1969-1979 Tenth Anniversary Celebration Sunday, July 15, 1979

Governors State University

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1969 - 1979

Tenth Anniversary Celebration

Sunday, July 15, 1979
Illinois Senate Resolution

WHEREAS, in the 1960s the State of Illinois realized it was in need of a progressive upper-level university of the highest caliber to be located in the northeastern portion of the State; and

WHEREAS, after much discussion and planning, it was decided the problem would be addressed by the establishment of Governors State University; and

WHEREAS, that superior school, located in Park Forest South, Illinois, this year is commemorating its 10th year of existence, having been established in 1969; and

WHEREAS, the fully accredited school accepted its initial 578 students in 1971, and has since blossomed into a wide-raying institution of higher learning with a current student population of 3,500; and

WHEREAS, the students of Governors State University can now choose to work toward the following degrees: Bachelor of Arts, Master of Arts, Bachelor of Science and Nursing, Master of Science and Nursing, Bachelor of Health Science and Master of Health Science; and

WHEREAS, the school also offers its students an open admission policy, low costs, day and evening classes, individuated programs, traditional and non-traditional instruction, self-paced learning, a new modern campus, financial aid, and a flexible year-round schedule; and

WHEREAS, the school now boasts a faculty of 139, scholars beyond compare; and

WHEREAS, Governors State University was honored in its budding years to be guided on its road to excellence by Dr. William E. Emberson, who served as president from 1969 until 1976; and

WHEREAS, the superior job begun by Dr. Emberson has been continued by Dr. Leo Goodman-Malamuth II, who still ensures the University retains its academic excellence and meets the needs of its students; therefore, be it

RESOLVED, by the Senate of the Eighty-First General Assembly of the State of Illinois, that we congratulate Governors State University in Park Forest South on its tenth year of existence; and be it further

RESOLVED, that we express to the President, Board of Trustees, Faculty, Staff, Students and all others connected with the University our immense pride in the unparalleled progress displayed by Governors State University during the past decade; and be it further

RESOLVED, that a suitable copy of this preamble and resolution be presented to Dr. Leo Goodman-Malamuth II with thanks for upholding the tradition of academic superiority Illinoisans have become accustomed to and with sincere wishes for many more years of success and excellence.

Adopted by the Senate, June 30, 1979.
On behalf of the 11 million residents of Illinois, I wish to congratulate the staff and students of Governors State University on the celebration of your 10th anniversary.

Your contribution to the quality of higher education to your student body and to the greater good of the citizens of this state are achievements of the first order and hold great promise for the decades to come.

Sincerely,

James R. Thompson
GOVERNOR
Three years ago when I assumed the Presidency of Governors State University I was frequently asked, "Why did you leave sunny southern California for this small University on the Illinois prairie?" I responded, "Governors State University is on the cutting edge of higher education in America. I like that kind of challenge."

My three years here have done nothing but confirm my original perceptions. I believe Governors State University, as it celebrates the tenth anniversary of its founding, stands as one of the most exciting and challenging educational institutions in the United States.

Exciting in the Jeffersonian philosophy which grounds its mission; in its remarkably motivated and talented students; in its young, dedicated, superbly educated faculty; in its loyal and generous staff.

Six weeks ago we were reminded in eloquent and dramatic fashion of the challenge which faces Governors State University. During our June Commencement Exercises we awarded an Honorary Doctorate to Dr. Thomas Pettigrew, Harvard University professor of social psychology and sociology. He remarked: "Governors State University is a direct product of the 1960s. It is the product of a confident, idealistic, expansive America that believed in its Dream of equality and opportunity, that believed its Dream was attainable and, indeed, must be attained. GSU is the steel and concrete enactment of that confidence and, as its graduates, you are the direct beneficiaries of that spirit. As you know well, this University was built on the premise
that talent and ambition are too valuable to waste, that this immediate region of Illinois deserved its own university within easy commuting range, that opportunity to a first-class education should be readily available—all direct corollaries, after all, of the American Dream.

This was the vision which motivated Dr. William Engbretson and the women and men who helped him plan and build Governors State University. They were courageous. They were creative. When it opened its doors in 1971 this University was, I believe, serving the specific region extending from Kankakee to the heart of Chicago, from Joliet to the Indiana border, the most comprehensively experimenting and innovative state university in America.

The founders were also wise administrators and managers. They set in place a system for monitoring the progress of the University toward its goals. Procedures which didn't work were altered. Experimental initiatives which proved counterproductive were easily identified and dropped.

Thus, when I came to Governors State University in 1976, I inherited a faculty and staff honest enough to ask blunt questions of itself, courageous in facing the answers, and ready to bear the burden of change.

Change has occurred. In America and at Governors State University. Vietnam, Kent State, Memphis, Watergate—these no longer preoccupy us. Energy and inflation are on our minds. We are, in many ways, a different people. This alteration in the temper of the times has brought changes to Governors State University.

Some might say we have become more “conservative.” Let them not be rash. This University is, and will remain, absolutely true to its original vision. We are adamantly Jeffersonian and will remain so. Means we will adjust, yes. Not ends. Our goal remains the implementation of the founders' dreams for this region.

