

**Northwestern Michigan College**

**The Second Twenty Years**

**1971 - 1991**

**Al Shumsky**

**Assisted by Carole Marlatt**



NORTHWESTERN  
MICHIGAN COLLEGE

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February 1994

## ACKNOWLEDGMENTS

Thanks are due many people who helped with this project.

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Recognition is also due the hundreds of people—Board members, faculty and staff—whose names do not appear in this account, but who in fact constituted the College. Without them, there would be no history to write. I apologize to all whose contributions have not been specifically mentioned.

I also apologize if any judgments, expressed or implied, are unfair. But no history can be truly neutral, and the harder it tries, the duller it is. So I haven't tried very hard. As E. B. White said, "All writing slants the way a writer leans, and no man is born perpendicular." If somewhere I don't lean your way, forgive me.

A. S.  
December 1993



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## FROM TWENTY TO FORTY

NMC's second twenty years can be summed up as its years of institutional adolescence. They included all the typical growing pains, from rebellion against authority to loss of innocence.

But the main pain of growing up is usually learning to conform, and that is what NMC was learning during its twenties and thirties.

It began its third decade still as a unique child, secure in its own familiar backyard. A stubborn, cocky, but promising youngster, what was most noticeable about it were the ways in which it was different from its counterparts. Because the things it did were mostly determined by local factors and individuals.

By forty, it was a young adult with perhaps some unusual and attractive features lacking in many of its peers, but much more fundamentally like them than it was different. Because most of the factors to which it responded in the intervening years were national trends and government actions. In its broad outlines, this history of NMC's second twenty years traces the same kind of changes that occurred in most schools across the country.

Where changes bring one to depends on where they started from, and this is where NMC was fortunate. Though things changed, even those that changed for the worse didn't do as much damage as elsewhere. That is why most people at NMC, though they might have had complaints, stayed here. For almost everybody, NMC was still a better place to be than most places.



## BECOMING COMPREHENSIVE

The 1970's and '80's were the community college years in higher education in the United States. Community colleges mushroomed in numbers and size, and developed an identity to supplant the old stereotype that they were, if you respected them, "the first two years of college," or if you didn't, "thirteenth and fourteenth grades." A key component of the new concept was "comprehensiveness," which roughly meant fulfilling any learning need that could be identified in the community and that wasn't already being met by other institutions.

Northwestern Michigan College flowed with the main stream. This was a period of expansion and experimentation: NMC expanded and experimented.

The initial thrust was in the occupational area, and the trend toward offering a wider range of specialized training was already well underway at NMC by the end of its second decade. In 1970 the College already offered fourteen different occupational programs, only one of which (engineering) was not designed to be a "terminal" program. The College was already beginning to shift complexion more toward the one envisioned by its founders, who had anticipated a major demand for specialized courses and were surprised that the heavy demand in the first fifteen years was for liberal arts transfer education.

Already by the mid-1970's the pressure to add credit courses was alarming the Curriculum Committee. It was no longer enough to simply verify the academic respectability of a course. The sheer volume of proposals aroused two related worries: could the College afford them and would new courses have a negative impact on existing courses? The audience for any but the most basic general courses had always been skimpy, and it was feared that adding courses would spread the demand even thinner, jeopardizing the viability of existing courses and generally lowering the economic efficiency of the whole institution.

The Committee, composed of long-termed members such as Steve Ballance, Jim Besaw, Larry Buys, Phil DeMarois, Jan Jackson, Al Shumsky, and



Dave Terrell went so far as to declare a one-year moratorium on all new proposals while it tried to assess the overall curriculum; and for a while it pursued a one-for-one policy: no addition to the catalog without a deletion.

Such conservatism understandably irritated those anxious to expand and experiment in their areas. Roger Hardwicke, the first full-time Director of the Technical Institute, chafed as impatiently as his predecessor Bob Williamson had at the Committee's premise that an occupational elective course for credit was a self-contradiction in an already fully defined occupational program. Toby Ferguson, Dean of Occupational Studies under Bill Yankee, opined loudly that the Committee had no business concerning itself with any considerations other than the content of the proposed courses. The Committee was succinctly characterized as "Byzantine" by David Donovan, Director of Social Sciences (whose performance when he later became Chair of the Committee himself validated Jack McChrystal's wry definition: "A conservative is a liberal who has gotten on a curriculum committee.").

But real floods are not to be stemmed. By the mid-1980's no further serious attempts were being made to limit or slow expansion of the curriculum. Free-market philosophy began to apply. If there existed, or could be created, a demand for services that the College could provide, then it should do so. If this negatively affected an existing area, that was because the affected area was not adequately providing for the real demand. Thus competition could work to keep our curriculum truly responsive.

Such was the premise, implied if not articulated, that underlay the rapid expansion of the curriculum during this period. Terminal degree programs increased from 13 in 1970 to 35 by 1991; credit courses from 350 to 841.

### **Occupational Programs**

Of the programs in place in 1970, only one disappeared during the following twenty years: Parks and Recreation Management, the last incarnation of a

horticulture/conservation initiative that had seemed a natural for this area but which, after languishing for years, withered on the vine. All the others survived—some updated, some transfigured, some branching out into different sub-specialities.

### **Health Occupations**

Probably the stablest and most consistent was the Associate Degree Nursing Program. After the retirement of the original head, Ernestine Johnson, the Program was directed by Janet Jackson, followed by Anita Gliniecki and then Mary VanderKolk. While adjustments and revisions had to be accomplished and inequities in work load had to be borne, there were never any serious worries about the viability or effectiveness of the Program. Though demand waxed and waned with the job market, it was usually high enough so that the Nursing Department could be enviably selective in its admissions and rigorous in its expectations. It was a rare year when less than 100 percent of its graduates passed their licensure exams.

Other programs in the Health Occupations Division, directed from 1979 on by Dianne Whalen, also stayed steady although demand was sometimes worrisomely low. Practical Nursing, which became part of the Nursing Department after the retirement of Alice Drulard, remained viable, but the increasing numbers of PN's who decided they wanted to become RN's led to the creation of a special program for them.

The Medical Secretary Assistant Program, which Jackie Tompkins had begun in 1957 in the Business Division as the Medical Secretary Program, became simply the Medical Assistant Program; a similar shift in the later Dental Secretary Assistant Program reflected the changing focus of these Programs.

Though the faces changed during this period, Kathleen Donnelly, Peggy Jewell, Loretta Lockman, and Arbutus Patrick among the departing and Sallie (Doriot) Donovan, Hettie Molvang, and Jean Rokos arriving, and though



**Ernestine Johnson**



**Arbutus Patrick**



**Loretta Lockman**



**Lois Miller**



**Vesta Stallman**



**Betty Cooper**



courses were constantly revised and facilities were greatly improved, Health Occupations were, from a curricular point of view, pretty much the same in 1991 as they had been in 1970.

### **Business Division**

The same cannot be said for the Business Division, where Robbie Teahen became Director in 1979 after the retirement of Glen Anderson in 1977 and the departure of Jerry Sullivan the following year. These were, at least until the late '80's, boom years for Business. Enrollments soared, until as many as fifty part-time faculty had to be added to handle the demand because Pete Rush and his successor, wisely as it turned out, refused to hire as many full-time faculty as could easily have been justified at the time. By 1991 twelve different programs were being offered by the Business Division, from one-year certificates to a 3+1 program with Lake Superior State in Business Administration.



**Pauline Baver**



**Glen Anderson**

The business administration arm of the Division, with its accounting core maintained throughout the period by Keith MacPhee and Bill Faulk, changed perhaps the least—"least" being a strictly relative term in this case. The one "Business Administration" Program offered in 1970 (which included only sixteen mandatory credits in Business courses!) became two different Business Administration Programs, a Management Program, a third-year add-on degree in Technical Administration, and a 3+1 option for students who would finish a B.S. with Ferris State University extension on campus.



What had still in 1970 been known simply as the secretarial branch of the Business Division, staffed by Pauline Baver and Jackie Tompkins, became Office Administration with a three-fold increase in full-time faculty and countless adjunct helping out. Constant changes were needed here as instructors strove to keep abreast of the changes wrought in offices by new technologies. The Secretarial



Jackie Tompkins



William Joy



Ernie Gaunt

Science Program of 1970 became a certificate program for Office Worker and three degree Programs: Office Information Systems, Legal Secretary, and Administrative Assistant. Shorthand and typing were gone forever.

Another area had to change dramatically and constantly to keep pace with the computer age: 1970's Data Processing (which meant punch cards) became Computer Information Systems, and even the one-year certificate program involved "a DEC-VAX computer, time-sharing computer, IBM System/36 with on-line terminals, IBM PC's, ATs, and PS/2s with advanced features and peripherals including graphics, color printers, and laser printers..."

The Food Service Management Program had begun in 1966 with Don Trombley and was taken over in 1968 by Wayne Waddington, who was Szabo Food Service's Manager of the dormitory cafeteria, where students did their training. When Randy Lawton became Director in 1978 the Program was included in the Technical Institute. It later was transferred to the Business Division, where it was coordinated with the Hospitality Management Program which in 1991 extended its activities to on-the-job experience in the newly re-furnished Park Place Hotel, the local Rotary Club's contribution to downtown development.

By the end of this period there was even a certificate program in Travel Agent.

Except for a couple of familiar faces, the Business Division of 1991 would be a strange new land to those who knew it in 1970.

### **Technical Division**

The demand for industrial skills was slower to develop than had been originally expected, and short-lived Programs had already come and gone during the first twenty years: Trade and Industrial, Civil Technology, and Chemical Technology. But by 1970 three enduring Programs were already in place—Food Service Management, Auto-Service Technology, Electronics Technology—and a fourth was added in 1972, Drafting and Design. Food Service was eventually transferred to the Business Division; the other three have constituted the continuing core of the Technical Institute, as it was called for most of this period.



**Edmund Chester**



**Chat McManemy**

While the same Programs are in place, their 1991 course content would be largely unrecognizable to a 1970 student. In all three areas, keeping current with the technological developments of the computer age was a major challenge and achievement.

Auto-Tech particularly had to undergo metamorphosis. Yesterday's grease monkeys are today's computer-wielding diagnosticians. The Program was kept modernized by Ken Masck and Mike McIntosh after the departure of

Chet McManemy, and when enrollments began to fall off, they revived it by reconfiguring its massive, full-time-student format into smaller evening segments. In 1991 there were two programs, one leading to an Associate of Applied Science Degree, the other to a Master Automotive Technician Certificate.

Electronics was kept up-to-date by Jack Leishman, colorfully assisted for a while by Joe Taschetta. In 1991 two different Programs were being offered: one terminal, Electronics Technology, and one a 2+2 transfer program, Electronics Engineering Technology.

Drafting and Design was developed by Dick Minor, who was later joined by Jay Beery. By 1991, under the general rubric of Manufacturing Technologies, this area offered three different sub-specialties—Drafting and Design Engineering; Industrial Engineering; and General Technology, which could be slanted, depending on the student's aims, toward Machine Tool, Plastics Mold, or Welding.

The increasing complexities of technological education are clearly evident in the 1991 catalog. Almost all of the technical programs exceed the 96 credits that are standard for an associate's degree, and they all carry the candid *caveat*, "Many students take longer than two years to complete their program of study."

### **Aviation**

The College had already taken to the air by 1970. A Flight Program, still one of only three offered by Michigan community colleges, began in the mid-1960's when Art Moenkhaus, the College engineer and a former P-38 pilot in World War II, and Hogan Helms, the proprietor of a local flying service, teamed up to co-pilot the fledgling Program. It took off successfully, and by 1970 the College already owned a half-dozen Cessna 150's to use as trainers.

In 1979 when additional aircraft were needed but could not be afforded by the College, Art Moenkhaus and Joe Rogers bought two planes and leased them to the Program. Except for an accident that same year, when a young part-time



instructor was killed in a failed take-off, the Program grew smoothly and steadily. Bob Buttleman took over as Director in 1974, and Don Rodriguez and Dave Loveland provided the core of full-time faculty for most of the period.



Hogan Helms

Despite being the most expensive Program on campus because of flight fees—currently \$10,000 more to finish a degree—the Career Pilot Program has



Dave Loveland and students

never lacked for students, peaking enrollment by 1991 at 200 students. It is now staffed by four full-time and fifteen part-time instructors, who, because of the unpredictability of local weather, have had to be flexible and creative in scheduling to a degree not faced by any other faculty at the College.

In addition to training students, the Program sometimes provided transportation for College personnel, thus getting double benefit from flight time. The fleet now stands at twenty planes, seven of them leased; three of them are twin-engine craft—one of them, obtained from the Drug Enforcement Agency, with a colorful past as a drug runner.

### Maritime

NMC's most unusual venture went beyond comprehensiveness: the only maritime academy hosted by a community college. Its actual beginnings went back to Les Biederman's early dream of a floating college, a visionary concept



that he grudgingly abandoned when confronted with the insurmountable obstacles (including unions, even) that such an enterprise would entail. But he longed to put NMC on the water as well as on the map. His vision refined itself into the ambitious but reasonable proposal for a Great Lakes Maritime Academy. The nation's other six maritime academies were all ocean-going affairs; Great Lakes shipping was a very different kind of sailing. Traverse City's location made it a natural choice for a fresh-water academy. Biederman's arguments carried the day in Washington, and by the end of its second decade the College had federal sanction for the academy and a surplus navy vessel, the *Allegheny*, to sail in—once they got it to Traverse City from the Philadelphia mothball fleet, a journey that became a veritable saga in the memories of those community members who served as volunteer crew.

By the spring of 1970 the Great Lakes Maritime Academy was poised to begin its first full training cycle when, as the ice went out of the bay, the *Allegheny* promptly sank. "Sink" was in fact an exaggeration; the vessel merely settled in a few feet of water at its mooring. But it was an event that occasioned a certain *schadenfreude* among the local skeptics.

Because support for the Academy was by no means unanimous within the College: GLMA was the first significantly controversial issue in the College's history, many members fearing that it was an inappropriate and overly ambitious project that would drain the College's resources. The opposition did not diminish until President Bill Yankee put the Academy on a separate budget and made it report directly to him, a move that calmed the waters a little but disturbed those concerned with instructional matters and complicated the faculty status of Academy instructors.

Opposition gradually faded as the Academy flourished. The acquisition of a second vessel, the *Hudson*, enabled the Academy to start its training cycle by having cadets actually cruise for a few weeks in the summer to Great Lakes ports since the first Superintendent, Mike Hemmick, was a licensed master. His ideal was educated officers who could spend their off-hours playing chess or reading

classics, and he encouraged the English Department to send along instructors to offer the first term of English to cadets on board, which Joe Dionne and Al Shumsky did.

Although it was an excellent way to start maritime training, it was an expensive and complicated operation (as well as a nightmare for the Standard Operating Procedures [SOP] of the business office), and with Hemmick's departure it was abandoned. From then on cadets would get their sea legs as externs aboard Great Lakes commercial vessels after their first year of training.

