's intentions and leadership sounded intriguing. I called for more information.*

*After one phone call, bill asked for my vita and extended an invitation to visit him. At that time, I was in the process of completing my doctoral work at the University of Chicago and planning a trip to Japan and Scandinavia via the Trans-Siberian Railway.*

*A few days later Bill's secretary called and said, "plan to spend the whole day." It appeared that my intended visit of inquiry had become a job interview. After all, the Trans-Siberian Railway would still be running if I postponed my trip a year or two.*

*Bill Engbretson, Clay Johnson, Ted Andrews and a few others were already on board at Governors State University when I wandered in with an assortment of interests and experiences in urban studies, religious studies and social simulation gaming. After an intensive day together, I was hooked and fascinated by the possibilities.*

*I was later offered and accepted a job and my first office was located in an old paint store in Park Forest. I had a typing stand for a desk and attended "squatters conferences." We were called DAD's, Directors of Academic Development.*

*It is now difficult to characterize the enthusiasms of that first year. We felt clearly that we would change the shape of higher education; we were developing a model university with national implications. We would be different, better, more humane, more efficient, and so on.*

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*During the past twelve years, GSU has traveled some distance from those first concerns. In observing that distance, we could all recite a great litany of mistakes and missed opportunities along with the positive growth. Yet what remains constant, and often neglected, is the fact that we have a remarkable student body and we are seeking to provide an important step in education for a whole lot of folks who would not be able to continue if this University did not exist.*

*As I think back on those first years, it seems clear that our major efforts were in building programs and curriculum. However appropriate that may have been, relatively little attention was paid to developing some sense of “being” a university and supporting a mutual commitment of reflection and inquiry; that elusive work remains a challenge for the University.*

*Our fundamental dilemma after twelve years is not with our students nor with the committees that we are being attached to. Rather, the dilemma revolves around the continuing need to meld our faculty and administrators into some sense of a university.*

*Larry McClellan*

*University Professor of Urban Studies*

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*In early April I discovered that Bill Engbretson was starting a university in a suburban cornfield south of Chicago. What I heard about the University's intentions sounded intriguing. I called for more information. After one phone call, Bill asked for my visa and invited me to the University of Chicago to talk with him. At that time, I was in the process of completing my doctoral work at the University of Chicago and was planning a trip to Japan and to Scandinavia via the Trans-Siberian Railway. A few days later Bill's secretary called and said, "plan to spend the whole day." It appeared that my intended visit of inquiry had become a job interview. After all, the Trans-Siberian Railway would still be running if I postponed my trip a year or two.*

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*I was later offered a job and my first office was located in an old paint store in Park Forest. I had a typing stand for a desk and attended "squatters conferences." We were called DAD's – Directors of Academic Development.*

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*After our first twelve years, GSU has traveled some distance from those first concerns. In observing that distance, we could all recite a great litany of mistakes and missed opportunities along with the positive growth. Yet what remains constant, and often neglected, is the fact that we have a remarkable student body and we are seeking to provide an important step in education for a whole lot of folks who would not be able to continue if this University did not exist.*

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*Larry McClellan*

*University Professor of Urban Studies*

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*Ten years as a university is just a speck in time. Yet much can be written about this prairie flower that is blooming into an excellent regional university.*

*Experimentation was our charge, and we succeeded because we learned that institutions require certain structures and ways of working which are essential to both the spirit and purpose of a university.*

*We reaffirmed some age-old concepts about education. We rediscovered our historic purpose, i.e., the student's fulfillment of self still remains the central focus of education. We discovered that a state-supported institution cannot exist apart from its creators – the state and the public for which it was designed to serve. We learned that as scholars we were freer than we wished to be; we needed to use our scholarship, courage and imagination to practice what we professed; and no amount of egalitarian drive or societal upheaval should divert us from our roles as scholars-teachers.*

*We learned, too that only scholars can govern the academy; all that remains for us to do is govern ourselves. We learned that experimentation cannot succeed holistically but must be incremental. We overreached trying to reshape both the purpose and process of education. We discovered that new technology, language, methodology and structures cannot rise spontaneously and liberate students from the rigors of working for mastery of the disciplines. We reaffirmed that the development of curriculum must emerge from the structure of knowledge, the traditions of the academy, and the societal expectations of suitable norms relative to both civility and scholarship. Hence, we*