What, then, can the citizens of this region expect of us as we begin our second decade? They can expect Governors State University to remain a micro-America in the age, race, culture, religion and economic status of its students. They can expect an absolute commitment to academic excellence. They can expect sensitivity and service, sensitivity in carefully monitoring the attitudes and needs of our clientele and in making the adjustments required to serve their constantly changing needs. They can expect the University and the community colleges in this region to develop even closer, more productive relationships. They can expect a gradual increase in enrollment. They can expect intense efforts from us to meet the special needs of those who have been historically neglected in American higher education: the economically disadvantaged; older citizens; minorities; women; those who work full-time. They can expect the region to benefit from a steady flow of skilled, broadly educated graduates. They can expect the University to become the regional center for the fine and performing arts.

Finally, they can expect to see Governors State University assume the role of and be recognized as the single most important institution in this region.

This may seem a large order. It is, however, nothing more than the vision of the founders and the mandate of the State of Illinois. With continued support from the State and from the citizens of this region, we will, I assure you, fulfill these expectations.

Such then, on its tenth anniversary, is the excitement and the challenge of Governors State University. As its President I salute you, our friends and supporters, in the name of each and every member of the Governors State University community.

Yours sincerely,
The Beginnings

William E. Engbreton

Governors State University was molded out of the crucible of societal and higher education strains and stresses of the 1960's. The Citizens Committee of the Illinois Board of Higher Education drafted its successive reports on new senior institutions, the final one of which was approved in 1968. Executive Director Lyman Glenney invested a great deal of himself in the founding of GSU. His deputy, Dr. Keith Smith, wrote the speech for Governor Kerner when he spoke before the Illinois General Assembly, calling for the establishment of the new senior institutions. (As most everyone connected with the University knows, Keith Smith was our first Vice President for Administration.)

After the Board of Higher Education assigned GSU to the Illinois Board of Governors of State Colleges and Universities, the building site was selected by the Board of Governors. Crucial to its location in the south metropolitan complex of Chicagoland, were community leaders like Nathan and Louis Manilow, Jim Patterson, Charlie Barr, Karl Treen and many others. Fred McKelvy, who was the Executive Officer of the Board of Governors, gave of his time, counsel, experience and wisdom.

As founding President, I arrived in June of 1969, and the first month was spent practically living on the telephone, talking with prospective staff members, and other interested persons from the kitchenette apartment at the Covert Motel. In early July, the office shifted to Nathan Manilow's conference room, where an entry-way table served as the University's desk. On an extremely hot evening in July, the Board met at Olympia Fields Country Club and Governor Ogilvie signed the founding bills and appropriations bill, just as the air conditioning broke down.

The first task assigned to the new president was architectural selection. Architects were terribly hungry that summer, and it was a tremendously exciting, stimulating and exhausting task of six weeks to read through a five foot long book case full of material on architectural selection, criteria, the works of outstanding firms, etc. We made a happy choice in the combination of Evans Associates of Bloomington, Illinois and the tremendous design capabilities of Caudill, Rowlett, and Scott of Houston, Texas.

The summer of '69 ended with a week-long brainstorming session, when 27 interested people came together to brainstorm about the concepts and guidelines for Governors State University. After I had written the operating paper in preparation for that conference, I discovered that the state had produced a Report on New Senior Institutions. Until then, I was unaware that such a report existed. So it was with great relief that we found much of what was written in our first draft of the Educational Planning Guidelines to be directly congruent with the Report. It seemed as though we were truly on the right track.

In a one room office over the Sun Drug Store in the Park Forest Plaza in August and September, my secretary Shirley Jackson and I operated in quiet comfort until Labor Day. Then Mary Ann Kouba, Smitty, Tom Layzell, Betty and Ted Andrews, and Clay Johnson all descended on us. It was amazing how we could put in 12 hour days, with only 3 desks, circulating back and forth between the book case, the blackboard, the one end table we had, two telephones, framing most of our original conceptualizations. Clay and Ted Andrews named the Colleges and Ruben Austin later re-named the College of Business and Public Service. In October, we moved into what was for us a palatial suite of offices over Bramson's Department Store in Park Forest Plaza. We maintained operations in those offices heavily during the year and also kept them occupied the following year. The eight of us selected the GSU logo and seal and voted unanimously for the GSU colors . . . black and white.

A unique planning team was assembled by fall, comprised of 19 different corporations and contractors, as well as our own initial small staff. The planning team met monthly for the ensuing year, and Caudill, Rowlett and Scott published a booklet entitled No Other University Has Ever Been Planned In Quite This Way Before. They were right. The Delphi survey was underway with 1200 people representing all walks of life from national experts in higher education to local welfare recipients. The involvement of all of these people in the planning of Governors State University and the setting forth of its objectives guiding our early development was then, and is now deeply appreciated. Constant attention was given to the construct of the four initial Colleges and the ensuing two Colleges that might evolve if projections held. The same attention was given to all of the educational programs, the educational delivery system, short range and long range budgets, projections of everything imaginable, the acquisition of the land, the planning for the initial building or buildings. In addition, there was constant involvement with New Community Enterprises and the development of Park Forest South, to which the Board annexed the University.