One cadet lost his life in 1975 when the *Edmund Fitzgerald* sank in Lake Superior, a tragic event memorialized by Gordon Lightfoot, who subsequently contributed generously to a scholarship fund for maritime students.

Devising a curriculum involved some ingenuity and a lot of leg work. Correspondence courses and sea projects were created for cadets' sea-time, and maritime faculty criss-crossed the Midwest meeting various vessels at various ports.

But it worked. Enrollments increased rapidly; even people who already had other college degrees were enrolling, lured by the good job prospects and high pay. After Willard Smith took over for an interim year, George Rector became Superintendent and supervised the development of increased and improved facilities, particularly simulation capacities that enabled students to experience controlling a large vessel without ever leaving dry land.

There were a dozen years of increasing success, marred only by the embarrassment of having the *Allegheny* ice up in the January blizzard of '78 and tip over at the new pier. After two mishaps and spending



George Rector

most of her time in dry dock, she was eventually sold, along with the *Hudson*,



and the proceeds put into an endowment fund for the Academy. It had turned out that a smaller tugboat and lifeboats satisfied the need for basic shiphandling practices, and the larger vessels had played mostly a symbolic role.



*T/S Allegheny*

By 1982 the program was fully established and riding high with about 220 cadets enrolled. Then the recession hit Great Lakes shipping and took its toll on



**James McNulty**

the Academy. Recruiting, lobbying, and joint-venturing (with, in this case, Cuyahoga Community College) occupied the later years of Rector and his successor as Superintendent, Jim McNulty. And things stabilized: for its next ten years enrollments in GLMA stayed in the 90 to 125 range, and licensure of graduates at 100 percent.

Rather like the College as a whole, the Academy in its short history so far had a succession of different chief administrators and various special facilitators but enjoyed a core of continuing, dedicated instructors, notably Jerry Williams (Mr. Engine), who was with the Academy from its beginning, and John Tanner (Mr. Deck), Mike Hochscheidt, and Bob Mason, early graduates of the program who helped sustain it from 1974 on.

### **Occupational Programs in the Liberal Arts**

Not all of the new occupational programs were developed within the occupational areas. The Social Sciences Division began the third decade with a Law Enforcement Program, under the direction of Austin VanStratt, that was designed to serve as either a terminal or transfer program. It evolved into two separate Programs: a terminal program in Law Enforcement and a transfer program in Criminal Justice. Together, under the



**Austin VanStratt**



direction of Al Hart, they constituted what Frank Kullman occasionally referred to as NMC's Police Academy. Under Dave Donovan, Frank's successor as Division Director, additional occupational specialties were added: a terminal program for Legal Assistants and a transfer program in Early Childhood Education/Child Development.

And in the Humanities Division, the Art and Design Program, which had been offered "to meet the needs of the art major as well as the individual interested in cultural enrichment," under coordinator Jill Hinds became the fully occupational terminal program in Commercial Art.

### **Trying to Kill Two Birds with One Stone**

Two contrary tendencies in occupational education during this period posed problems in curricular design. One was a demand for thoroughly terminal programs upon the completion of which the student would be fully qualified to perform in that occupation. This demanded more and more specialized training, which not only required more specialized facilities and instruction, but made it harder and harder to accommodate within a normal two-year time frame all the course work needed as well as a minimum leavening of liberal education for a degree. The opposite tendency was for students in what had up to now been clearly terminal programs to transfer to universities for advanced work; this put pressure on the programs to provide, in addition to adequate specialized work, more of the general education required for baccalaureate study. The result of both tendencies was the same: pressure to increase the program beyond the traditional number of credits for a degree. Program designers began to think consciously in terms of "2+2" and to articulate with receiving institutions so that students could transfer successfully. But that did not solve the basic problem of how to fit five pounds of content into four-pound bags. In 1991 the one fully established 2+2 program was with Michigan Technological University, the Engineering Program directed by Jim Coughlin (who had been a student of Art Moenkhaus,

founder of the Program in 1958), and it required 108 credits rather than 96 and assumed that students could begin their college math with Calculus I.

Although not all occupational programs are as demanding as the pre-professional Engineering, the growing time pressures were similar for many of them. Whether "terminal" or "2+2," many occupational degrees could not be realistically accommodated within a traditional two-year curriculum. Either the content of the program would have to be diminished or the length extended. This would be a major challenge for the fifth decade.

### Academic Expansion

The academic curriculum, by its nature, was less susceptible to expansion. Beyond the basic introductory courses in the academic disciplines, not many more specialized courses could be offered without poaching on the universities' junior/senior-level territory and jeopardizing transferability. Still, some expansion was possible, and as the universities themselves added more and different courses at the underclass level, so could the academic divisions at NMC.



Dorothy Brooks



Helen Core

Social Sciences, in addition to the occupational programs it developed, added about a dozen such courses, mostly in Psychology and Sociology. The only area where offerings decreased was Political Science. Altogether Social Sciences' increase in academic offerings was about one-third.

Science and Math, where Steve Drake followed Joe Rogers as Director, also made a one-third increase in its offerings, phasing out Parks and Conservation, but adding Computer Programming courses in the Mathematics Department and significantly enlarging the offerings in Biology and Physical Sciences.

The Communications Division, of which John Pahl became Director in 1987, managed to increase its offerings by nearly one-half, mostly in the late '80's with the addition of the popular American Sign Language sequence which helped Modern Languages, led by Marguerite Cotto, to win a new lease on life. Earlier, a Communications sequence added a new academic discipline to the Division's offerings.



Lila Wilkinson

If one just counts credit offerings in the catalog, the Humanities Division, where Dave Terrell succeeded Walt Beardslee as Director, achieved the greatest increase: from 52 to 170 credit courses, not counting Commercial Art. Fine Arts, spurred on by Paul Welch and Steve Ballance, doubled its offerings; History and Philosophy with Terrell and Stephen Siciliano nearly did so; and Music, where Walter Ross was later joined by Mark Puchala, added 73 line items to the 12 it had offered in 1970.

Humanities had always made a distinction, however, between "academic" courses and "studio" or "performance"



Walter Beardslee



courses. Considering just the academic courses, this Division's curricular growth was comparable to the others'.

Altogether, enough academic courses had been added so that one could cater to potential majors. In 1970 the College catalog still listed (other than Engineering) just one "Liberal Arts Pre-Professional" program; in 1991 it identified 24 "pre-major" programs, from Education to Physics, Religion to Dance.

### Reaching Out

Part of the concept of comprehensiveness was the notion that a community college should take the services to the student rather than bring the student to the services. This reversed the thinking of the 1960's, when the College justified the construction of student housing by citing its unusually large service area and the special programs it offered which drew students from beyond even that large area. Still, especially since it was always hoping to enlarge its tax base beyond Grand Traverse County, the College always responded eagerly to suggestions that it offer courses in outlying areas.

In 1970 an agreement was reached whereby Benzie schools would provide classrooms and publicity for NMC courses to be offered there. In the spring of 1978 courses were scheduled in Bellaire, Glen Lake, Benzie Central, Kingsley, and Buckley. In 1987 a citizens' committee was formed to define Leelanau County's needs for NMC extension services.

But these initiatives nearly always came to naught. Perhaps the need was there, but the enrollments were not: almost never could enough students be mustered to make a class go. Only a few specific requests resulted in off-campus instruction, such as some math courses in Cadillac, reading courses at the Empire Air Force Base, and communications at the headquarters of the Grand Traverse Band of Ottawas and Chippewas.

The most extensive and successful outreach B.C. (Before Cadillac) was the computer van. Joe Rogers, then Director of the Science/Math Division, persuaded the Rotary Club to help equip a van with a dozen early PC's and for four years, two of them very active, Steve Drake and colleagues from the Math Department introduced K-12 teachers and pupils in the area to computers. Offering sometimes short workshop sessions, sometimes the credit course in Computer Literacy, they visited schools around the service area until the time when every school had acquired its own computers and competence.

Another successful initiative of the mid-80's was educational television. When the partnership with Centel Cable provided NMC with television production capabilities, the College became the official source of Channel 13, "The Learning Channel," whose most popular offering was the live telecast of Traverse City Commission meetings. This also permitted the offering of telecourses, and from 1982, when Walt Holland offered the first one, a steady selection of such courses—from two to four every term—was offered.

By far the most ambitious off-campus venture was launching a satellite in Cadillac. In May 1987, when Kirtland Community College, which had been offering classes there, decided it could no longer afford the operation, NMC was invited to come in and told that it could expect about 160 students, primarily in nursing and business. This looked to the Board like the chance the College had always hoped for to bring Wexford County into its service area. Phil Runkel and Dick Saunders organized an immediate effort to create a branch college for Cadillac. Cadillac cooperated by providing classroom space, and by July a schedule of classes was ready for the fall term. The ambitious goal was to enroll 400 students; the 302 students who did enroll may have been short of that goal, but they were nearly twice what Kirtland had been drawing.

It was felt important that the operation be truly a part of NMC, not just a collection of brand-name courses taught exclusively by local part-timers who had no connection to the main campus. To that end, regular faculty were encouraged to volunteer to teach courses there as part of their normal load, and several, like

Dick Goerz, Ken Marek, Frank Kullman, and Al Hart, braved the weather to commute there twice a week. Shortly three full-time faculty were assigned exclusively to NMC Cadillac.

The College committed to a five-year run; after that, it made clear, this satellite would have to be at least a break-even enterprise. NMC could not subsidize offerings in areas that were not part of its tax-base district. After three thriving years, enrollments did slack off, and considerable belt-tightening was necessary to keep the program viable. It remained to be seen whether NMC Cadillac would become a permanent part of the College.

### **"When Will You Be Four-year?"**

Almost from the very beginning of the College, this was the question most frequently asked by community members.

It is not a question for most community colleges, which are located in metropolitan areas, but Traverse City was and still is geographically isolated from four-year schools. Michigan's faltering economy made it clear to everyone by the late '70's that it was unlikely that NMC could aspire to four-year status in the foreseeable future, but that did not lessen the desire for local baccalaureate studies. So part of NMC's growth toward comprehensiveness was encouraging the local offering of upperclass and graduate extension courses from the state's universities.

From its earliest years NMC hosted courses from the University of Michigan, Michigan State University, and Central Michigan University. The largest and longest of these associations was with Michigan State, which maintained an extension office on campus from the early '50's until the retirement of its second Director, Milt Hagelberg, some thirty years later. (The original secretary for this office, Marcia Bellinger, went on to a distinguished career as a teacher and returned in her retirement to teach part-time in the English Department at NMC.)



During the 1970's these extension opportunities were developed enough so that two baccalaureate degrees became locally available. In 1974 the University of Michigan established an extension B.S. in Nursing Program hosted at NMC, which by 1992 had graduated 140 students. And in 1978 Ferris State University provided a similar program for a B.S. in Business Administration, which attracted even more students. By 1991 200 students were enrolled in classes and 67 bachelor's degrees, as well as four master's, were awarded at NMC's graduation ceremonies.

The logical extrapolation of this development was the movement toward establishing a full-fledged University Center at NMC. By 1991 an area-wide convocation of educators and community leaders known as Founders 21 was investigating the feasibility of such an institution. There had never been any question about its desirability.

### **Non-Credit Courses**

Being comprehensive entailed far more than just expanding the credit curriculum. A major development during this period was the inauguration of non-credit courses to cater to the interests and needs of people for whom the regular credit courses were not appropriate. Free from the strictures of the academic calendar and with no need to worry about transferability or academic restraints, these courses could be completely flexible in providing whatever kind of educational experience "a group of ten or more people wanted."

It seemed to most of the College members a new venture when the first such courses were offered in 1970 under a new entity called the "Public Service and Enrichment Program," coordinated by Andy Olson, who had resigned from the Board of Trustees to become Assistant to the President, a sort of point man for community relations (as well as an indefatigable procurer of war surplus bargains for the College). A dozen courses were offered that year, ranging from "Refresher Course for Secretaries" to "Modern Man in the Ethical Dilemma,"

and including, hard as it may be to believe in the later days of political correctness, "Powder Puff Mechanics for the Ladies."

But this was not really the beginning of community service courses at NMC. The concept was integral to the founding of the College. More than half of the 94 courses offered in the first College catalog, 1951-52, were non-credit courses. However, all but three remedial courses in English and mathematics had disappeared by 1954. The idea was clearly ahead of its time, which came almost exactly twenty years later—and not without some friction.

Many faculty felt that some of the courses were hardly dignified enough to be College offerings and feared that they would hurt the College's image. Some were also irritated that "outsiders" who conducted these courses could (and occasionally did) style themselves as "teachers at the College." And those who taught courses that already drew some avocational enrollments resented any intrusion into their academic area, fearing it could siphon off enrollments from "real" college courses that were often difficult to sustain.

Honest efforts were made to avoid direct competition, and the program developed quickly with a minimum of opposition. It was almost immediately re-named "Community Service," and after an interim year under Jim Besaw, it was in 1974 made the responsibility of Barbara Raehl, who has directed it since.

The panoply of offerings ranged from one-day seminars to ten-week courses, from hobby classes like Square Dancing and Dog Obedience to licensure and certification preparation for groups such as realtors and emergency medical personnel. In later years arrangements were made so that regular credit courses could be dual-listed and taken as non-credit through Community Service. To the surprise of many faculty, the non-credit students in their classes were often among the most industrious and best performers.

By 1991 this Division was scheduling as many as a thousand offerings a year and enrolling as many as 8,000 students. Also, beginning in 1974, it hosted RSVP, the Retired Senior Volunteer Program, which was funded almost completely by outside sources and by 1991 involved 610 volunteers who

contributed in that year more than 100,000 hours of service to local non-profit agencies.

Right from the beginning there was a general understanding that Community Service should be self-supporting. It should pay for itself—and put any "profits" back into the general operating budget. Without quite recognizing it, the College had begun entrepreneurial activity. In 1990 this understanding was formalized by placing the Division on a separate budget in a restricted account.

During the years when the state-aid formula recognized some non-credit classes, Community Service generated a considerable amount of revenue for the College budget, and even now it adds each year several thousand dollars to the general weal.

Meanwhile, at the behest of Dick Saunders, the name had been changed in 1986 to Extended Educational Services, which led to the acronym EES, generally pronounced, with no sense of either irony or malice, "ease."

### CBI

Another entrepreneurial enterprise was the Center for Business and Industry. Originating in 1984 as a joint venture by four different areas—Business, Health, EES, and Technical—the idea was to contract with customers for whatever training or consulting needs they might have, tailor a service to suit them, and then sub-contract it out to whatever part of the College could provide the services. After a couple of years as a quartet performance, it was obvious that unified leadership was called for, and Robbie Teahen was assigned that position until she became Dean of Occupational Studies and was replaced by Cheryl Throop.

Like EES, CBI was intended to be self-supporting, and with the help of grant funds which it helped customers obtain, it was. Through its retraining, upgrading, and consulting services, CBI by 1990 was serving between 100 and 150 businesses a year and between 2,000 and 3,000 individual participants.



## Trial Balloons and Short Flights

This second twenty years not only saw the end of a few offerings and the beginning of many more; it also spanned the whole life-times of several experiments.