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*learned again that education is too important to be left only to students and the coordinators; the authority of the disciplines and professions, not the perceived needs of the student, are central.*

*Most importantly, we discovered that atypical students require quality education more than the elite; equality of opportunity or access does not mean tolerance for the educationally disadvantaged. Solid academic requirements and expected norms cannot be achieved by tolerance, i.e., acceptance of students' marginal strengths because of cultural disadvantages. Nongraded, flexible programs and use of new terminology cannot take the place of scholarship, evaluation and credentialing for competence. Our benefactors, too, forgot their history. Disenfranchised, disadvantaged students are often served opportunities commensurate with social status. Our original limiting mission reflected this attitude.*

*GSI is a tribute to all. We have lessened the chance of lives being unfilled. We have touched the spirit of self and have improved society. We have truly evolved a consultative process merging institutional consensus with the public need!*

*Alexia De Tocqueville's words, written in 1835 on the distinctiveness of America, eloquently apply to our institution: "...greatness...lies not in being more enlightened...but rather in her ability to repair her faults."*

*Virginio L. Piucci*

*Vice President for Institutional Research and Planning*

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*From the desk of John Canning*

*March 23, 1982*

*Curt McCray:*

*More persons are in the news every day listing GSU in their background, or GSU is included when they are introduced as a speaker or candidate. Such mention thrills me!*

*My knowledge of GSU goes back before my active days as an employee from 1970 to 19779. I was with a company where certain persons living in the south suburbs helped spearhead the birth and location of the school. When I retired early, one of those persons helped pave the way for my employment on the University staff.*

*The staff nucleus then was in a small office in the Park Forest Plaza, and I set up business with my own portable typewriter on my lap. The very first day three staff members said it was customary for a new person to pick up a lunch check, and I swallowed it, hook, line and sinker! Later, when a typewriter was requested for me, I was jokingly told that "no many required a typewriter." Nevertheless, I got it and the current vice president and his family became good friends of my wife Kay and myself.*

*At the next location in the Planning Building, before the start of the classes, the staff was small and there were no floor-to-ceiling partitions. All communication inside was by loud voice!*

*Groundbreaking for the present complex was a big event, including the presence of Governor Ogilvie, who arrived by helicopter. The founding University president posed*

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*forever, it seemed, with friends breaking ground; the University took a Polaroid snapshot each time and gave it to the guest as a souvenir. On a trip to China in 1981 I followed the same principle, taking Polaroid photos of children and families and giving away about 100 prints. While a print was developing a crowd of some fifty Chinese would congregate, watch and smile.*

*I was fortunate to be at GSU in the time when minorities made much progress; color or language made no difference. I like to think my best friends at GSU were minority professionals and students and when I left there was evidence of that.*

*Thanks for all those young years.*

*Right on, GSU!*

*John Canning*

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*GSU stirs a while of memories, from the early years of hit-and-miss growing pains and cherished hopes that GSU would become a thriving expanse of buildings housing over 10,000 students, to be the present, ever-changing organization which has reverted to a more traditional role in higher education.*

*I started in the basement of the Hantack House, now the home of Building and Plant, with Dean Charles Wade and five planners for the College of Human and Learning Development. The College of Environmental and Applied Sciences was on the main floor. But I guess the ones who had it the hardest were the Colleges of Business and Public Service and Cultural Studies, who were housed in the paint store in Norwood Plaza.*

*My fondest memories of those days was the feeling of family which pervaded, that we were all working toward a marvelous new goal – competency-based education. A memorable event which demonstrates this feeling was meeting the deadline for the first self-study for accreditation. I will never forget Dean Wade standing with the rest of us, collating our section of the floor, tables, desks and every other available space. And it was Sunday!*

*One of the more memorable committees of the fifteen on which I have served was the Dedication Committee. The architects had finished the plans, the money had been allocated and we were finally able to break ground. The governor was invited for the*

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*ceremony. It rained...we had a canopy...we had chicken box lunches...yet I remember the pride I felt in having been a part of it all from the very beginning.*