We rapidly became aware of how important everything underground is . . . sewers, water, drainage, etc. Dr. Robert Morris, the geologist, did our soil testing on the site and we found a number of locations where we could not build. The actual building zones were finalized with the help of Johnson, Johnson and Roy, the distinguished architectural landscaping firm from Ann Arbor. We became alarmed at all the talk about building the next international airport on the Green Garden site just to the west of GSU, and looking at that potential plan, we realized that the University would be about three miles under the touchdown point for the main runway. This raised some thought about whether we should build the University underground or not. But the Board, in its wisdom, filed a
statement with the Federal Aeronautics Association and all the necessary state and local and city officials, claiming temporal precedence. The decision was made to build above ground. Rooney Stipes, then Chairman of the Board of Governors, initially objected to our site development plan when he saw that we were going to construct a couple of lakes, but we handled that problem very quickly by pointing out that we were saving $100,000 in storm sewage costs.

Having generated an extensive budget request to the Board of Governors and the Illinois Board of Higher Education, our budget hearing came up with Executive Director James Holderman and staff, in Chicago. Originally, GSU was to open in the fall of 1973 in its completed major facilities. At that BHE meeting, Jim Holderman indicated that Governor Ogilvie would like us to open sooner, during his term in office. We were delighted to comply, and decided that night that we could open (in then non-existent facilities) by 1971. Smitty, Tom and I worked through the night on a revised budget projection for opening an interim facility in 1971, while still continuing all the planning for the permanent facility Phase I in 1973. We were given 24 hours to revise our total budgets and projections for the next five years.

That kind of excitation stimulated all of us constantly. The famous CRS “squatters’ sessions” which included all staff coming aboard in summer and fall of 1970, the planning team, and the architects, were held at the Hantack farm. Mornings, noons, and nights were spent battling and creating in that farmhouse, and out of those sessions came the initial design concepts for Phase I. Between February and May, those kinds of plans and the Delphi survey were completed, and our educational planning guidelines were submitted to and approved by the Board of Governors and the Board of Higher Education. We were adding staff constantly, and had already entered negotiations to buy a library of about 40,000 books. That summer, our vice presidents, deans and 22 new staff members were hired. The University plan-

“On the occasion of the 10th birthday of its founding, I think the people of the State of Illinois can look with pride on their accomplishments which have resulted in the brightest little jewel in the Illinois crown of higher education.”
ning staff operated in the Plaza Office, the Sztuba farmhouse, the Hantack farmhouse, and a paint store in the Nortown shopping plaza. Additional staff meetings were held at the Millionaires Club in Park Forest. In October, we moved into the little Butler Building, which we called the Planning Building. Everybody was heavily engaged in planning educational programs, professional personnel systems, university governance systems, curriculum delivery systems, recruiting staff and students, etc. We brought in interior design consultants and the newly elected president of the University of Illinois was Governors State's consultant on University governance. I had delivered over 83 speeches locally, regionally, and nationally on the founding of Governors State University during my first 16 months of tenure.

Governors State University was marked by tremendous involvement with people: our four community councils, the junior college president's council, the ministerial council, the human relations groups of south suburbia, etc. Students were involved in the planning from the first brainstorming session on. I was informed by one of our early directors of academic development (D.A.D.s) that it was illegal to ask civil servants to work overtime without giving compensatory time off or time and one-half pay. In a meeting with all civil service personnel in the Planning Building I told them they weren't to work overtime anymore. The very next day, the Board of Governors was meeting at the motel in Crete and decided to visit the Planning Building around 7 that evening. We walked into the Building to find about 12 civil service secretaries still at work. When I indicated to them that they should leave, that they shouldn't be working overtime, their response to me was, "Shut up, Bill and let us do our jobs." Total commitment was in evidence everywhere during the planning and the early days of Governors State University.

In the fall of 1971, we moved into our little 100,000 square foot factory/interim campus just north of Monee. It was a joyous time to greet our first 335 students. Harvey Grimsley and Al Martin had done a superb job of recruiting and we had enough militant students who wanted to shake up the University and the system to keep everything exciting the first couple of years. Incidentally, a number of those students have now finished law degrees and Ph.D.'s.

Our educational, intellectual leadership came largely from Ted Andrews, Pete Fenner, Don Douglas, Jim Gallagher, Geraldine Williams, Ruben Austin, Ed Dodson, Dan Bernd, Bob Press, Chuck Wade, Deloris Saunders, Bill Katz, Ed Stormer, Dave Crispin, Leon Jones, Dick Vorwerk, Paul Hill, Dave Schulte, Dave Wight and Mel Muchnik. Powerful support in every endeavor was constantly rendered by Tom Layzell and Jerry Baysore, and Smitty was our driving force.

Our first commencement was held in the early summer of 1972 out in the factory, and it was a joyous and exciting time for all.

The community leaders of the south suburban area have always been marvelously supportive of Governors State University and the University personnel have always rendered extensive community service to our region.

The undergirding concepts of GSU, its original objectives from the Delphi survey, and the expressed commitments of the staff found verification and consistency in the programs that evolved in those first years. The research of the R & I wing proved that a great congruence existed between the original concepts and objectives and what really took place in ensuing years. The University's commitment to so many different kinds of systems all at once was, and is salutary. Dr. Herb Wey, in his Ford Foundation study of creative and innovative new U.S. institutions, stated that Governors State University was the only new institution he had studied that was a truly competency-based institution and was really doing what it said it was going to do. The commitment to competency-based education continues. The state charge to be a model institution has been met. Universities in Indiana, Illinois, Texas, Florida, California, Tasmania and Iran, among others, have been modeled after GSU's concepts, systems and designs.