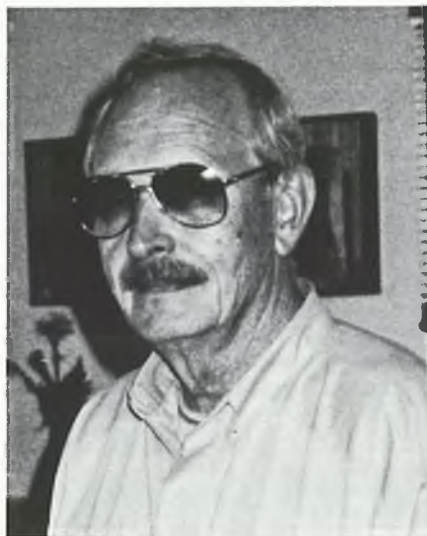
Some were in effect stillborn, like a Dietetic Technology Program offered in 1981 explicitly "contingent upon demand." No demand developed. Similar attempts were Food Processing Technology and Water Resources Technology in 1972, Solar Energy Technology in 1983, Recreational Leadership in 1979, and Recreational Boating in 1989. One non-curricular initiative also never got off the ground despite the enthusiasm of George Miller and Phil Runkel: M<sup>2</sup>Tec, which was envisioned as a materials testing laboratory which, in conjunction with Michigan Tech, could provide sophisticated service to local industries and advanced experience to Engineering students.

A few tries fluttered for a while. The Market Research Center, conceived as a parallel enterprise to CBI, couldn't develop a customer base because it was too heavily utilized (for free) by the College administration; that plus a lack of students interested in on-the-job training in market research led to its demise in 1990. Curricular programs in Technical Maintenance and in Finance and Credit were phased out along with Marketing and Merchandising, and the Polygraph Technology Program expired after the departure of Bill Yankee, its main expert and promoter, who had also hoped that NMC, with its desirable location, could become a continuing education center, even attracting out-of-state professional organizations to conferences in the heart of nature's playground. Wally Weir headed a separate Continuing Education office for a couple of years, but demand refused to justify the optimism, and what local need there was for continuing education was adequately provided by EES. Another sub-marginal operation, which was discontinued during the financial exigency of 1990, was a child daycare center, which had graced campus for a couple of years on nice days with a promenade of toddlers.

Three programs in the Communications Division made a bigger show but suffered the same fate. With the support of Jim Davis, who was a committed internationalist, a Study Abroad Program was begun in 1971, which took language students for a term of study to the University of Fribourg in Switzerland. Under the *extempore* direction of Gabor Vaszonyi, the program necessitated intense recruiting beyond the service area and posed such accounting problems that Mike Ouwerkerk breathed a sigh of relief when it was abandoned after three years.

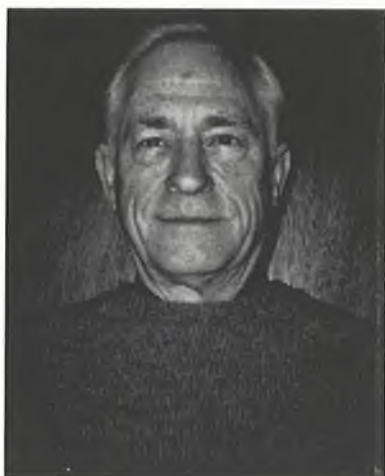
A later enthusiasm led to the creation of an occupational program in Broadcast Communications. Dick Saunders paved the way for a joint venture with the Specs Howard School of Broadcasting: students did their theory here under Mark Ross and got their hands-on experience at Specs. Not many took advantage of this expensive deal, but the acquisition of a television production studio, largely compliments of Centel, who needed an educational channel on its cable, provided a way to offer the whole program on campus. It could never quite muster sufficient enrollment, however, to justify itself, so it too fell a victim of financial exigency in 1990. It was not the first time broadcasting had proved not viable at NMC; attempts to launch radio and TV production courses had already failed once in 1968.

Another casualty was Theater. When Harry Oliver retired in 1989, the Division decided to try for a full-fledged theater curriculum under Phil Murphy. It barely escaped the budget axe in 1990 but would fall to it three years later. The irony here was bitter. With at last an adequate stage on campus, there would be, after thirty-five years of regular productions, no academic theater at NMC.



Harry Oliver

Three of the new ventures during this period were, however, robust successes until external circumstances obviated them.



John Crane



Lester Wise

One was the Petroleum Technology Program, which rose and fell with the oil and gas boom in northern Michigan. At its height it even brought considerable numbers of foreign students to campus—Saudi's, Nigerians, Pakistani's, Moroccans. These were the most cosmopolitan years of the College. The Program was shelved in 1989, but could be taken down and used anytime demand might re-arise.

Another success was a one-day festival of lectures, workshops, seminars, and discussion groups mounted by EES. Originally conceived as Campus Day for Women but later broadened to include the other gender, it took over the campus each year on a Saturday in March. It thrived for about fourteen years, involving 1,400 participants at its height, but then interest faded, perhaps because of improved employment in the region, perhaps because it had served its purpose in its time and place.

A third success was a non-transfer Freshman English sequence developed by the English Department to serve the language needs of terminal vocational students for whom traditional academic literacy skills were neither necessary nor appropriate and for whom the liberal components of critical thinking and self-perspective could be more effectively developed otherwise than through formal composition. CoEn 97, 98, and 99 were popular courses with both students and



faculty, but after almost fifteen busy years the curriculum wasted away quickly under the pressure of two simultaneous trends. One was the "Back to the Basics" panic of the early 80's, which inspired an undue reverence for spelling and punctuation as evidence of education, and the other was the increasing need to plan applied science degrees as 2+2 programs, which meant that they had to include an English component that was unimpeachably transferable. So all degree aspirants were back in Freshman Composition, a serious obstacle for many of them and a difficult situation for instructors torn between the standards of their discipline and the realistic needs of some of their students.

All in all, the College tried quite a few experiments during its second twenty years. It will be interesting to see how many were simply premature. NMC has more often been ahead of its time academically than behind it.

### **Academic Support**

Students have always needed some assistance in learning the collegiate ropes and choosing and scheduling their classes appropriately, but for the first twenty years providing such help was a relatively simple matter. Orientation consisted of a series of (mandatory, non-credit) one-hour lectures presented during the first term by staff and faculty members. Advising and counseling—the terms were used interchangeably then—were part-time jobs for Edna Sargent, who was also Registrar (and pitched a mean softball), and Walt Holland, who was Dean of Students and a teaching member of the faculty, too. Faculty members assisted as needed and usually on a volunteer basis, although as need increased some were hired on an overtime basis in the summer.

As the College grew and the demographics of the student body changed, this comfortable part-time approach was no longer adequate. In 1970 the College hired its first full-time counselor and drew the varied services into one division under Lornie Kerr, who as Director of Student Services supervised until 1989 the growth of a complex and extensive collection of support services. Some, like the

Health Service, were new; most, however, were simply specialized elaborations of functions that had not needed separate expertise in simpler times.

Soon the orientation procedure was shifted to what had long been familiar at four-year schools, a two-day summer visit by prospective students who were advised and oriented by the Student Services staff, department heads, division directors and faculty volunteers. On-going academic advising was construed as part of faculty responsibilities, and all degree-seeking students were divvied up among the faculty as appropriately by area as possible. Students showed a deplorable tendency, however, not to seek advising before registering, and faculty were, though willing, not always easily available. Then too, as the curriculum grew and programs proliferated, most faculty began to feel insufficiently knowledgeable to offer authoritative advising. Dianne Whalen initiated an attempt to bolster the system by making Division offices "academic advising centers" and locating in them a movable file full of necessary information. These became known as "Whalen Wagons," but they did not solve the problem, either.

In 1986 an all-out effort was made to assist students more effectively (and hence, it was hoped, improve "retention," which had become a watch-word goal for community colleges in the 1980's). Funded largely by a \$300,000 Title III federal grant and under the leadership of Chuck Shreve, a coordinated three-pronged program was developed. "Orientation" was slimmed down to a one-day or less campus visit during which students were given placement testing in reading, writing, and math (ASSET); received initial academic advising; and registered for their first-term classes. Further orientation was accomplished by "The NMC Experience," a series of inter-active computer programs which students could access at their leisure, incidentally becoming familiar with a computer terminal in the process, although by 1991 it was a rare student who wasn't already proficient at one. Students had to pass the various components before they could register for the next term; this was monitored by organizing it as a half-credit "developmental" course, which did not really please anybody but served the purpose and generated a little revenue.

Ongoing academic advising was accomplished by faculty members (PASS advisors) who were trained as necessary and remunerated for their time, and whose approval of a schedule was necessary before a student could register.

Short of military-academy discipline, there was not much more that could be done institutionally to insure that students received the advice they needed to help them succeed academically. The effectiveness of the program showed up immediately in retention. The first year, fall-to-spring retention rate rose from about 70 to 92 percent for those advised; the year-to-year rate rose from 50 to 78 percent. These rates had begun falling off by 1991, however, necessitating a new search for other factors influencing student success and retention.

Other aspects of advising mushroomed from relatively modest sidelines to major activities. What began under Jim Besaw as a part-time job placement service grew into Career and Student Employment Services, requiring two-and-a-half full-time people; articulation with four-year schools, once accomplished by a more-or-less annual visit by Edna or Walt accompanied by some interested faculty member(s), grew to officially occupy 20 percent of the professional counselors' time. Massive transfer guides defined the transferability status of all of NMC's courses to most of the universities its students transferred to; separate curricular guides were prepared for all the programs at those universities, showing what courses students should or could take at NMC to best prepare for transfer; follow-up information was collected on students who transferred. In fact, so much time was demanded to collect and process the information needed to counsel students that not enough time was available to actually do it; a steady complaint during recent years was that "it's too hard to see a counselor"—worse than making a doctor's appointment.

In addition to these services needed by more or less all students, other specialized services became more and more important as the student body grew and changed character.

Other academic achievement testing—ACT and CLEP—was also made available; personality and interest-aptitude testing became routine as counselors



needed to devote more of their time to personal counseling; currently 30 percent of their time is officially allotted to personal and therapeutic counseling and referral.

Students had physical ailments, too, and—especially with a resident population—the need for a health service became apparent. One was initiated in 1973, funded by a student health fee. First under Beverly Gray and then from 1979 under Pat Salathiel, the facility nearly tripled the students it served—from 1,000 in its first year to nearly 3,000 student visits in 1990-91.

Probably no service to students expanded as dramatically as financial aid. During this period, not only were the number and size of local scholarships increased, but a whole range of state and federal loans and grants became available—upon proper completion of umpticulate paperwork, of course. If higher education was not being satisfactorily subsidized at the institutional level, it *was* being subsidized to an unprecedented degree at the individual level, so much so that what would earlier have been a paradoxical trend began to appear. When employment was down, enrollments went *up!* By the late 80's this trend had reversed itself again, apparently because the rising cost of education had outstripped the amount of financial aid available to the individual student.

Until 1970 financial aid was no one's particular responsibility; in that year it was made one-quarter of Bob Warner's duties. Total aid of about \$130,000 from ten different sources was distributed to about 200 students, 13 percent of the student body. In 1991, twenty-five different sources supplied \$4,200,000 in financial aid funds, and 39 percent of students were receiving some sort of financial aid through the College office, which processed paperwork on more than 2,000 different individuals.

And then there was remediation, which was quite a respectable term prior to the 1970's. No one felt a need to distinguish between "remedial" and "developmental," and the concept of "learning disabled" had not yet been formulated. From the very beginning the College offered non-credit remedial courses in writing and math, and for better than twenty years that was the extent

of assistance provided for those students whose basic academic skills were not adequate to the demands of "college-level" work. But it became increasingly obvious that many students could not *read* at the college level either, many not even at a high school level. So in 1974 the English Department, with a sigh of resignation, decided to institute reading courses and hired a reading specialist to develop and present them. Betty Fleishel-Lewis's energetic advocacy brought "developmental" as well as "learning disabled" into the institutional vocabulary and set the ball rolling toward the varied services being provided in 1991, although she herself burned out (as she claimed) in 1981, frustrated that the College refused to create a separate division of developmental studies, though it did begin to organize a Special Needs wing in its Student Services.

A tutorial service developed by Betty's assistant, Sandy (VonHolt) McCoy, provided the first extra-curricular academic assistance. A federal matching grant to assist occupational students provided funding for increasing services. By 1991 the Special Needs Office was offering, besides tutoring, special assistance to the mobility-, sight-, and hearing-impaired (classroom interpreters, test readers, note takers, textbooks on tape) and some assistance in minority services.



David Vermetten's class



Joe Rogers' class

Under the wing of the English Department, which was always hoping to encourage Writing Across the Curriculum (a national trend in higher education during the period), a Writing Center was developed by Bill Shaw, assisted by Karen (Canfield) Kitchen. Staffed by students who excelled in composition, it offered peer reading and constructive criticism to students who would bring in their manuscripts for commentary before (it was hoped) revising them and turning them in to their instructors.

Finally there was a small but important group of students whose need was for challenge and recognition. The Honors Program began in the English Department as a series of "enrichment" lectures and seminars prepared voluntarily by members of the faculty and offered to a group of selected students who were invited to attend. This was soon broadened under the coordination, first, of Joe Dionne and, later, of Mickey Grooters, into a program whereby students could, in any course where their instructor was willing, contract for special projects which would enable them to complete the course "with honors." By 1991 there were special honors sections of composition. Students who completed 24 credits of such honors courses received a degree with honors. Four of them did so in 1991.

### **Staying Comprehensive?**

All in all, NMC could by the end of its fourth decade fairly claim to be about as comprehensive as a community college could be expected to be. The question for the future was how comprehensive it could continue to be. The shifting economic winds of the 1970's and '80's seemed to have steadied into a depressing direction; major corporations were already divesting and downsizing. Education had increasingly followed the lead of business during this period. Would it have any choice but to continue doing so?





## STUDENTS, CUSTOMERS, FTE'S

### What Were They Like?

When was the last time anyone heard the term "school spirit" at NMC? Already by 1970 it appeared primarily in questions like "Whatever happened to school spirit?" By 1991 the term was as dead as the phenomenon it designated.

What happened to school spirit was that the composition of the student body (another archaic term) changed: that was what community colleges were all about, after all—serving different needs of different people. But at NMC it took longer than at most for the old stereotypes to die because it took NMC longer than most to become a typical community college.

"School spirit" manifested itself in athletics, pep rallies with cheer leaders, proms with "kings" and "queens," hobby clubs, yearbooks with nostalgic action pictures and mug-shots of graduates... NMC had all those during its first twenty years.

In 1970 the Tomahawks were still playing intercollegiate basketball coached by Bob Inglis, the College's first full-time physical education teacher (and the tallest member of the faculty before or since). During the 1970-71 season they went 3 to 11, a typical comedown from the moment of glory in 1957 when they had briefly stood number 13 in a national ranking. In addition to basketball there was a cross country team that made a good showing (10-5) under coach John Pahl. (Part of "school spirit" involved faculty, who were expected to volunteer to be unpaid advisors, coaches, and chaperons for student activities.) There were also occasional teams in golf and tennis and skiing, depending on student interest. And for several years after the demise of intercollegiate competition there was a full schedule of organized intramural competition in basketball, football, and even soccer.