*I could go on ad infinitum, but other will fill in where I left off. I cannot end without a word about the enormous boost I feel the University has given to the south suburbs, to the students who came in from the city and to its employees. I have received a college education to the Master's level and I am most appreciative and grateful.*

*Mildred Laken*

*Secretary, School of the Health Professions*

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*During the five years that I have served as vice president for Administration at Governors State University, I have observed a fledgling University seek its identity. The University's existence embodies the hopes and dreams of its founders whose aspirations were to establish a university in the south suburbs of Chicago that would serve the full spectrum of society as the people pursued their self-fulfillment.*

*It has been interesting to observe professionals from diversified backgrounds arrive from different regions to formulate a faculty. Each person with his/her traditions, experiences, and beliefs coalesced into an academic body known as the faculty of Governors State University. Here they began to interact and evolve a mission and curriculum. Processes were developed and set into place which addressed all facets of a university's "Becoming".*

*A governance structure and an elaborate planning model were inaugurated, both of which involve all constituencies within the University. Through these the University committed itself to a thorough self-examination, and its processes have engaged the expertise and wisdom of faculty and staff throughout its organization. It is this amalgamation of people from diversified backgrounds interacting in a common endeavor that highlights GSU's uniqueness.*

*Governors State University is still in the creative process of evolving into a University separate and unique. With impinging pressures from external constituencies and the uncertainty of future economic resources, the challenge to a young, sensitive and struggling institution is substantial. It is the GSU spirit that will cause the University to*



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*surmount its obstacles and survive. GSU will probably be the last public university to be built in Illinois for many years. The pioneer attitude and vitality are to be found within this fledgling institution. I believe that as the Illinois prairie nurtured this state's early pioneer communities into mature and towns, so will this pioneer University on the south suburban prairie be molded into a creative moving force and influence for the future growth of Illinois*

*Melvin N. Freed*

*Vice President of Administration*

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*Ten years as a university is just a speck in time. Yet much can be written about this prairie flower that is blooming into an excellent regional university.*

*Experimentation was out charge, and we succeeded. We succeeded because we learned that institutions require certain structures and ways of working, fashioned through experience, which are essential to both the spirit and purpose of a university.*

*We reaffirmed some age-old concepts about education, the institution and education the process. We rediscovered our historic purpose, i.e., the student's fulfillment of self still remains the central focus of education. We discovered again that a state-supported institution cannot exist apart from its creators – the state and the public for which it was designed to serve. We learned that as scholars we were freer than we wished to be and we needed to use our scholarship, courage and imagination to practice what we professed. We relearned that no amount of egalitarian drive or societal upheaval should divert us from our roles as scholars-teachers.*

*We learned, too, that only scholars can govern the academy, and all that remains for us to do is govern ourselves. We also learned that experimentation cannot succeed holistically but must be incremental. We overreached trying to reshape both the purpose and process of education at the same time. Most importantly, we discovered that new technology, language, methodology and structures cannot rise spontaneously and liberate students from the rigors of working for mastery of the disciplines. We reaffirmed that the development of curriculum must emerge from the structure of knowledge, the traditions of the academy and the societal expectations of suitable norms relative to both*

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*civility and scholarship. Hence, we learned again that education is too important to be left only to students and the coordinators; the authority of the disciplines and professions, not the perceived needs of the students, are central.*

*Most importantly, we discovered that atypical students require quality education more than the elite; equality of opportunity or access does not mean tolerance for the educationally disadvantaged. Solid academic requirements and expected norms cannot be achieved by tolerance, i.e., acceptance of students' marginal strengths because of cultural disadvantages. Nongraded, flexible programs and use of new terminology cannot take the place of scholarship, evaluation and credentialing for competence. Our benefactors, too, forgot their history. Disenfranchised, disadvantaged students are often served opportunities commensurate with social status. Our original limiting mission reflected this attitude.*

*These were a few examples of our rendezvous with change. But our real lesson is in our success. We have experimented, produced results relative to both the process and institution of education, and prospered. We are a living witness to the spirit and traditions of the academy. The collective wisdom of our faculty did make a difference to thousands of students by providing them with better opportunities than their parents experienced and by exposing them to ideas, ideals, influences and ways of thinking and working that expanded their horizons. Further, we did encourage the students to break out of the occupational roles assigned to them by society. Most importantly, we gave our students faith in themselves and hope for a better tomorrow.*