As is well known, I edited into the mission of Governors State University and IBHE Master Plans III and IV the statement that this University would be committed to low and middle income and minority students. That commitment was unexcelled in the United States at that time.

A lot of people made GSU: community supporters, staff, faculty and administration, students, state officials. On the occasion of the 10th birthday of its founding, I think the people of the State of Illinois can look with pride on their accomplishments which have resulted in the brightest little jewel in the Illinois crown of higher education. It has been fun in every sense of the word. Demanding, challenging, exciting, exhausting, but above all, fun. We all look forward to future decades of service to students and communities.
Dais

DANIEL BERND
Professor of English, College of Cultural Studies, Governors State University

DOMINICK J. BUFALINO
Member, Board of Governors

VERY REVEREND ISAIAH CHRONOPOULOS
Chancellor of Greek Orthodox Diocese of Chicago

MILTON CURRY
Vice Chairperson, Illinois Scholarship Commission

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Illinois State Representative, District 42

LEON DAVIS
Chairperson, Board of Governors

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Student Member, Board of Governors

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Founding President, Governors State University

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Vice President, Administration, Governors State University

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Executive Director, Illinois Board of Higher Education

FRANK HALPER
President, Governors State University Alumni Association

BISHOP IAKOVOS
Greek Orthodox Diocese of Chicago

MILDRED JOHNSON
Alumni, Director of Developmental Skills Center, Olive-Harvey College

EVELYN KAUFMAN,
Member, Board of Governors

JAMES B. LUND
President, Governors State University Foundation

LEO GOODMAN-MALAMUTH II
President, Governors State University

CURTIS MCCRAY
Provost and Vice President, Academic Affairs, Governors State University

FRANKLIN MATSLER
Executive Director, Illinois Board of Regents

RABBI HAYIM GOREN PERELMUTER
K.A.M. Isaiah Israel Congregation, President, Chicago Board of Rabbis

VIRGINIO L. PIUCCI
Vice President, Institutional Research and Planning, Governors State University

WILLIAM G. STRATTON,
Former Governor of Illinois

FRED L. WELLMAN
Executive Director, Illinois Community College Board

GARRY WILLS
Keynote Speaker
Program

PROCESSIONAL
Summer Band
Vandercook College of Music
Director, Victor W. Zajec
Coronation March by Peter Ilich Tschaikowsky

INVOCATION
HIS GRACE, BISHOP IAKOVOS
Greek Orthodox Diocese of Chicago

Summer Band
Vandercook College of Music
Director, Victor W. Zajec
National Anthem

WELCOME AND INTRODUCTION OF GUESTS
LEO GOODMAN-MALAMUTH II, President

GREETINGS FROM THE HONORABLE JAMES R. THOMPSON,
GOVERNOR OF ILLINOIS, AND FROM THE ILLINOIS
BOARD OF HIGHER EDUCATION
JAMES FURMAN, Executive Director
Illinois Board of Higher Education

GREETINGS FROM THE BOARD OF GOVERNORS
LEON DAVIS, Chairman
Illinois Board of Governors of
State Colleges and Universities
TENTH ANNIVERSARY ADDRESSES

MILDRED D. JOHNSON, Alumna
Director, Developmental Skills Center
Olive-Harvey College
Introduced by William E. Engbretson, Founding President

DANIEL BERND, Professor of English
Introduced by Curtis L. McCay, Provost

GARRY WILLS
Scholar, Author, Critic, Journalist
Introduced by Leo Goodman-Malamuth II, President

CONCLUDING REMARKS

LEO GOODMAN-MALAMUTH II, President

BENEDICTION

RABBI HAYIM GOREN PERELMUTER
K.A.M. Isaiah Israel Congregation
President, Chicago Board of Rabbis

RECESSIONAL

Summer Band
Vandercook College of Music
Director, Victor W. Zajec
Grand March from "Aida" by Giuseppe Verdi

RECEPTION – GOVERNORS PATIO
TENTH ANNIVERSARY ADDRESSES

MILDRED D. JOHNSON, Alumna
Director, Developmental Skills Center
Olive-Harvey College
Introduced by William E. Engbretson, Founding President

DANIEL BERND, Professor of English
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CONCLUDING REMARKS

LEO GOODMAN-MALAMUTH II, President

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K.A.M. Isaiah Israel Congregation
President, Chicago Board of Rabbis

RECESSIONAL

Summer Band
Vandercook College of Music
Director, Victor W. Zajec

Grand March from “Aida” by Giuseppe Verdi

RECEPTION—GOVERNORS PATIO
AURORA COLLEGE, 1893
Mary M. Yanker, Division Chairperson, Social and Behavioral Sciences

EASTERN ILLINOIS UNIVERSITY, 1895
Thomas A. Bond, Provost and Vice President for Academic Affairs