NMC also had, in addition to the standard extracurricular activities, the special event of Campus Day. In the early years almost everybody—students, faculty, and staff—turned out on a fall day in their work clothes to scrub and

paint, set posts, fell trees, bulldoze roads, and of course harvest leaves the old-fashioned way with rakes and tarps. By 1991 this event, its name long before pre-empted by Community Services, had become a half-day spring event to spruce up the campus before the Barbecue. It was now mostly just grooming the grounds and was done mostly by staff and faculty with only a sprinkling of students showing up before the free lunch that ended the work bee. But perhaps that was just as well; by 1991 no institution in its right mind would want to risk responsibility for students with chainsaws, and trustees on bulldozers. One student did in fact die on Campus Day when she fell down the stairwell in East Hall.



Campus Day

The teams and dances and work bees didn't disappear because school spirit died; they disappeared because the demographics changed. Such extracurricular activities were a result of having young full-time students for whom a school was an *alma mater* (even if they seldom knew for sure the literal meaning of the term). In 1970 most NMC students were still minors. Fifty-six percent were male; 79 percent were full-time and 84 percent were single.



By 1991 NMC was no longer *in loco parentis* for most of its students. The mean age was 27 (and this did not include the hundreds of EES students who were usually considerably older and whose presence on campus, even if it was only a few hours each, added additional maturity to the overall impression). Fifty-seven percent were female. Only 46 percent were full-time students, and while 68 percent were single, that figure now included a far higher number of single parents.

In 1970 "extracurricular activities" for a large proportion of the student body could mean fun and games; for an equivalent proportion in 1991 it meant work and family.

What used to be school spirit now manifested itself in different ways, ways less identified with the school and more with the well being of the individual on the one hand, and the larger community on the other. As interest in team sports dwindled, a new emphasis emerged on physical fitness and wellness; preoccupation with social events gave way to interest in campus and local issues. If students no longer raked leaves, they did participate in telethons during millage campaigns.

Student Council in the 1970's was usually composed of young, male, traditional students; by 1991, now renamed the Student Government Association, it leaned heavily toward older females. Five percent of its budget, which was more than \$100,000 a year by now, went for child-care grants to needy parents. Half went to support the Media Board, which funded the student radio and publications. WNMC, which began in 1966 as in-house radio for the dormitory, became an FM station broadcasting cutting-edge popular music and features to the whole of Traverse City. The newspaper, which had been a solid and successful activity for several years in the early 1960's when it was known as the *Nor'Wester*, declined seriously but was resurrected in 1984 as the *White Pine Press*, and, with the guidance of advisor Marilyn Jaquish, quickly became a standard campus feature, regularly winning awards at college journalism conferences. The meager succession of one-shot literary magazines that had been

produced during the earlier years became the regularly issued *NMC Magazine*, with both art work and writing by NMC students.

The rest of the SGA budget supported social and cultural activities. There was still an occasional dance; several trips, some international, were subsidized. But relatively more important were activities sponsored by the Cultural Activities Board. This group had been arranging performances, lectures, and films ever since 1957, when Preston Tanis authorized the collection of a student activity fee on condition that part of the activities be cultural. But both the budget and the definition of "cultural" were enlarged during the second twenty years to include a range of offerings from *Hamlet* to G. Gordon Liddy. And to the extent that anything was controversial, it was now more likely to be political or social controversy than the scandal of nudes in an art show or naughty words in the magazine.



Arlo Moss' class

The composition of the student body had changed, but the times had changed too. In 1991 NMC still had a significant number of traditional students and a resident population in student housing. Forty percent of the students were under twenty-one. But traditional students weren't what they used to be; they had different attitudes, expectations, and pressures than they had had twenty years earlier. Alcohol and drugs were more easily available temptations; the "sexual

revolution" of the 1960's and '70's had run into AIDS; the steady slippage in the economy made extra-curricular jobs a necessity for more and more students; and the constant gloomy predictions about the global environment dampened optimism more thoroughly than the threat of nuclear war ever had for the previous generation. By 1991 the activity pictures in the 1970 yearbook seemed like quaintly innocent relics of a by-gone era.

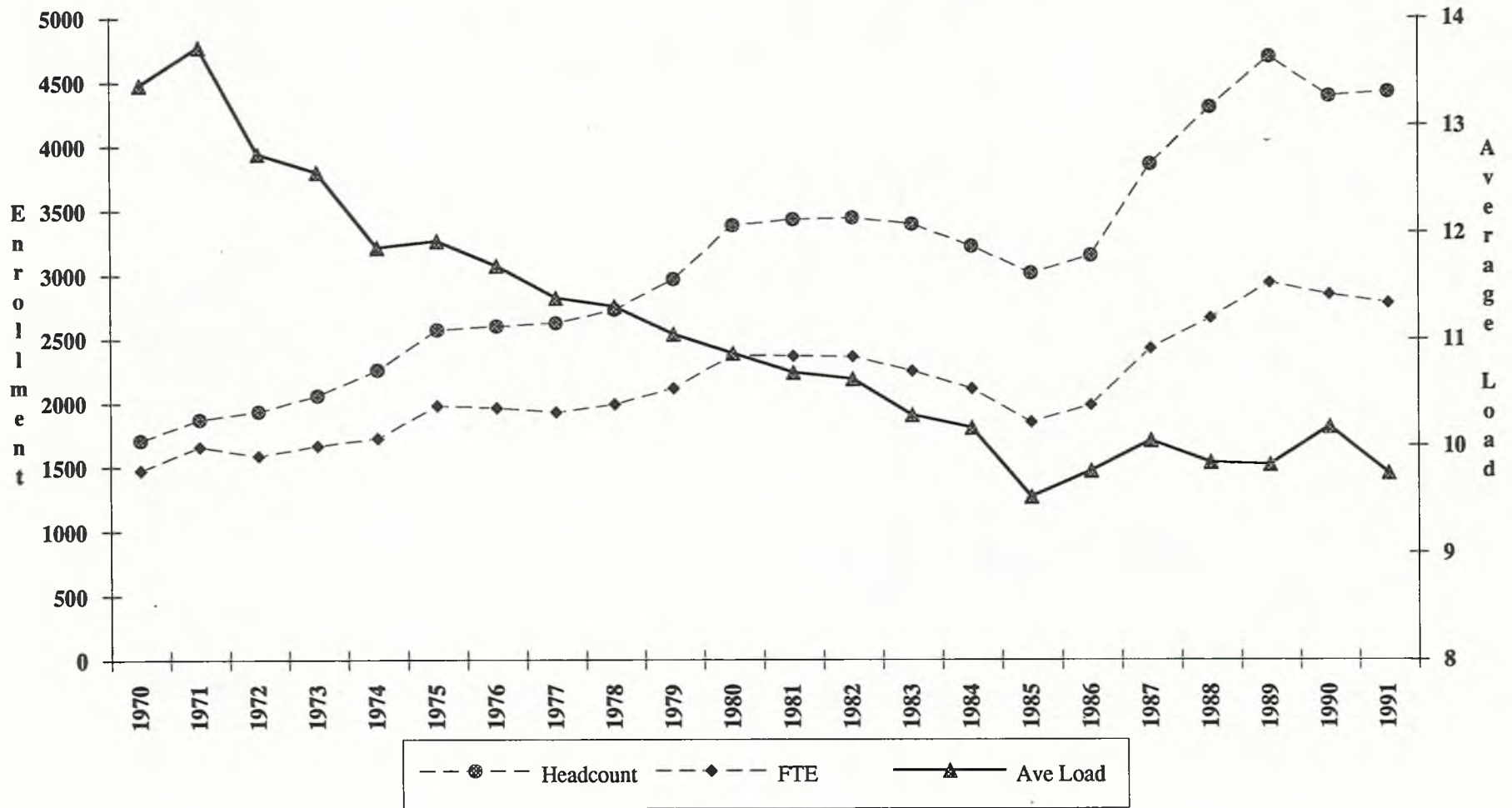
### **How Many Were There?**

The student body not only changed significantly—it also grew significantly, but it became harder to state the growth simply. Now when someone asked, "What is your enrollment?" one had to reply, "Headcount or FTE's?" The proportion of part-time students increased steadily; the average number of credits per student declined inversely.

The result of this growth pattern on the make-up of the College was not anticipated, and after twenty years was still not clearly appreciated by most faculty, who looked with dismay at the disproportionate growth of administrative and support services during this period compared to that of instructional services. But some of that growth was the inevitable result of this tendency to part-time students. The need for instructional services was proportional to Full-Time Equated Students; the student taking two courses instead of four needed only two instructors instead of four. But all the other services, from counseling to parking, were proportional to headcount. Add that more and more specialized services came to be expected by students, and it is clear that non-instructional areas of the College faced heavier pressure from increased enrollments than faculty did. If only revenues had been proportional to headcount too, there would have been no problem. But revenues were still generated primarily by FTE's. So the increasing disparity between headcount and FTE's was a new factor contributing to the budgetary problems of the second twenty years.



# NORTHWESTERN MICHIGAN COLLEGE



But heads or FTE's, numbers had become the game. Both the new concept of comprehensiveness and the growing influence of the business model conspired to silence any who doubted that more was better. *More*, in fact, came to be vital. Every final registration was watched anxiously, and gloom prevailed when the numbers were down, which they were for the first time ever in 1983, '84, and '85. Then came the euphoric growth of 1986 through 1989, which created a false sense of security; the most spectacular growth so far culminated in the most serious financial crisis yet.

### **Where Did They Come From?**

The shift here was predictable from the increased proportion of part-time students. In 1970 36 percent of the students came from outside NMC's service area; in 1991 only 18 percent did.

But this did not represent the backward step that it could appear to be to the College staff of the 1950's and '60's, who feared parochialism and stated as an explicit goal to import enough students from outside the northwest Michigan area to leaven the cultural climate at NMC. The whole Grand Traverse area did the importing during this period, so that many of the residents who now attended the College were not originally from here.

### **What Did They Want?**

Of the students who enrolled in the fall of 1970, 60 percent wanted the Associate of Arts Degree that would enable them to transfer as juniors to four-year schools. In 1991 just 25 percent did. The others wanted immediate occupational specialization. (This shift in demand was clearly reflected in the curriculum growth of the period.)

A slightly different pattern emerges if one looks at the degrees and certificates completed over the years. Until 1965 the transfer degrees always

constituted more than 50 percent of the degrees and certificates granted; by 1970 they accounted for 40 percent, and in 1984 reached their lowest proportion ever—20 percent. By 1991 they had climbed to 37 percent—almost back to the 1970 level. The one-year certificate programs peaked from 1970 to 1976, when they accounted for between 25 and 35 percent of the total each year. By 1991 only 5.5 percent of completions were certificates.

Interesting as is the shift away from and then back towards transfer degrees, the more significant fact is that while enrollments were now around the 4,000 mark, program completions were around 500, which indicated that about 25 percent of students were now "finishing college," compared to 40 to 50 percent twenty years earlier. This occasioned some concern because the implicit assumption continued to be that students enrolled in college in order to pursue a degree, and that any who did not complete one were therefore "dropouts," targets for follow-up studies and retention efforts.

Certainly some non-completers were dropouts whose college careers might have been salvaged if the right help had been provided at the right time. But many students were enrolling just for certain courses that they wanted and had no designs on a degree. Others were just "giving college a try" and discovering it was not for them—or at least not yet.

Years earlier when the state was requesting documentation of "success rate," implying degree-completion, Jack McChrystal claimed that the College had a 100 percent success rate because one of its missions was to provide students the chance to discover whether or not college was for them, so discovering that it wasn't was just as "successful" as discovering that it was. The point was not well taken then, and it still wasn't fully appreciated twenty years later. There was still a tendency to feel that all "dropouts" somehow represented an institutional failure when in fact many of them probably represented a success.



## How Did They Do?

In the fall of 1970 the mean Grade Point Average for all students was 2.39; in the fall of 1991 it was 2.81.

It would be nice to be able to construe this as measuring improvement in student performance and/or teaching effectiveness, but faculty members whose teaching encompassed this period know that what it measures is grade inflation. In all too many cases students were getting better grades for less and poorer work.

The causes were multiple and by no means unique to NMC; grade inflation during this period was as national a phenomenon as monetary inflation. And on the evidence of students transferring from and to other schools, NMC seemed to have resisted the inflationary pressures better than most. Still, 1991's 3.0 wasn't the equal of 1970's 3.0.

Part of the cause was the movement toward "behavioral objectives." When one specifies precisely the behaviors students should exit a course with, it is hard to award less than a 4.0 when those behaviors are demonstrated. But naturally any teacher will set objectives that most of the class is capable of achieving. Thus, what used to be a "C"—the average performance—tended to become an "A." Since occupational courses are more likely than academic ones to lend themselves to such objectifying, and since the proportion of occupational courses increased mightily during this period, an increase in mean GPA was only natural.

This movement toward specifically measurable objectives was a conscientious response to criticism of education and calls for "accountability." Where such an approach was appropriate, it was all to the good. But it was threatening to those areas where such an approach is not appropriate, and because it tended more to a pass-fail orientation than to a bell-curved continuum, it put inflationary pressures on the grading system. It not only resulted in better grades for those courses; it made students doubly unhappy with "average" grades in other courses,

which put unpleasant pressures on instructors in those courses, which eventually resulted in...etc.

This development in pedagogy was far from the only cause of grade inflation; it was in fact merely a symptom of the underlying cause, which was a shift in the institutional concept of the student: the student became a customer. To be sure, voices were still raised against "the business metaphor" being applied to education, and a slip that referred to the "customers" was likely followed by an apology. But actions speak louder than words, and by 1991 actions revealed the student conceptualized as not just customer, but consumer. Not so long before, students worried about getting into college; now colleges competed for them. Public relations, advertising, and recruiting became standard features of academic administration, and polls of student satisfaction became standard procedure for institutional evaluation.

Robert Frost said that "All metaphors break down somewhere." The business metaphor in education breaks down at the point where it is assumed that customer satisfaction provides the competitive spur to provide excellent services. As Albert Lorenzo of Macomb Community College pointed out, education is the only business where the less you give customers, the more satisfied they are.

NMC foresaw the problem. Its first report of self-study in 1959 said, "...Students must be viewed not as customers but as clients...If education is to remain valuable, students cannot be allowed to set its standards. If they do, simple logic indicates a steady decline."

This foresight may have slowed the slippage at NMC, but it could not forestall the national social trend. While there were of course the welcome exceptions, students of the '90's in general were not prepared to devote as much time and effort to their studies as the previous generation was. Even seriously motivated older students returning to school were not prepared for the amount of out-of-class work that college courses had traditionally demanded. Fewer and fewer students seemed active learners; more and more seemed passive consumers of information—and brutally pragmatic ones at that, fond of asking a teacher's

least favorite questions: "Will this be on the test?" and "Are we doing anything important in class tomorrow?"