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*GSU is a tribute to all. We have lessened the chance of lives being unfilled. We have touched the spirit of self and have improved society. We have truly evolved a consultative process merging institutional consensus with the public need!*

*The poet, Stephen Spender, has written lines that celebrate the achievement of our faculty. His poem concludes:*

*Born of the sun, they traveled a short while toward the sun,*

*And left vivid air signed with their honor.*

*And Alexis de Tocqueville's words, written in 1835 on the distinctiveness of America, eloquently apply to our institution: "...greatness...lies not in being more enlightened...but rather in her ability to repair her faults."*

*Virginio L. Piucci*

*Vice President for Institutional Research and Planning*

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*During the early years at Governors State University there was an excitement present because we were building a new university. Everyone pitched in to help, whatever the task. I'll never forget the time in 1970 when we were preparing New Units of Instruction proposals for the Board of Governors in Springfield. Deans and secretaries worked together all weekend collating documents.*

*We were very small and everyone knew everyone else. There was a closeness and camaraderie that is missing today. This was especially true when everyone was located in the Planning Building. We worked together, and many of us socialized together.*

*There have been some frightening moments too, such as the time we had a bomb threat and everyone had to leave the University while a search was conducted. There was also an occasion when a large group of angry students descended upon our office demanding to see the vice president. It is never dull in the administrative area.*

*If anything could characterize my experiences at GSU during the last eleven years, it would be change and movement. To work and survive there, one must be adaptable. Although I've been with the vice president's office all these years, I've worked in four different buildings with several moves within those buildings. During this time, I have worked with five vice presidents for Academic Affairs. Each vice president has been unique, and I am preparing for the arrival of the soon-to-be sixth vice president for Academic Affairs.*

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*For me personally, Governors State has been a place for opportunity and growth. I began working at GSU in the Park Forest Plaza office in 1970 as secretary to the vice president for Academic Affairs. I am now an administrative assistant in the provost's Office. I have also had the opportunity to attend GSU and obtain a Bachelor of Arts degree. Currently I am working toward completion of the Master of Arts degree.*

*Barbara Flowers*

*Administrative Assistant, Office of the Provost/Vice President for Academic Affairs*

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### About the Author

It would be difficult to find a person better qualified than Dr. Ted F. Andrews to write a history of Governors State University. As a member of the original planning team for the new and unusual University, he joined the staff in 1969 as founding dean of the College of Environmental and Applied Sciences, with the faculty rank of University professor of life science. He served in that capacity until the collegial reorganization in 1979.

For the next year he served as special assistant to the provost and began working on this volume. Never too far from the classroom, Andrews returned to his professorial duties in September 1980. He developed a course in human genetics, which he taught during each trimester in 1980 and 1981. He retired from the University in the fall of 1982.

Andrew's story of Governors State is a personal one. He served under the only two presidents the institution has had as of this writing. He has known, on a first-name basis, most of the hundreds of dedicated faculty members and administrators who guided the first dozen years of this young University. And he has had a significant influence on, and been influenced by, many of the thousands of students matriculating through the University's initial open spaces and later its more conventional classroom. He has been both cause and effect in a changing, emerging University.

His story also is a professionally and academically distinguished narrative. Andrews earned the Bachelor of Arts degree at Emporia State University, the Master of

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Science degree from University of Iowa, and the doctoral degree from Ohio State University. He has authored more than thirty professional articles, two book manuscripts and more than one hundred book reviews. And this is not his first chronicle relating to Governors State University. During a sabbatical leave in the 1970s he wrote a volume on the history of the College of Environmental and Applied Sciences.

Prior to coming to the University, Andrews was director of science for the Educational Research Council of America (1966-69), associate director of the Commission for Undergraduate Education in the Biological Sciences (1965-66), and a member of the faculty and staff of Emporia State University (1948-63), from assistant professor of biology to professor and head of the department.

Among his numerous honors are Distinguished Alumnus of Emporia State University (1980) and Honorary Life Member, National Association of Biology Teachers (1980), of which he was president (1963-64). Andrews is listed in "American Men and Women of Science," "Leaders in American Science," "Leaders in Education," "Men of Achievement," and several of the "Who's Who" directories.