NORTHERN ILLINOIS UNIVERSITY, 1895
William R. Monat, President

SHERWOOD MUSIC SCHOOL, 1895
Ralph E. Sunden, Vice President

UNIVERSITY OF ILLINOIS MEDICAL CENTER, 1896
Robert Krebs, Associate Dean, Graduate College

JOHN MARSHALL LAW SCHOOL, 1899
Ronald W. Olson, Assistant Dean

WESTERN ILLINOIS UNIVERSITY, 1899
Rodney Fink, Dean, College of Applied Sciences

CHICAGO COLLEGE OF OSTEOPATHIC MEDICINE, 1900
Thomas W. Allen, Vice President

WESTERN MICHIGAN UNIVERSITY, 1903
T. C. Cothran, Professor

OLIVET NAZARENE COLLEGE, 1907
Norman Bloom, Assistant to the President

VANDERCOOK SCHOOL OF MUSIC, 1909
Ann C. Bretz, Director of Academic Affairs

MALCOLM X COLLEGE, 1911
Wayne Watson, Dean of Instructional Services

CENTRAL BIBLE COLLEGE, 1922
Michael Clociola, Alumnus

DE LOURDES COLLEGE, 1927
Marion L. Dodd, Alumna, Instructor

THORNTON COMMUNITY COLLEGE, 1927
Wayne Willard, Vice President, Educational Services

MUNDELEIN COLLEGE, 1929
Ann Ida Gannon, Past President and Professor of Philosophy

LEWIS UNIVERSITY, 1934
Raymond Kiefer, Vice President, Business and Finance

WILBUR WRIGHT COLLEGE, 1935
Ralph Smith, Dean of Arts and Sciences

INDIANA UNIVERSITY SOUTHEAST, 1942
Samuel E. Braden, Chairman, Division of Business and Economics

ROOSEVELT UNIVERSITY, 1945
Dominic Martia, Dean of Students, and Roger Scanlon, Assistant to the President

UNIVERSITY OF WISCONSIN-MILWAUKEE, 1955
O. Clayton Johnson, Professor

TRINITY CHRISTIAN COLLEGE, 1956
Dennis Hoekstra, President

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE, 1967
Fred Carver, Dean, School of Education

PRAIRIE STATE COLLEGE, 1958
Richard Creal, President

CENTRAL YMCA COMMUNITY COLLEGE, 1960
Ralph Lee, President

RICHARD J. DALEY COLLEGE, 1960
William P. Conway, Vice President

NORTHEASTERN ILLINOIS UNIVERSITY, 1961
Daniel C. Kielson, Vice President of Student Affairs

TRITON COLLEGE, 1964
Brent Knight, President

WILLIAM RAINNEY HARPER COLLEGE, 1965
Elaine Stoermer, Director of College Relations

UNIVERSITY OF ILLINOIS CIRCLE CAMPUS, 1965
Jane Rae Buckwalter, Associate Vice Chancellor for Urban and Governmental Affairs

ILLINOIS CENTRAL COLLEGE, 1966
Thomas Campbell, Vice President for Planning and Informational Services

COLLEGE OF DUPAGE, 1967
Harold D. McNinch, President

KANKAKEE COMMUNITY COLLEGE, 1969
L. H. Horton, President

LEWIS AND CLARK COMMUNITY COLLEGE, 1969
William Trimp, President

OAKTON COMMUNITY COLLEGE, 1969
William A. Koehnline, President

RUSH UNIVERSITY, 1969
John O'Shea, Vice President, Rush Presbyterian St. Luke's Medical Center

SANGAMON STATE UNIVERSITY, 1969
Ernst Giesecke, Professor Emeritus

STATE COMMUNITY COLLEGE, 1969
Rosetta Wheadon, President

OLIVE-HARVEY COLLEGE, 1970
Eugene T. Speller, President

HARRY S. TRUMAN COLLEGE, 1976
Wallace Appelton, President

REPRESENTATIVES FROM THE LEARNED AND PROFESSIONAL SOCIETIES

American Speech-Language-Hearing Association, 1926
Laura A. Wilbur, Vice President, Standards and Ethics

LAUSON COMMUNITY COLLEGE, 1980
Allene Schnaitter, Director of Library

CENTRAL WASHINGTON UNIVERSITY, 1890
Aldo De Angelis, Alumnus

EDUCATION, 1886

CENTRAL WASHINGTON UNIVERSITY, 1893

INDIANA UNIVERSITY, 1820

Distinguished Colleges

INDIANA UNIVERSITY, 1820

KNOX COLLEGE, 1837

EARLHAM COLLEGE, 1837

SAINT XAVIER COLLEGE, 1847

KNOX COLLEGE, 1847

Wayne Watson, Dean

CENTRAL YMCA COMMUNITY COLLEGE, 1960

THEOLOGY, 1890

INTL COLLEGE OF BUSINESS INSTITUTE, 1957

CENTRAL YMCA COMMUNITY COLLEGE, 1960

AUTHORITY, 1852

NORTHEASTERN ILLINOIS UNIVERSITY, 1961

ROOSEVELT UNIVERSITY, 1970

Aurora College, 1893

University of Chicago, 1891

University of Wisconsin-Milwaukee, 1955

Earlham College, 1847

Valparaiso University, 1859

Champaign University, 1869

Valparaiso University, 1859

Knox College, 1837

University of Dubuque, 1852

Saint Xavier College, 1847

Northwestern University, 1851

University of Dubuque, 1852

Washington University, 1853

University of Illinois, 1857

University of Bombay, India, 1857

Northern Illinois University, 1895

Wayne State University, 1868

Wayne State University, 1868

Southern Illinois University, 1869

Illinois Benedictine College, 1887

Central Washington State University, 1890

Reps from the learned and professional societies
State and Local Leadership

1969

STATE OF ILLINOIS
RICHARD B. OGILVIE, Governor
RAY PAGE, Superintendent of Public Instruction