By the 1990's students were a different breed, and education was a different business. But institutional forms and values were still generally fitted to an earlier stereotype that assumed that school was the main occupation of a student. For more and more students it was not. Sooner or later the old stereotype (and its ideals) would have to be abandoned; things would look different—maybe even better—when it was.



## MONEY MATTERS

By the end of its second decade NMC was still a relatively small business, with a \$2,000,000 operating budget and a total of about 500 employees, including part-timers. As Business Manager, Ernie Gaunt could still devote part of his time to teaching classes. Mike Ouwerkerk comptrolled, Bill King accounted, Pearl Stafford kept books, and with a couple of clerical assistants, Mary Allgaier did everything else, as she always had (although she no longer held up final paychecks until faculty turned their grades in). Contracts and other personnel matters were handled by Carole Marlatt out of the President's Office, and public relations were left pretty much to take care of themselves.

Twenty years later the College was a rather bigger business. Its operating budget in 1991 was pushing \$16,000,000—adjusted for inflation that was still about two-and-a-half times bigger—and its payroll included 1,041 people all together. Tending to it now required not only the Business Office, staffed by seven full-time members, but a Personnel Office with four, a Community Relations Office with another four, and the Bookstore with five—all headed up by a newly created Vice-Presidential position.

### Sources of Funding

During its first twenty years the general attitude of the College toward funding was to tailor its activities to its income and play it safe; by 1971 it had at the end of the fiscal year a cash carry-over equal to nearly one-quarter of the operating budget. The next twenty years saw a reversal; more and more aggressive attempts were made to increase its income to support the activities it embarked upon.

## State Aid

The funding source least susceptible to influence was state aid, which was in 1971 the largest contributor to NMC's operating budget. But from the early 1970's on, the state's worsening economy was reflected in stingier appropriations. Every year the political process in Lansing was the occasion for local anxiety; one particularly tight year the state shifted its fiscal year to October 31, which created considerable confusion, and in 1981 there was even an executive order cutting 2.5 percent from already budgeted allocations. An additional source of dissatisfaction was the state's abandonment of an equitable funding formula. During the 1970's aid was based on credit hour enrollments and varied in amount for different kinds of courses—least for liberal arts, more for occupational, and most for health—a formula reasonably consistent with the actual cost of instruction. But by 1980 the state resorted to simply giving to all community colleges the same percent increase over the year before, based on the average increase in over-all state enrollments. So, as the occupational credits increased proportional to the liberal arts credits, they were in effect being less subsidized by state aid. And by 1987-89, when NMC's enrollment increases far surpassed the state average, the College was actually being penalized by its success: every additional enrollment was lowering the state aid received per student. Over the twenty-year period from 1971 to 1991 state aid dropped from being 45.1 percent of NMC's operating budget to 36.4 percent.

More than anything else, the uncertainties and frustrations of state aid spurred the attempts to develop other and more dependable sources of income.

## Tuition and Fees

The second largest revenue source in 1971 was the easiest to influence. All it took was Board action to raise tuition and fees. But raising the rate didn't necessarily mean increasing the revenue; higher prices might mean fewer

"customers." And besides, the mission of a community college was affordable education. NMC's tuition, because of the lack of a rich tax base, had always had to be among the highest of the state's community colleges, sometimes *the* highest, and raising it any higher than the general increases at other colleges would be self-defeating. So raises in tuition were always the last resort to balance a budget. But they had to be resorted to regularly.

A comparison of tuition in 1971 and in 1991 looks as if the College had been very successful in holding the line on costs to the student: tuition for in-district students went from \$10.75 per credit to \$28.25—actually 24 percent *less* than the inflation of the period; costs for out-of-district and out-of-state students were, respectively, two percent less and two percent more than the inflation. But tuition per credit wasn't the whole story. In 1971 a student was charged for a maximum of twelve credits; any courses beyond that were free. In 1972 this policy was changed to charging for all credits taken. This automatically meant a 33 percent increase for full-time students. And in 1990 it was decided that it would be necessary to start charging for additional contact hours above credits (which some schools had already been driven to do), although this increase would be scaled in gradually over three years to avoid inflicting too big a sticker-shock all at once.

By 1991 the College had squeezed about all it dared from this source of revenue. Tuition and fees were now the largest revenue item in the operating budget, 39.2 percent, though only a percent greater than 1971's 38.3 percent. But costs to the student had already outstripped the financial aid available to many of them, and this was beginning to be reflected in enrollments.

So one major source of revenue was inexorably shrinking and the other was self-limiting. And as long as increased enrollments meant equivalent increases in expenditures, simple recruitment was not the answer to enriching the budget. NMC needed more millage or an endowment. Or both.



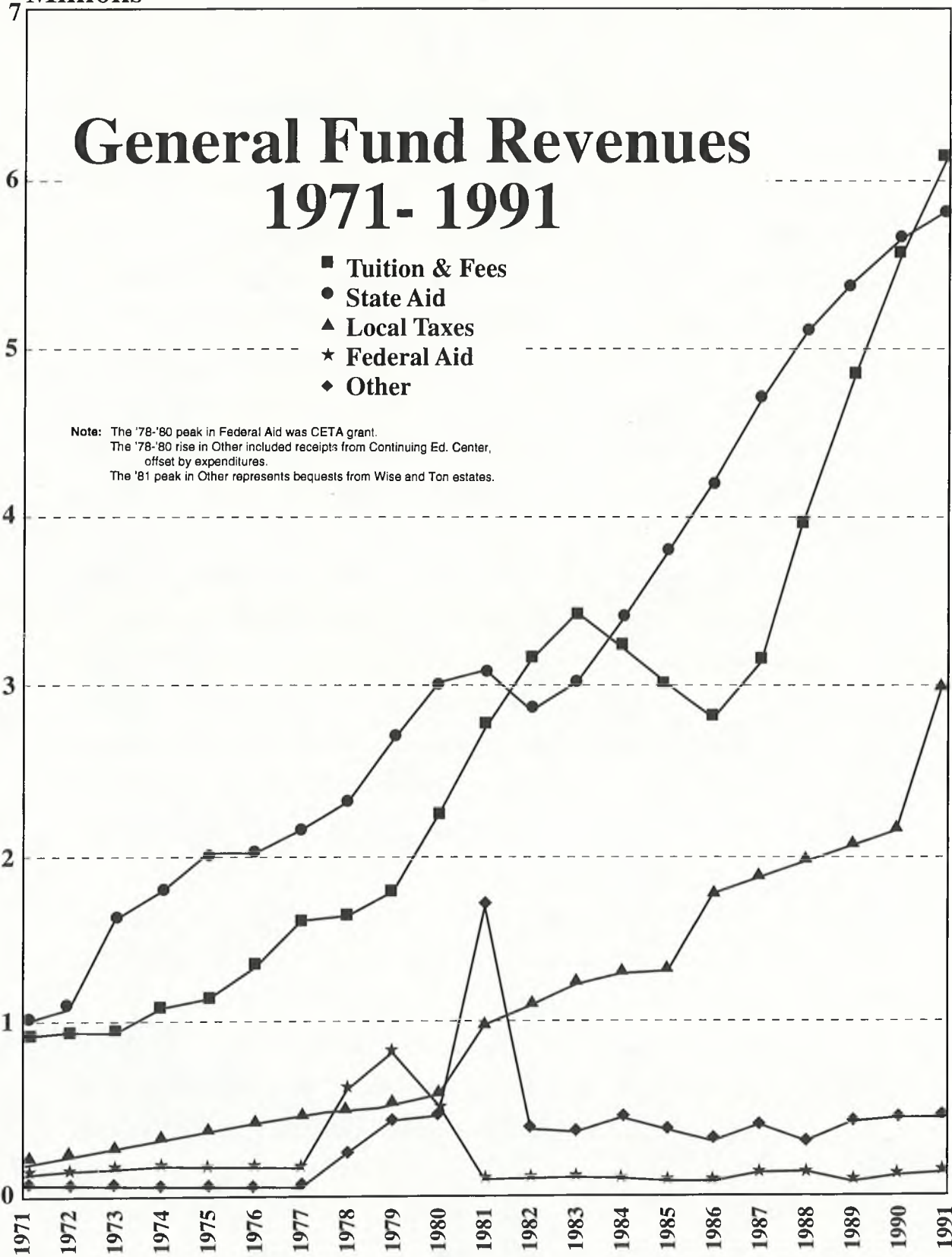
## Developing Other Sources

The College began paying serious attention to public relations in 1974 when Pete Pellerito was officially designated to be coordinator of "college relations"; when he left in 1977 Kathleen Guy was brought in as the College's first full-time PR person. Quickly the office grew, charged with publications, with grant-seeking and fund-raising, with alumni relations, and with (official acceptance of the business model) *marketing* the College. Karen Anderson became a full-time member, and in 1982 NMC got its first Vice-President when George Worden was hired to head the office, at which time the deans of Instruction and Student Services were likewise re-titled as VP's. When Worden was succeeded in 1989 the position was designated as Executive Director, and the deans became Deans again.

Publications in general were not directly involved in fund-raising, but every marketer knows the importance of image. And the image of NMC projected by its publications changed dramatically over this period. The rather stodgy amateurish products of the first twenty years became fully professional glossy productions. From the catalog to reports of self-study, from stationery to campus signing, the College began to display a style of successful institutional maturity. By the mid-'80's everyone was intoxicated with publication, every department and every office issuing brochures and annual reports that were works of printer's art. Only by the very end of the period, pricked by the financial crisis of 1990, did some people begin to question whether the total expense was really *worth* it and whether it was wise to look too posh when you were asking for money.

Activities directly seeking to raise funds aimed at three sources: grants, donations, and millage. There was nothing new about tapping these three sources: the College had already been the recipient of many gifts, it had been born with a fund-raising campaign, and in its very first year it had gone to local voters for a half-mill increase over the charter mill. What was new was the increasingly strenuous effort put into cultivating these sources.

Millions



Although responsibility for grants was included in his job description when Jay Montgomery was made Coordinator of Institutional Research and Planning in 1974, "grants" until the 1980's generally meant the nearly automatic state matching funds and federal EDA (Economic Development Administration) grants for construction and various state and federal financial aid programs for students. Only in the mid-'80's did applying for competitive project grants, whether from government or private sources, become a standard part of operations despite the reservations of many about the dangers of incurring dependence on "soft money." By 1991 about 200 such grants had been obtained for a total of \$7,000,000.

As for gifts, after its founding-fund campaign the College had graciously accepted any that came its way, but had been very low-key about soliciting contributions—perhaps not anxious to have to deal with too many sailboats, vintage autos, personal libraries, or stamp collections. From the early years, the Wigwam Club constituted the civic support group, and its most obvious activity was the annual NMC Barbecue. With all food donated by Jerry Oleson and labor supplied by community and staff volunteers, this event continued nearly unchanged, drawing regularly 10,000 to 12,000 people on a late May Sunday to chow down on buffalo burgers and baked beans, and inspect the campus. The Barbecue was still going strong in 1991; though the proceeds were no longer so significant compared to the whole College budget, they provided welcome funding for special projects, and the event itself was a unique tradition and a major contribution to public relations and community spirit.

But there were no really sustained efforts at regular fund raising until 1982 when George Miller plumped up the NMC Foundation and hired a Vice President for Development, although there had in fact been "foundations" for most of NMC's history. The Educational Fund, Inc. which helped bring the College into existence had been dissolved in 1957 after NMC had become a community college independent of the K-12 school district and able to collect its own tax support. But in 1966 a new non-profit organization, actually called a Foundation, was created to enable the College to acquire the Cherry Growers property which



became the Technical Institute and the Maritime Academy. In 1970 this Foundation emptied its treasury with a \$100,000 grant toward construction of the new dock, but it continued in existence (with a \$20,000 line of credit to be debited against future contributions to the College) under the semi-volunteer supervision of Bill Wadsworth and a Development Fund Committee created in 1971 by Jim Davis.

While it remained viable this Committee was not very active until Bill Yankee, toward the end of his tenure as President, began revitalizing it by reorganizing and bringing in more community members as directors. George Miller devoted his first energies as President to completing the process, and on 25 January 1982 a new and improved NMC Foundation, properly by-lawed, became the non-profit organization devoted to improving the financial welfare of the College. Two major gifts received prior to that time, the Harold and Imogene Wise bequest of \$1,200,000 and the Ton bequest of \$180,000, were put into the Foundation as the start of what was intended to become eventually a major endowment fund for NMC. Thirty community members were Directors; Jack Stegenga was the first Chair, and David Gray and Bob Goff played important roles. A few months later the Development Office was created within the College, toward the expenses of which the Foundation would annually contribute at least \$120,000.

In addition to actively cultivating possible major donors, the Foundation sponsored from 1984 on annual fund drives designed both to raise funds for specific projects and to keep the College widely visible in the community. Amounts realized by these drives ranged from \$30,000 to \$150,000. Other than the direct support for the College and Community Relations Office, most of the contributions from the Foundation showed up in the budget as tuition and fees as a result of its endowing the Presidential and other scholarships. By 1991 the corpus was more than \$6,000,000—the largest endowment possessed by any community college in the Midwest.

## Millage

The one thing the College *was* already a veteran at in 1970 was millage campaigns, having already mounted successful ones for capital expansion in 1955, 1960, and 1965. The millage request in 1970 was a novelty in one respect, however; it requested a *reduced* millage of 1.5 mills rather than the 2.0 mills that had been voted in 1965. And in 1974, with \$600,000 still left in the building fund, the request was for a further reduced renewal of only 1.0 mill. The voters responded favorably both times. By 1979 the budget was beginning to pinch, and this millage request was to continue just 1.0 mill but to divide it, half for building and half for operations. This one passed too, but with less enthusiastic margins. By 1985 when it was decided to go for an increase again, with 0.5 mill for building and a whole 1.0 mill for operations, the new wisdom on school millage was to keep a low profile and get out the "yes" vote.

### MILLAGE HISTORY

1955	1.0 Charter Mill
1960	1.0 Mill - Building and Site - 2 years
1965	2.0 Mills - Building and Site - 5 years
1970	1.5 Mills - Building and Site - 5 years
1974	1.0 Mill - Building and Site - 5 years
1979	0.5 Mill - Operating - 5 years
	0.5 Mill - Building and Site - 5 years
1985	1.0 Mill - Operating - 5 years
	0.5 Mill - Building and Site - 5 years
1990	1.5 Mill - Operating - 5 years

With a minimum of publicity and a maximum of volunteer telephoning, this millage passed too, but many on the staff felt uncomfortable about the strategy and cried doom when in 1990 the Board, reasoning "Nothing ventured, nothing

gained," not only decided to go for a whopping increase to 3.0 mills but to put all its eggs in one ballot proposition.

The pessimists were right. NMC lost its first millage ever and was plunged into institution-wide financial exigency.