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and Secretary

1979

STATE OF ILLINOIS
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JOSEPH M. CRONIN, Superintendent of Public Instruction

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Clifford Di Mascio—Governors State University
Dean Alexandrou—Northeastern Illinois University

DONALD E. WALTERS, Executive Director and Secretary
Governors State University is the realization of a dream conceived fifteen years ago by far-sighted educators and planners concerned with the future of higher education. The burgeoning community college system of this state has produced growing numbers of students seeking higher education that is non-traditional, future-oriented, and relevant to career goals and individual life styles. Governors State University is the culmination of that search.

Governors State University, as a commuter university, serves the South Chicago Metropolitan Region and the five contiguous counties of DuPage, Kendall, Grundy, Will, and Kankakee by providing liberal arts, sciences, and professional preparation in a variety of fields at the upper division and master's levels. Competency based educational programs related to the educational needs and societal concerns of the region are offered. The University also serves as a link with the community colleges in needs analysis, educational programs, service programs, and alternative educational systems. Our mission is to be academically excellent, service-minded, open and humane. Special emphasis is placed on the educational needs of low and middle income and minority students.

Four action objectives guide the planning and development of the instructional, research, and community service programs. They are job efficiency, functional citizenship, intra and interpersonal relationships, and cultural expansion. Students, staff and community share learning and teaching in a unique environment that fosters flexibility.

History
In 1966, the Illinois Board of Higher Education, in a report on New Senior Institutions, produced two Master Plans which suggested the creation of new educational institutions in Illinois. A 1967 appropriation from the 75th General Assembly provided $3 million for the BHE to plan and acquire sites. In 1968, a Committee for New Senior Institutions recommended locations in Springfield and south metropolitan Chicago.

The Board of Governors of State Colleges and Universities was assigned the governance of the new university to be established in Park Forest South, Illinois. Within a few months, the Board of Governors hired site architects Johnson, Johnson and Roy, who moved immediately to select a site for the new university. Dr. William E. Engbretson, a progressive educator from Temple University, was appointed president; he assumed leadership and the new university began taking shape. The name "Governors State University" was chosen to honor the highest elected officials of the Prairie State—from Shadrach Bond, the first, through the present, James Thompson, and all future governors.

The Illinois legislature chartered Governors State University, and ten years ago on July 17, 1969, Governor Richard B. Ogilvie signed the founding bills. And so, Governors State University became the dream whose time had come: a capstone upper-division university to answer the ever increasing needs of students and society at large.

From One Room
One room over a drugstore in the Park Forest Plaza served as temporary headquarters as planning and development was stepped up by President Engbretson and the Board of Governors. In addition to the site consultants, many other educational and planning consultants were engaged. Evans and Associates and Caudill, Rowlett and Scott, two architectural firms, worked as a team. An agreement was made with McKee, Berger, and Mansueto for program management and estimating. Concurrently, the Board of Governors officially requested the Illinois Building Authority to build and authorize leasing to Governors State University. Others who participated in planning and development were:

- C. P. Boner, Associates *acoustical consultants*
- Brown, Davis, Mullins, Inc. *Phase I site and structure engineering design*
- Davis, MacConnell, Ralston *educational planners*
- Norman DeHaan Associates *interior consultants*
- Robert B. Downs *library consulting team*
- A. Epstein and Sons *interim campus engineering design*
Governors State University was originally planned to serve 10,000 to 13,000 students, with a maximum of 1,500 in each of four Colleges: College of Business and Public Service, College of Cultural Studies, College of Environmental and Applied Sciences, College of Human Learning and Development. However, after an enrollment peak in late 1975 of nearly 5,000 students, the University experienced a phenomena shared by most American colleges and universities in the seventies—a gradual decline in student population—which stabilized in 1978. Economic, demographic and political changes have shaped a much different environment and many new challenges for GSU.

Academic Programs
Presently the University serves approximately 4,000 junior, senior and graduate students in three Colleges and one School: College of Arts and Sciences, College of Business and Public Administration, College of Human Learning and Development, and School of Health Professions. The University awards these degrees: Bachelor of Arts, Master of Arts, Bachelor of Health Science, Master of Health Science, Bachelor of Science in Nursing, Master of Health Science in Nursing.

The School and Colleges offer individualized study programs to fit each student's needs. Programs may be interdisciplinary within the Colleges, or intercollegial, crossing college lines. Also offered is the Board of Governors Bachelor of Arts Degree Program, enabling mature adults to study for an undergraduate degree. Admission and graduation requirements are flexible and individually applied, based on life and work experiences and career goals.

Accreditation
Governors State University applied for and achieved correspondent status with the North Central Accreditation Association in July, 1970. Candidate status was conferred in March, 1973. A self-study was submitted in May, 1974, and accepted, followed by a visit of an accreditation team of educators in December, 1974. Accreditation was their unanimous recommendation. The North Central Association granted full accreditation April 9, 1975.

Faculty
The faculty is a highly competent and strongly motivated group of educators, accessible to all students and firmly committed to the community. Over 60 percent hold doctorates, and all bring talent, scholarship and experience to Governors State University. Governors State University has defined a new role for professionals in higher education. Faculty members teach courses using media, discussion groups, community research projects, independent study, on-the-job experience, or a combination of these methods.

Achievement of performance objectives is measured in specific competencies gained in courses which correspond to letter grades. Students may opt for a "Pass/Incomplete" on a portion of their elective courses.

The university operates year-round on a Block Trimester schedule.

The Challenge Accepted
On this tenth anniversary of its founding, Governors State University still vibrates with the excitement of a challenge eagerly accepted. Charged by the state of Illinois to be a model and experimenting institution, both physical and organizational structures at the university have been deliberately created with a high degree of flexibility. The learning environment created at Governors State University strives to reflect a deep and abiding concern for unique human beings and their relationships in the most technologically complex society that man has yet evolved.
This is a celebration of survivors. Not just our astonishing selves, who look around us and look at the last ten years and find that we are alive, well, and flourishing; not just the faculty, the staff, and the students who have made some dreams put down on bits of paper into a University—but also a celebration of our community, who has survived us. The state and its citizens have cheerfully tolerated our mistakes, paid our bills, and have believed in us—sometimes more than, on some days, we have believed in ourselves.

We have done some things right. To set the tone of what I think we have done right, it is highly appropriate that we, of all universities, should turn to the words of Governor of Illinois, Adlai Stevenson. He once put down for himself what he saw as the aim of the teacher:

"What cuts across differences in disciplines, degrees, and previous conditions and backgrounds is the conviction that access to higher education should be open to all, that income, social status, race, and sex need not and must not serve as barriers to the University."

Note the tone of that self-study. Any student of our collective prose style, of our stance toward the world during our first decade, would be struck by the highly normative nature of our discourse. In other words, there is a high degree of a sense of mission, a high degree of "ought" in the way we talk about ourselves. We have fitted very well into the first category of Amitai Etzioni's division of work organizations in terms of the compliance of their members—the normative, which relied on goodwill because of its high moral purposes, the utilitarian, which paid for services and got what it paid for, and the coercive, which could bring sanctions to bear.

The situation in which Governors State University finds itself is that we live in perhaps a more utilitarian world than we normatives find comfortable. Our ordeal of change is in trying to discover how to keep hold of our "high moral purposes" while taking account of the community's rightful insistence that they get what they pay for. And indeed, the "utilitarian" pressures on us are increasing. Some of these pressures weigh heavily upon us, including the pressures of rationalizing bureaucracies; including the substitution of dubious statistics for a free people's aspirations in the generation of resources; including the discovery of ever new ways to demonstrate that the masses (as some call us) must submit to a devolution of falling expectations.
But we will survive those pressures. We have always had to survive them. We are not now, nor have we ever been, simple moral exhortists. Indeed, the normative strain in our collective character has always been intensely concerned with the utility of what we are doing for our community and our students. When one comes right down to it, it would appear that Governors State University works because it is, in any broad or narrow sense, an institution that does serve its people—its students and the community. The quality of that service comes out of our continuing dialogue, the dialectical progress of normative concerns with practical and pragmatic concerns.

We do have some severe problems, of course. We are entering into a debate. Upon the nature of our curricula, a debate on the nature of our responsibilities to both our students and the people of Illinois, a debate which reopens the question of the balance between the "ought" and the "is," the normative and the utilitarian. We know that we must change. But agreeing upon the direction and nature of that change will not come about without placing severe strains upon all of us. I believe, as one of the oldest surviving faculty members, that we will come through that debate with a renewed sense of trust, a renewed sense of our purpose. I can only set forth for myself what are the sources of that confidence.

For me as a faculty member, it is simple enough: this is the most interesting and exciting place I have ever been (eight universities as a teacher or student). I came here from one of those large state universities where the English Department is half the size of the entire GSU faculty. It was a fine and quiet place, and sometimes I miss it. But upon my occasional visits to that comfortable and handsome campus in Southern California, I am always struck by how unutterably dull it is compared to Governors State. I compare the narrow range of specialization and subjects which I would have had to stick to, had I remained, with the opportunities and necessities at GSU for interdisciplinary courses, which meant we had to consider a wide range of interests from a small faculty base. In a curious, almost paradoxical way, I believe that I, and most of the faculty, are better scholars and professionals because of GSU. We have just had to explain what we are doing to a larger and more skeptical audience; we have had to stretch our concerns as teachers much further than if left to ourselves, we might have managed. Most of all, at GSU, I am always intensely concerned with the utility of what we are doing to a larger and more skeptical audience; we have had to stretch our concerns as teachers much further than if left to ourselves, we might have managed. Most of all, at GSU there isn't anybody around that one can convincingly blame for not letting you do something, for not having the time to research, for not keeping the creative juices flowing. Reverence for age and deference toward experience has never been the hallmark of Governors State's attitudes—often exasperatingly so to humanists interested in the civilizing past—but having to constantly explain and justify ourselves to each other has never been doubt good for us.