Ten years earlier Bill Yankee had foreseen trouble down the road. In 1978 he had instituted the development of a retrenchment policy, and in 1981 he had appointed a Priority Task Force of faculty members to assess the curriculum and establish guidelines for reducing it should the need arise. This they did, developing over the course of two years an unprecedented cost analysis of all areas of instruction and prioritizing them relevant to the College mission. They completed their work, along with a recommendation that such an analysis also be conducted for non-instructional areas of the College. But this was now into the tenure of George Miller, who preferred a fiscally optimistic approach, so the report was politely received and filed away.

Optimism ended with the defeat at the polls in May 1990, which ushered in the dreadful "Summer of '90." Tim Quinn immediately convened a large Budget Review Committee to plan a renewed request and develop specific procedures based on worst-through-best scenarios. They decided on returning to the voters with two propositions: one to renew the prior 1.5 mills and a second to increase the millage by 0.75 mill. There was no low-profile campaign this time. Every attempt was made to get the message to the voters: a volunteer group organized The Friends of the College to raise funds for the campaign; public information hearings were conducted personally by the President; supporters sported real campaign buttons urging YES-YES.

The result on August 7 was YES-NO, and the mid-case scenario went into effect. For the first time NMC terminated some employees for purely financial reasons. The immediate trauma was bad enough, but the lasting effect was perhaps even more depressing. NMC realized that it was no longer the darling of the community that it had for almost forty years believed itself to be.



Still, with the extra mill for operations and the increase in the local tax base caused by the growth of the area, local taxes in 1991 contributed 19 percent of operating expenses compared to only 8.4 percent in 1971.

#### General Fund Revenues

	<u>1971</u>	<u>1991</u>
Tuition and Fees	38.3%	39.2%
State Aid	45.1%	36.4%
Federal Aid	3.8%	1.3%
Local Taxes	8.4%	19.0%
Other	4.4%	4.1%

#### Expenditures

While comparative summaries of sources of revenue are dependably interpretable, similar summaries of expenditures are not so definitive because the addition of new budget centers and the reclassification of some activities mean that some expenses that once appeared in one line item were later appearing in a different one. Released time for Department and Division Heads, for example, originally was not factored out of Instruction and into Educational Administration; printing and duplicating were originally included in the Business Office. But such shifts are a relatively minor part of the total picture provided by a general summary of the major expense categories:

#### General Fund Expenditures

	<u>1971</u>	<u>1991</u>
Instruction	62.3%	49.9%
Instructional Support	7.5%	14.2%
Student Services	5.4%	9.0%
Institutional Admin.	10.4%	13.1%

This clearly shows the trend that worried everyone: a steady growth in non-instructional expenses. A particularly worrisome one for faculty was that,

although Instructional Support nearly doubled, support for the Library, which was included in this category, slipped from 4.1 percent in 1971 to 2.4 percent in 1991.

One cause for this trend has already been mentioned—the increase in the proportion of part-time students. In addition, there was the provision of new services, such as Audio-Visual support, greatly enhanced printing and duplicating facilities, and computer services. And as the College grew in size and complexity, almost every procedure became encumbered by the need for paper-trails. Still, the suspicion persisted that some of this expense could be eliminated, and the financial crisis of 1990 provoked the first serious attempts to do so. The problem was that if there was fat, it was not conveniently concentrated all in one spot but marbled throughout the College body, and it would take long strenuous exercise rather than simple liposuction to reduce it.

Two expenditures over this period did, however, remain remarkably constant. The cost of operating and maintaining the physical plant took 13.1 percent of the budget in 1971, 13.5 percent in 1991. And the people-to-things ratio stayed roughly the same: payroll, with concomitant taxes and fringes, constituted 74.3 percent of expenditures in 1971 and 73.5 percent in 1991. It was administering these costs that became more expensive.

### Salary Schedules

The Faculty Career Plan had been in place since 1957. Though largely unchanged on paper, it had already changed in practice by 1971. The original plan had envisioned four ranks, corresponding to the traditional academic positions of instructor, assistant professor, associate professor, and professor, with entry into those ranks achieved only by promotion to vacancies determined by the administration. It clearly anticipated only vertical promotions, and relatively few of those.

But by 1971 a precedent had already been set for lateral promotions within the ranks, and the feeling grew strongly that promotions when one reached the end of a rank should be denied only as a sign of less than meritorious performance. Early on, the faculty had opted out of participating in promotion decisions and declined a suggestion that one should apply for promotion if one thought one deserved it. Whether this reflected modesty or egotism is debatable, but it did put the whole onus on the administration. Coupling that with the increasing tendency to view the plan as a long seniority ladder where one who performed well could expect to skip up a rung every three years or so led to increasing demands for a complete, consistent, fair, objective system of evaluation. Staggering numbers of committee hours were spent over the years struggling to develop clear criteria and measures that would be both effective and universally acceptable (as if that were really possible). The one year that a really statistical system of evaluation was tried proved so traumatic that it almost induced the faculty to accept administrative whim as a preferable alternative. Eventually a system of evaluation incorporating both supervisory input and nationally-normed student evaluations (IDEA) was developed that kept grumbling to a minimum but certainly added work to educational administration, and sentiment for changing the Career Plan was more likely to be expressed by administrators than by faculty. Raises in the Career Plan were accomplished periodically by a Salary Study Committee constituted from members of the Board, the administration, and the faculty trying to preserve the "we are all one" spirit of the early days. Presidents during this period made it no secret that they wouldn't mind a unionized faculty with a master contract. But despite their individual complaints the faculty were the ones who regularly rejected organizing.

The one group who did organize were the custodians, who took that step in 1973 and whose subsequent contracts were achieved by standard negotiations.

Support staff and administrative personnel (below the executive level) had separate and minimally defined schedules until 1986. As the number of people affected grew through the 1970's, dissatisfaction increased with the lack of



objective criteria for placement and the lack of recourse from administrative decisions. In the mid-80's the Three C's (Classification Compensation Committee) undertook the job of developing criteria and an evaluation system and spent the same kind of time and trouble that faculty had on theirs. With similar results—few people were completely satisfied, but nobody was dissatisfied to the point of quitting.

Most people, faculty and staff, still felt that merit was the proper basis for advancement; it was just that most people felt (and probably were) better than average, so there were bound always to be a fair number of disappointments.

Regardless of the system the really important matter was what the dollar figures were on whatever the schedule was. For all the obvious economic reasons NMC's had generally been on the low side, but most people had accepted that necessity because both the location and the nature of the College offered more congenial life styles than were elsewhere obtainable. "Part of your pay is the view of the bay." It was said ruefully, but not bitterly.

Still, from the 1960's on it was explicitly agreed, for the faculty at least, that salaries ought to be somewhere in the middle of the range of salaries at Michigan community colleges, not at the bottom where they were in the mid-60's when the Board agreed to a net 30 percent increase over a three-year period. And in 1970, when it was shown that while bottom salaries were so good that NMC could hire new people below the lowest rung on the Career Plan, the top salaries were well below equivalent ranks elsewhere, the figures on the Career Plan were stretched so that the top salary was twice that of the bottom.

By 1991 a goal on pay was being crystallized in the concept of "equity." There should be identified a group of other colleges comparable to NMC, and pay at NMC for all employees should be equal to what their equivalents there were paid. It seemed an eminently reasonable approach since nobody believed that half a dozen different colleges would ever get together on a wage-fixing scheme.

Administering such plans and evaluations clearly demanded more and more administrative and clerical time, but even more demanding were the requirements

imposed on personnel relations by the state and federal governments. Starting with the Civil Rights Act of 1965, there was a flood of legislation governing workers in the workplace, from non-discrimination through job safety to sexual harassment. And the volume of reporting that was required grew geometrically. Everything from advertising a position to terminating an employee was hedged with legalities, where a misstep could result in a costly and damaging suit. (Indeed, there had already been some by 1986, and one particularly unhappy case of alleged ethnic discrimination was still dragging through the courts in 1991.)

By 1986 the need was apparent to the President, if not to the faculty, for a personnel officer to make sure the College was in compliance with all regulations in its dealings with its staff. One of George Miller's last innovations was the creation of such a position and hiring Shelley Merrill to fill it. By 1991 the Personnel Office was in charge of all contracts and payroll, and all procedures, reports, grievances, litigation, and negotiations involving staff. What had been a relatively simple institutional chore twenty years earlier was now a complicated and expensive one, largely (if not completely) because of external forces over which the College had no control.

### **The Bottom Line**

What effect did all this have on institutional efficiency? Although effectiveness had to be measured otherwise (if it can truly be measured at all in higher education—a whole other challenge facing the College in the 1990's), efficiency can be reduced to money. How much did it cost to produce an FYES (fiscal year equated student)? In 1991 that figure was \$5,019. In 1971 it had been \$1,320. Adjusting the latter figure for inflation makes it \$4,568.

So in 1991 it was costing the College a real ten percent more than it had in 1971 to do its job.





## HARDWARE

By the end of its first twenty years NMC had the beginnings of a real campus. The original frame building had been joined by the administrative wing, the library, the science building, the powerhouse, two dormitories, and the gym. But College members—administrators, faculty, and staff—were all still centrally located enough for daily visits to the staff lounge in the basement of the library to pick up their mail, catch up on the in-house news and gossip, and re-energize themselves on coffee and doughnuts donated by volunteer Dorothy Hall whenever the coffee fund was in arrears, which was most of the time. Sometimes even Chairman Les showed up—with his cigar, since smoking was still general then. There was little complaint in the first twenty years about lack of communications.

But the College was already poised to split itself apart: the Technical Institute was being prepared for occupancy, and many members of the staff were already bemoaning the separation that would ensue. Growth made dispersal inevitable, of course; beyond a certain size even extended families must split up. But it is fair to say that the old NMC gave way to the new when the all-College lounge gave way to separate departmental mail rooms and coffee pots.

## New Buildings

The campus expansion of the second twenty years was announced in the 1970 millage campaign, which proposed a \$6 million building program for the next five years, a program that would be funded by \$1.5 million from local taxes, another \$1.5 million from loans for self-liquidating facilities, \$2 million from state matching grants, and \$500,000 each from gifts and federal grants.

The first fruit was the completion of the Fine Arts Building, which was opened to the public at the Barbecue in 1971 although it wasn't completely finished until October. Planning for this building had begun in 1965, but it was deferred temporarily to give priority to construction of the gym, which was a

simpler and faster project. The Fine Arts Building was going to be something special, the first distinguished piece of architecture at NMC and Phase I of the College's original mission to be, among other things, "the cultural center of the region." Phase II was to be a gallery and theater, added as soon as possible after



Fine Arts Building Phase I

Phase I's classrooms and studio facilities. But it was not to be so soon. It would have demanded a special fund-raising campaign, and before that could be launched it was pre-empted by Interlochen's campaign for their Corson Auditorium, which both obviated the need for a local year-round concert facility and diminished the likelihood of significant donations. So Phase II went on the back burner for twenty years, but Phase I proceeded, designed (after considerable lobbying by Walt Beardslee) by the prestigious Architects Collaborative of Cambridge, Massachusetts. The originally envisioned price tag of half-a-million dollars mounted to three-quarters before the building was finished, and even that was achieved only by skimping on roofing specifications, a decision that it did not take long to regret. Still, the resulting structure, though it was sometimes referred to by philistines as "the barn," was appreciated by most as a unique and appropriate addition to campus, one which remained for the second twenty years NMC's most distinguished building.

Other more utilitarian facilities followed through the early 1970's. With minimal citizen concern about its effect on the waterfront, the half-million-dollar dock was completed at the Maritime Academy in the fall of 1971. It had to be an improvement on the days when the beach along there was likely to be littered with rotting cherries from the processing plant, but, with the sale of the *Allegheny* and the *Hudson*, it turned out not to be strictly necessary, and there was some irreverent talk in later years about renting slips to re-coup some of the investment.



Great Lakes Maritime Academy

Also, from 1970 to 1974 there was extensive remodeling of the old Cherry Growers buildings in order to turn them into NMC's Technical Institute. This was another half-million-dollar project, 80 percent funded, like the dock, by a federal Economic Development Administration grant. The old brewery, which might almost have qualified for historic preservation, was demolished because it could not possibly be brought up to code for public use.

That obstacle also prevented what seemed at first blush another eminently logical and attractive possibility. The State Hospital was beginning to be vacated at this time, and it wasn't hard to envision its spacious grounds and Victorian spires as a college campus with a built-in history. And it had already for years



been occasionally referred to as "west campus" because many patients there had been enrolled at NMC as part of their therapy. The idea was far-fetched, but it was pursued to the extent of sending an inspection team to see whether the newest building of the complex, the one nearest Munson Hospital, could serve to house NMC's Nursing Program. One visit sufficed to convince that building a new facility on campus would be cheaper and more desirable.



**Students leaving the Health Education Building**

So planning began for what became the Health Education Building. There was discussion for a while about how best to shift occupancies around on campus, but eventually it was decided to house Health Occupations and Social Sciences in the new structure and put the Communications Division offices in a separate small building so located that it could be abutted, if need arose in the future, by new classroom structures at either end.



**Les & Anne Biederman  
Health Education Building dedication**



First building at NMC



It took longer than usual this time to secure a commitment of state funds, but the grant was finally obtained and work commenced in the fall of 1975. Just twenty years after it had been built largely with salvaged materials and donated labor, NMC's first building was demolished, although the Communications Division continued to live in the amputated north pod for a couple of years until their office building was completed. People would remember, even fondly but not really miss, the old two- and four-person offices, the creaky wooden floors, the clanking radiators, and the big sash windows that required the huskiest class members to raise and lower and which were apt, on winter mornings, to be iced over on the inside. The new building, with its functional punch-card profile, was completed in the fall of 1976 at a final cost of \$1.5 million.

It was originally thought that the Communications faculty might be housed in the Science Building, but tucking them in here and there in the vacated spaces was an unacceptable option and one that would inevitably be only temporary anyway, so the decision was made to house them separately—perhaps for as little as \$80,000 and materials salvaged from the old frame building. That was quickly proved unrealistic, but by piggy-backing on the HE Building and CETA projects, it was possible for only twice that amount to provide a new building that they moved into in June 1977, not a bit perturbed that some people said it looked like a little county jail.

Other important additions of the early 1970's were not so salient because they were not so centrally located. Not many people had occasion yet to venture farther east than the gym or the Fine Arts Building unless they lived in the new apartments that had been finished early in 1973. State policy was generally opposed to student housing at community colleges unless it could be justified by special circumstances such as size of district or special programs that drew students from long distances. NMC fitted those circumstances in 1971, in addition to showing that its current dorms were occupied by 80 people over the "maximum." So in October 1971 it was permitted to proceed with plans for three buildings that would increase its housing capacity by 138 persons in 36



apartments. These were financed by \$578,000 in self-liquidating bonds, with the federal government, through HUD, subsidizing interest up to three percent.



Aviation facility

Even farther afield, and *terra incognita* for almost everyone except the Career Pilots, were the accommodations for the Flight Program. In 1975 the College purchased Lot 37 at the Industrial Park and, with an EDA grant of \$299,000 plus \$75,000 of its own funds, constructed offices, classrooms, and a hangar for its planes.