But bulking much larger than our personal faculty concerns, or the rewards our professional careers have received, is the character of our wonderful student body. That, in the end, is what makes it so interesting and exciting to teach here. They give us a sense of being needed (when often our simplest task is to get out of their way and let them learn). Unlike Harvard, our object was not to recruit a student body that was already so accomplished that it didn't need the faculty for any such mundane matter as instruction, but to see if we could prove to our students how good they are, when they didn't know it. And they certainly are a joy in the classroom. From the point of view of a literature teacher (which is, at bottom, all I am), students who come to the class with no illusions about life's hard realities, who have been in the world and have survived to find their way to Governors State, bring a lot more to the study of say, Shakespeare and Shaw, than eighteen-year-olds, as bright as they may be.

I don't think there could be anything more rewarding than to discover and encourage a student who, were we not here, would not have had the opportunity to change her life, through higher education. I remember sitting at a Commencement listening to a College of Cultural Studies student tell how much the institution and the values of the humanities meant to her—and one of my fellow Englishers leaned over and said to me, "She's doing this a lot better than either one of us could, Bernd."

So whatever happens in the next ten years, I know that we and our students will continue to share that sense of purpose, that sense of mutual support, that love for each other and what we are doing. Certainly as we move into the next decade, we may appear more conservative and traditional; certainly the taxpayers' support of our growing pains must be tempered by greater accountability. We will all have to learn not to substitute the rhetoric of high morality for a decent respect for the opinions of the world we live in. I suppose that we will all have to learn to tolerate a greater degree of self-centeredness in each other. There was science, and art, and music, and literature, and psychology before we got here, and there is work to get on with no matter what the mandates say about a high sense of mission. But those movements toward building an institution that looks more like the others in the world of higher education will be but the outward and visible sign of our ever-deepening commitment to and satisfaction with our students.

The next ten years can also have its tone set and projected by some remarks of Adlai Stevenson. Upon an occasion where he was being honored at his home town of Bloomington, he said, "There has been a lot of flattering talk on the theme of 'home town boy makes good.' It ought to be the other way around—good home town make boy."

So it is with us. I know that in a certain sense the faculty is the University, and I know that a good faculty makes a good University. But looking back upon my own years at Governors State, I am acutely aware that, for us, it also ought often to be stated the other way around. Good Universities make good faculties. Good students make good faculties. Good students make good faculties. That expresses my sense of what it has been to teach here since the doors opened, and I thank you for it. As William Faulkner put it, we are not only going to endure—we are going to prevail.
What Governors State University Has Meant to Me

Mildred D. Johnson

Call upon the loftiest writer! Summon the poet! For no simple word can impart to you what Governors State University has meant to me!

A Governors State graduate sang its praises as I contemplated a graduate degree in 1976. "But, it's so far," I protested. "But, it's not." he replied. And so it proved. It only took a few moments, it seemed, to strike I-57, the curve, and I would be there. Standing grandly, always beckoning. Flags flapping in the wintry wind, or gently blowing on a warm day in May. Governors State extended me its warm welcome.

I love Governors State. I love its newness. Here is a fledgling institution, full of bright, and sometimes brash ideas. Innovative. Growing. Adventuresome. It has fostered a newness in me. I dare all things. I seek fresh approaches moreso than ever before.

I love Governors State. It's different. It's a kaleidoscope. Coming from a multitude of directions, seeking to draw all students...of all times and intentions—the artist, the writer, the communicator, the historian, the technologist, the dramatist, the musician, the scientist, the ecologist, the mathematician, the ethnici... Governors State feels different. It looks different. It acts different. It is different.

In a world comprised largely of differences, I found it fascinating to be a part of something different. Being different, it contributed greatly to my awareness of my own difference, making me realize more fully that I am beautifully different, yet a unique part of all things that are different.

I love Governors State. I love its concern for all its students. As a student, I experienced its caring...a kind of intellectual nurturing.

It matters to Governors State that our minds are stretched, our capacities and capabilities challenged. Concerned as I am, I am now more deeply concerned about my approach to knowledge as well as my impartation of it to the student.

Yes, I love Governors State University. I feel a togetherness here...among administrators, faculty, among students. And that feeling of togetherness that permeated all aspects of my Governors State experience has not left me; rather it has been expanded, so that I wish to see it more clearly expressed in all my associations.

I, too, sing its praises to everyone, now...whenever I can, wherever I am. Its newness, its difference, its concern, its togetherness have left an imprint upon me and have, I am sure, contributed in large measure to my development as a person, a friend, and an educator.

The poet in me is prompted as I continue to ponder what GSU has meant to me:

Strive on, strive on, illustrious GSU,
Impart to all an intellectual urge,
Imbed in hearts the will that's needed much.
Then, when they stand, as now I stand with pride,
With thanks to state what you have meant to me,
May they acclaim your virtues proudly too,
And reaffirm: No school could greater be.
TENTH ANNIVERSARY
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