Also during this period the College had a President's Residence. The Peninsula Drive home of Dr. Kneale Brownson was acquired at a gift-price to serve that purpose, and it did for Jim Davis and Bill Yankee, until Yankee convinced the Board in 1977 that it wasn't really a cost-effective investment and would be better sold on the booming real estate market.

At about the same time, a new building was completed that Yankee hoped would generate money for the College: the Oleson (Conference) Center, named in honor of Jerry and Frances, who bankrolled all the Barbecues past and to come. With the help of an EDA grant of \$140,000, it was completed in 1978 at a cost of \$350,000. But either the times or the situation was not right; the College never did manage to attract a significant number of non-local conferences to these premises. The building did, however, serve as a home for the Food Service Program, for lots of local meetings (including most of the Board of

Trustees'), for all sorts of in-house gatherings (including the Fall Pre-Openers), and even for classes during the enrollment crunch.

A handsome facility inside, it looked from the outside like an energy-efficient, environment-conscious structure. Bunkered down and tucked into the woods across the drive from the apartments, it was surrounded by nature, which included thousands of trilliums protected by blankets of poison ivy. It was, in fact, invisible until you were within a few yards of it, and while College staff quickly became familiar with it, visitors looking for it usually had to ask directions, despite the new campus signage that had been erected. And it turned out to be one of the harder buildings to heat and maintain effectively. Still, it was a congenial place for large meetings, of which there were beginning to be more and more.



**Gerald & Frances Oleson Continuing Education Center**

Another major expansion of this period that most college members never set foot in was the virtually new accommodation for the Maritime Academy. With EDA supplying 80 percent of the \$750,000 required, an addition to the Technical Institute was built in 1980 that included engine labs, a wheelhouse mockup where cadets could simulate ship handling, and the most elegant bay-view conference room possessed by NMC.



## Infrastructure

Even less obvious but nonetheless important improvements to the campus had to be accomplished. One was making it more handicap-friendly. In 1975 a Kiwanis committee obtained a \$42,000 grant, and with additional funds from Vocational Rehabilitation, existing buildings were provided with ramps and NMC's first elevator was installed in the Science Building.

A little later, "retrofit" was the buzz-word. From 1979 to 1982, \$800,000 was spent trying to conserve energy by insulating, reducing lighting, mounting thermometers in every room and office, and even installing some solar heating. Briefly toyed with was the idea of converting the powerhouse to wood-chip fueling, a superficially seductive idea since the College had several properties by now that could be utilized for tree-farming. But like some other visionary notions, it proved impractical, at least for the time being.

By 1988 some major improvements were necessary, and a \$2.5 million bond issue was floated for storm sewers, campus lighting, and renovations to the dorm which would enlarge the Student Center facilities and provide space for Student Services. Also included were, again, provisions for more parking.



Student Center renovation



Parking had not been much of an issue for the first twenty years. Even if it wasn't paved or guttered, there was space, and overshoes were still standard footgear. The fact that cars and pedestrians shared the same driveways could have been dangerous, but proved not to be, although it was occasionally inconvenient. It was taken for granted that staff members should have space reserved for them beside the building they worked in. What little policing was necessary was accomplished by custodians, and instead of tickets the rare violators discovered foot-square stickers pasted to their windshield in their line of vision. This proved an effective deterrent until Ted Durga one day failed to recognize the vehicle belonging to the Chairman of the Board.

As the College grew, parking did become a source of chronic complaint. Not that there wasn't enough space—additional lots were opened regularly—but much of it was not conveniently located, and neither staff nor students were conditioned to the kind of parking inconveniences that urban dwellers had coped with for decades. There was even some advocacy for a high-rise parking ramp until the charges were figured that would be necessary to make it self-liquidating.

When parking fees were instituted in 1990, the free far lot near the Oleson Center became much more popular, and nobody complained about the trek. Eventually most people were reconciled to the new patterns. Senior staff members who could count on parking beside their door when they were juniors now hoofed it from far lots and called it exercise. And besides, a walk across campus was a pleasure now because by this time NMC had a real campus.

During the early years, dreams of the future were not just, or even primarily, of new buildings. They were also of sidewalks and lawns, ivied walls and curving drives that were curbed and guttered, of pleasant vistas where the natural beauty of the site would be civilized by landscaping—i.e., a setting where you could appreciate your surroundings instead of watching where you put your feet. All of that was pretty well achieved by the early 1980's, much of it through CETA projects.

For two years, from 1977 to 1979, improvements to the campus grounds were made under grants from the Concentrated Employment Training Act, a national program to improve employment by funding labor costs for projects where workers could receive pay and on-the-job training at the same time. This looked like the perfect opportunity to get the paving and sidewalks which up to now NMC could never quite spare the expense for. With a special supervisor and staff for the first year, the project failed to live up to expectations and was almost not continued. But Art Moenkhaus and Joe Rogers agreed to take over supervision of the project for the second year—if they were given a free hand. They were, and they removed half the staff, tore out half the curbing inadequately installed the year before, and finished the project on time and within budget. There were still a few places where puddles collected, but by and large campus was now paved and drained, and one could get from car to class in street shoes.

### Some Ornaments

There were some welcome non-utilitarian additions during this period, too, and Joe Rogers was the prime mover in one of them that bears his name: the observatory. Interest in an astronomy facility dated back to 1957, when there was enough interest in a planetarium to instigate some tentative searches for a



Joe Rogers

donor, who did not materialize. In the early 1970's, thanks to the Wigwam Club and the Barbecue, the College acquired a 14" Celestron telescope for use in John Anderson's astronomy class. It was apparent that the instrument would be much more useful if it could be left in a permanent mounting in some advantageous location. In scouting for sites, Joe Rogers was, in his own words, "caught trespassing" one day on land

that was eminently suitable and whose owners, neighbors Ralph and Mary Lautner and Frank Tezak, were persuaded to donate the five-acre hilltop to NMC. From 1976 to 1980 the Science/Math Division, aided by further Barbecue grants, raised from local donors enough money for the observatory building, which was completed in the fall of 1981 and has since served not only for classes but as a site for special meetings and as an attraction for community members, thousands of whom have attended "viewing nights" when something of astronomical interest was occurring.

Another welcome extra was a cabin on the Boardman River. Donated by the Appels in 1975, it proved a popular venue for retreats and departmental celebrations in a removed and rustic setting soothed by the sound of running water.

But of all the physical additions during this period, the least of the constructions was the longest and most troublesome project because its purpose was aesthetic and symbolic rather than practical. It took nearly ten years to put up the clock tower.

The project began in 1975 with the donation from Bill Porter of a tower clock works, a piano-crate-sized mechanism that sat on display in the library for years while plans were developed for using it.

In 1976 the faculty and staff donated \$1,000 to be used as prize money in a competition for a clock tower design, and in December of that year, Imogene Wise's \$15,000 25th anniversary gift was earmarked for its construction. Then it took four years to actually organize and pursue the competition. When the results came in in September 1980, the committee swallowed hard and recommended that three \$150 "honorary" awards be made and that some professional be engaged to design an appropriate structure—wigwams and cement pilasters just wouldn't do.

Eventually it was decided to tie it in with the library expansion, and a suitable design in brick and wood emerged, with an estimated price tag of \$30,000. That was approved in August 1981, but three more years passed before



the tower was finally finished, thanks to a \$20,000 contribution from Les Biederman, who also contributed the bell from one of Traverse City's original school buildings, a bell so stentorian that it could throw you off-balance if you happened to be passing near the tower when it struck. The College finally had a focal symbol, quite a handsome and appropriate one, too. One that immediately began serving a practical purpose as reference point for giving directions on campus. What it almost never did, alas, was tell the correct time. In fact, it usually told four different times, one for each face.



**Clock tower**

### **More Useful Additions**

Concurrently with the clock tower came the loss of an earlier campus ornament. The venerable pine whose spreading habit supported speculation that it might have been the seed tree of NMC's pines had to be sacrificed to make way for the \$1.2 million expansion of the library. The tree proved, however, to be badly decayed inside and likely had little time left, so regret at its loss was assuaged by the knowledge that its demise had just been hurried up a little to make room for needed facilities.

While this construction was always referred to as "the library expansion," the bricks and mortar here did not house any actual expansion of what one had been accustomed to consider the "library," i.e. a repository of printed materials.

The College had been proud that the first addition to its campus was the library, which received during the 1960's a respectable share of the institutional budget—four percent—and which, under the guidance of Bernie Rink, the first full-time librarian, acquired a collection that more than met the criteria for two-



Bernie Rink and Inuit art

year colleges. Because it had from the beginning been conceived as a community as well as a College resource, the library undertook to become a depository for federal documents and a center for Michigan history, including files of area newspapers, the first century's worth of which were laboriously indexed by volunteer Lucille Zoulek. A very special achievement was the building of an art collection. Spurred by the gift of a few pieces from Wilbur Munnecke, Bernie Rink pursued the acquisition of Inuit Art. Each summer the library hosted an "Eskimo Art Sale" and with the commission purchased significant prints and pieces of sculpture until by the time Bernie retired in 1987 he had amassed for the College an unsurpassed collection. (Students from the period, however, are most likely to remember him as the monitoring presence who maintained quiet in the library by silently passing out to offenders a card that read simply, "Goodbye.")

Helping him maintain a high level of service throughout this period, despite being increasingly pinched for personnel as library allocations lagged behind the rate of inflation, were veteran Elaine Beardslee and June Thaden, who replaced Becky Mericle in 1980. Still, by 1991 the library didn't have the personnel to keep the hours and offer the professional help that were desirable; local history indexing was languishing and College archives were simply accumulating in a basement room.

Nevertheless, significant progress was made in increasing access to information. Doug Campbell, who succeeded Bernie Rink, emphasized renewal

and automation. By 1991, although the collection had less than doubled in twenty years, it had been significantly up-dated, not only by the ongoing procedures established by Rink, but by a thorough evaluation made possible by the proceeds from one of the annual fund drives that generated \$40,000 for the library. And gradual automation during the late 1980's greatly increased the amount of information available to a local user as well as increasing the efficiency of library personnel—once the huge task of conversion was accomplished. The catalog was automated, computer link-ups provided increasingly extensive access to other libraries' catalogs, FAXing requests speeded up inter-library loans, INFOTRAC attracted usage that eclipsed the old *Reader's Guide*, and DIALOG made possible quick searches of over 400 sources of specialized information.

Although in 1991 it occupied about the same space it had in 1971, the library was a far more powerful and sophisticated facility; what it needed now was more professional personnel to help patrons take advantage of it.

And by 1991 "the library" constituted more than access to printed materials. Media Services as an additional function were almost wholly developed during this period. In 1971 they had amounted to no more than a few projectors, tape decks, and record players that faculty could check out (if no one else had them first) to use in their classroom (if they were working, which they frequently weren't). In the mid-1970's Don Noel (the only priest ever to be a regular employee of the College) began organizing and developing "audio-visual" services for the library, but not until Dick Goerz, on re-assignment from the Communications Division, took over in 1977 did A-V become a significant instructional support service. VCR's and TV sets delivered on demand to one's classroom replaced check-out film projectors; overhead projectors became standard equipment in all classrooms; professional graphics were added to the services; telecourse capacity was developed. Expansion continued when Ronda Edwards succeeded Dick in 1988, and by its fortieth year NMC had full-fledged Media Services. Classrooms had TV sets on which instructors could call up via the Video Distribution Center programs for which Media Services had



arranged the rental or acquisition. "Distance Learning" was possible not only via telecourses on Channel 13 (The Learning Channel) but through teleconferencing and a pair of interactive classrooms linking the Cadillac and main campuses. There was even a flock of computer terminals and TV-VCR sets available to students for special assignments.

By now another important ancillary service was also under the wing of Library Services: Printing and Duplicating. No other area of support services during this period improved so dramatically or was so enthusiastically utilized. Those who did not experience it cannot appreciate what a cumbersome job it was in the pre-Xerox era to make copies. Making even one or two copies involved carbon paper, the bane of poor typists and anybody who liked to keep their hands clean, or later (if you could afford one) a Thermofax, a disagreeable little machine that generated heat along with flimsy, scorched-looking replicas of the original. For quick production of up to about fifty copies, one used the spirit duplicator, which produced fuzzy purple copies; more extended jobs required the mimeograph, which produced fuzzy black copies. In either case, the preparation of masters required irksomely finicky typing because mistakes necessitated either, in the case of spirit masters, cranking up the cylinder, scraping off the error with a razor blade, and then realigning the paper, or, in the case of mimeo masters, waxing out the error, waiting for it to dry, then re-typing and hoping the copy at that point wouldn't show too undecipherable a blob. Anything requiring real printing had to be jobbed out to a real printer, who had to use real type—but that was *his* problem.

Originally, duplicating was accomplished by Business Office secretaries. Then, located in a basement room of the Administration Building which had already been successively a chem lab, a pottery studio, and a speech-theater rehearsal space, it was run by Pat Arlt and by Jan (Burston) Gasnik, who went on to maintain student records under a succession of registrars. The donation of a Heidelberg press added real printing capability, but it was sparingly used because it was an expensive slow process that required special skills.

Printing and Duplicating was incorporated into A-V when Dick Goerz took over; that coincided roughly with the revolution in techniques wrought by the acquisition of the College's first photo-copier, which had to be carefully protected from over-use. In order to use it, people were happy to trek across campus, log in the details of their use, and even abide by the admonition to make no more than seven copies of any original. And that it was now possible to have duplication done from a photo-copied original amounted to a delirious emancipation from typing drudgery. It also, as it did everywhere else, threatened extensive violation of copyrights and necessitated monitoring requests for duplicating to insure that they fell within the fair use guidelines that were soon developed.

When the expansion of the library building was completed in 1984, Media Services moved into the first floor of the new wing (the second floor was occupied by Business Division classrooms and labs), and Printing and Duplicating moved into the liberated space in the basement of the library building that had once been the staff mailroom and lounge for the whole College. There, by 1991, in addition to special printing jobs, it was producing five million copies of regular duplication a year. This might turn out to represent its peak, since by that time every building on campus had one or more photocopiers, models improved far beyond the capabilities of the original ones. And there were now computer graphics and laser printers that made desk-top publishing feasible. Already, individuals were accomplishing in their own offices jobs that would have had to go to Duplicating just a year or two earlier.

### **Computerizing**

These were the two decades during which NMC, like almost every other institution in the world, entered the computer age—and shared both the excitement of the prospects it opened up and the frustration of trying to adapt to a new technology that would not stand still long enough to catch up to.

NMC was not using computers institutionally yet in 1971 although it already had one, which served for instruction in the Data Processing Program. George Kuhn was the person who had been responsible for NMC's first step into the computer age. In 1963, then teaching physics and math, he persuaded the Wigwam Club to use Barbecue funds to match the \$10,000 National Science Foundation Grant he had obtained so that the College could buy its first computer. This was a Bendix LGP-30. Full of vacuum tubes and about the size of a dining room table, it read punched tape and could remember 24,000 bytes. It was about a hundred times bigger and slower and dumber—and fifty times more expensive—than its PC progeny of thirty years later. And it generated heat, too.

In 1969 George went on to help TBA acquire a new second-generation NCR computer, which by 1970 was earning part of its keep by processing NMC's registration and grades. But shortly after that, the College acquired its own new computer, a DEC PDP 1134, and in addition to continuing its use for instruction began to use it increasingly to process its own institutional operations. By 1975, \$350,000 bought a new DEC 1170, and the College was doing its class schedules, registration, student records, and payroll on its own computer.

The direction for development seemed clear; the challenge was moving along it quickly and smoothly enough. The vision of the 1980's—by implicit brain/body analogy—was of a centralized "main frame" to which all parts of the institution could be terminally linked. It was in extending this neural network that irritation began to arise. The earliest application to registration had proved slower and less flexible than the old doing-it-by-hand system; it won few supporters among the faculty. Then, lines could not be run everywhere and stations added all at once, so some offices had to await access and continue old SOP's while others were already fumbling with new ones. By the time everyone had access, the main frame was over-taxed, and one might wait for ages to get on line. (There was no sense even trying on the day before payday when payrolls were being run.) Some desperate users were driven to not log-off when they



were finished in order to insure that they would be able to get back in when they needed to. That didn't improve the over-all situation. And then it was likely, when one did finally access it, that the information sought had not been entered yet . . . It was not a happy time for either the proponents or the opponents of computerization.

Computer Services had to become effective; to that end they were made in 1984 a separate unit with its own full-time director, Rolland Charpentier, who bent all his efforts to making the system as user-friendly as possible. But that would take more than good will; it would take money for more hardware, more software, more personnel. That was forthcoming when the College in 1987 won a three-year Title III development grant for a total of \$500,000 to upgrade computer services. Additional equipment—VAX this time—was added to that already existing; more programs were added to the Aldrich USER-11 software; eight people were full-time computer servants.

Main frame utilization hit a maximum during this period. By 1988 all offices had access; all institutional operations that required computer processing were being accomplished intramurally. But complaints were not silenced. Response time was still slow. Instructors complained that administrative applications hogged so much capacity that instructional application was impossible. Information that others needed was sometimes too late being entered to be useful, so there was wasteful duplication in maintaining and accessing hard copy. And the system lacked the flexibility needed for the increasingly complex reporting that was being required, which increased programming costs, slowed response time, and further aggravated discontent.

By the time the grant ran out, the College was in the midst of the financial exigency of 1990; shouldering as an additional expense what had been funded by Title III was a daunting prospect—especially since Computer Services seemed to have become, as Tim Quinn characterized it, "a black hole for money."

The staff there was cut by half, and Don Shikoski, who had already been borrowed on several occasions from the Business Division, was put in charge of

Computer Services as well as of Registration and Student Records. The necessary improvement in efficiency, he decided, could be accomplished only by changing from the USER-11 system to Banner. That had to be accomplished quickly, and it was—in less than a year. But that speed necessitated cutting corners—such as not preparing and training users adequately for the switch—so the cure proved nearly as painful as the ailment until it was completed and everyone had learned the new system.

Within a year, Computer Services was operating more effectively and more efficiently than it had been, and was facing the next technological development: the arrival of personal computers. The old "stand alone's" had been so vastly improved that they rivalled the big computers of just a few years before; by 1991 it was apparent that they would spell the end of main-frame dominance. Future development would have to be away from centralized to distributed services. The brain/body analogy was already *passé*. With global networking already becoming a reality, the new activity of computer services looked more like building and maintaining a phone system through which computers could talk to each other—long distance as well as local. Within a couple of years, PC's would be as common in offices as typewriters were in 1971. Labs full of them would give all students access, and students who brought their own would find dorm rooms wired for them. And each PC could serve purposes ranging from in-house memo's to international research. Ultimately they might even obviate other facilities. Maybe a college could be just a collection of programs available (for the proper tuition) to any PC . . .

Well, that wasn't a worry yet. Computers had changed and (once the transition was completed) facilitated all the "business" operations of the College; they had begun revolutionizing the library; but they had not yet had a dramatic impact on instruction itself. Calculators and word processors shifted some emphases in math and writing classes, and there had to be courses in programming and operating computers, but using a computer as a learning tool or a delivery device was just beginning to be explored by the few instructors who

were vitally interested in both computers and in the concurrent pedagogical emphasis on recognizing and accommodating different learning styles.



**Joan Berg's computer class**

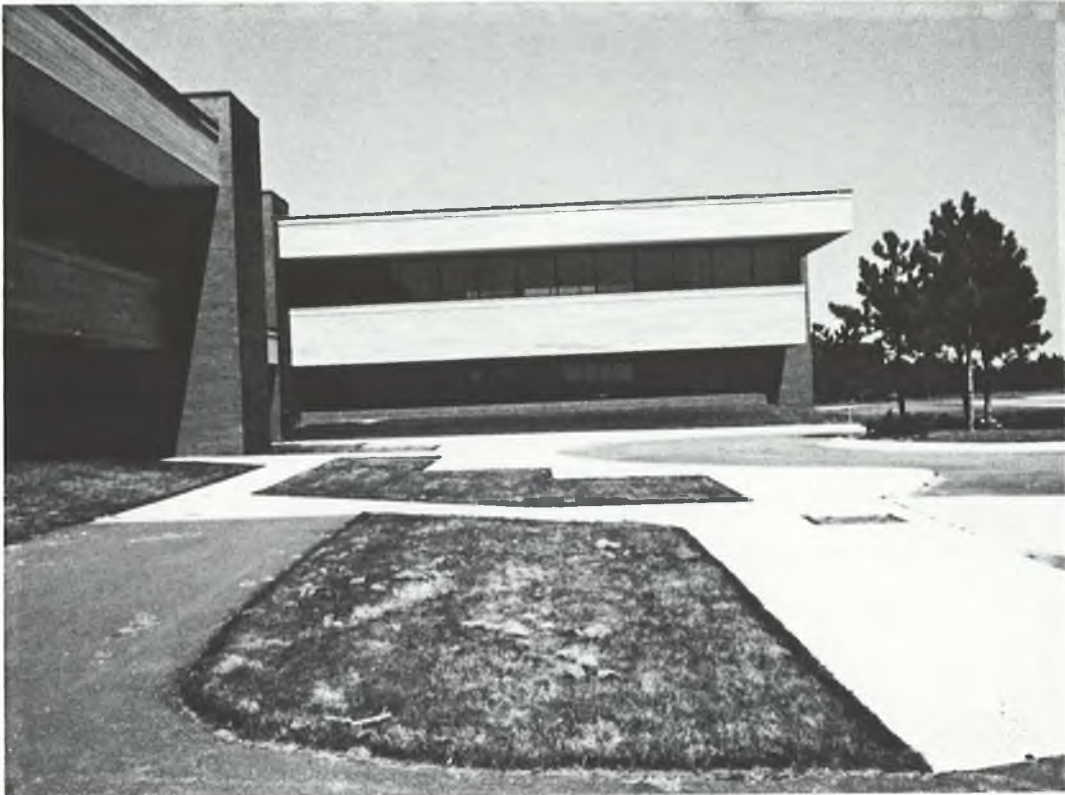
What was apparent to everybody by 1991, however, was that computers had not got us out of the paper age yet. In fact, the enormous increase in data that they made available mated with the enormous improvements in duplicating techniques and gave birth to a prodigious flood of paper that overflowed in-boxes everywhere and threatened to drown recipients in information overload. (In 1992, in addition to various papers for special printing jobs, NMC bought 11,221 reams of copy paper, 241 reams of letterhead, and 297 cases of computer paper. That is the everyday use stuff, and it amounted to more than 1,100 sheets for every student and employee of the College.)

### **Sara Lee**

In 1989 the College made the most significant increase in its territory since the acquisition of the Cherry Growers bay-front property in 1966. Officially this piece of real estate is known as NMC's Boardman Lake Campus, but for those who were at the College during its acquisition, it will probably always be remembered as the Sara Lee Property. When the giant foods corporation



absorbed the local Chef Pierre baking industry, it decided to divest itself of the part of the property for which it had no use. This included 30 acres of waterfront property, a 70,000 square-foot warehouse, and an elegant new 36,000 square-foot office building that had been planned as a corporate headquarters for Chef Pierre.



**Sara Lee Building (Boardman Lake Campus)**

Phil Runkel saw a golden opportunity. NMC was in the midst of an enrollment boom that had everyone clamoring for more space. The Sara Lee office building could be a fine accommodation for the Business Division, and the warehouse could be remodeled to house the Technical Division, for which there had already been talk about the need for new quarters. Not only that, but he had connections in Lansing that enabled him to get state matching funds for the \$3 million purchase price. Worries about possible contamination on the site were allayed by an environmental audit, which turned up nothing, and by Sara Lee's

agreement to be responsible should any problem pre-dating the purchase ever surface.

But what looked like a great deal from one point of view looked threatening from another. Not since the creation of the Great Lakes Maritime Academy twenty years earlier had any action of the College occasioned such controversy both inside and outside the institution. Just at a time when there had begun to talk about re-integrating the College by bringing the Technical Division back to a new facility on main campus, this Sara Lee venture promised to worsen and perpetuate the splitting up of the College into separate campuses, which was seen as likely to entail a host of ills, from the expense of duplicating support services to eroding academic solidarity.

Even after it was a "done deal," criticism did not diminish because the purchase coincided with the failed millage campaign of 1990 and the end of the enrollment boom. There was some evidence that the acquisition had been a negative factor on public opinion. (How could the College have the effrontery to ask for more money when it had just bought—and taken off the tax rolls—a \$3 million property?) And during the fiscal crisis of 1990-91 all development was put on hold, so no significant use was made of the property and the College still managed to cope with enrollments with its existing facilities. Both facts seemed to question both the need for and the wisdom of acquiring the property, so that even two years later it was being seriously recommended by some that NMC divest itself of the Sara Lee albatross.

But that predicated buyers, of whom there was no encouraging evidence, and involved probably having to repay the state the matched funds—to say nothing of having to grin and bear a face full of egg. So the College housed Extended Educational Services and some ancillary services there, leased out unused space to cut its losses, and hoped that developments of the 90's would justify what would eventually be seen as a far-sighted acquisition.

## The Museum

The physical expansion of the second twenty years ended as it had begun, with the Fine Arts. It wasn't where it had been expected to be, it wasn't integrated into the College in any way that had been assumed, and it was certainly not thought of anymore as "Phase II," but that is what the museum was: the realization after twenty-five years of the dream for a comprehensive fine arts facility.



Paul Welch

It was primarily Paul Welch, of course, who saw to it that the dream of a gallery did not die; he was abetted by community members Mike and Barbara Densos (the owners, incidentally of Chef Pierre), who were enthusiastic supporters of the Art Department and who had made frequent gifts of art to the College. But it was slow going for a long time. Eventually Bill Yankee, in 1977, initiated renewed planning for a Fine Arts Phase II, which resulted in 1980 in a proposal that then languished during a period of financial worries and a change in administration. In 1983 George Miller renewed impetus by asking for a committee to plan for what was now styled as a "Fine Arts Gallery." The project had in Shirley Okerstrom a staunch advocate on the Board of Trustees, and slow but steady progress was made in the following years.

It had been clear even in 1970 that such a facility wasn't feasible within the constraints of the normal building program and that it would require a fundraising campaign in the community. So it was decided early on that this should be conceived as, and promoted as, a *community* project, not just an addition to the College. In fact (except for the administrative time involved in accomplishing the project) it was to be self-supporting, receiving no share of the tax monies, state



or local, that went to support the College operating budget. This accorded with the general American attitude that the Fine Arts ought to pay for themselves, so it was a decision not only supported but even pressed for by a majority of College members.

And so the quest for funds began. A commitment by the Dennoses to match early funds and a \$500,000 one-to-three challenge grant from the local Rotary Charities got the snowball rolling. Generous pledges from Chef Pierre, Art and Mary Schmuckal, Jack Zimmerman, and the Armor Trust helped it pick up speed. Well known community members like Helen Osterlin, Bruce Rogers, Bill and Susie Janis, Bob Griffin, and Bill and Helen Milliken lent their endorsement and support. The fund reached its goal eventually with an additional \$450,000 from Rotary Charities, and thanks to the good offices of Connie Binsfeld, a \$500,000 grant from the Michigan legislature to honor past-governor Bill Milliken.

Meanwhile, members of the Planning Committee took bus tours of the near Midwest, visiting museums and seeking ideas and advice. Three recommendations were unanimous: hire a director *first*, employ a local architect with whom the director could work closely, and locate the building for high visibility. The first two were easy. The College had already been consulting Bob Holdeman of Architecture Artistry Interiors, who had expressed interest in the project as early as 1980; and after a six-month search, Gene Jenneman was hired as director in 1988.

The third injunction was a little more problematic. It had been generally assumed that the gallery, whenever it eventually arrived, would be adjacent to the Fine Arts Building. But that would bury it in the middle of campus, where, it had to be admitted, relatively few community members and practically no visitors to the area would ever notice it. Perhaps downtown somewhere? That would be visible, but unacceptably remote from campus. Really, the only close *and* visible site had to be the far western end of campus where Munson Avenue curved away from Front Street. The College had already acquired the wedge of Shadowland

property across Front Street at that point, and the street itself would some day have to debouch farther north on Munson, so there could eventually be a nicely landscaped foreground for a building there.

No one anticipated that controversy would be triggered by cutting a few trees—none of them even began to equal the one that had fallen to the library expansion just a few years earlier. But now it was a new age of environmental activism. Strident voices were raised; media coverage ensued; the College suffered its first protest demonstration. Not until the targeted trees had been ribboned and members of the Board had met for more than two hours with more than a hundred concerned citizens was it understood that no stately pines were going to be destroyed, only some scrub oaks and maples and a lot of poison ivy.



Michael and Barbara Dennos Museum Center



D E N N O S  
MUSEUM CENTER  
NORTHWESTERN MICHIGAN COLLEGE  
*Come Alive Inside*

It was a tempest in a tea pot, but a scary one because it showed how easily public misconceptions could arise and how hard it was to change them. From

this point on a standard question asked of every proposal was, "How will it look to the community?" During the construction of the museum, which coincided with the millage campaign of 1990, huge signs at the site proclaimed that this project involved no tax monies. To no avail.

No one can ever know whether negative perceptions of the Sara Lee and museum ventures really made a difference in the 1990 elections, but one thing is sure—they made a handy rationalization for any voters who were disinclined to raise their taxes for any reason.

The signs came down; the building went up. The cost of \$6.4 million plus a third of the projected \$3 million endowment had been raised. In the summer of 1991 the Dennon Museum and Milliken Auditorium opened to the public. And all who visited it felt it was worth it; even early skeptics were seduced by its beauty. It far surpassed the Phase II dreams of 1971 and climaxed most satisfyingly the developments of the second twenty years.





## GOVERNANCE: A PARADE OF PRESIDENTS

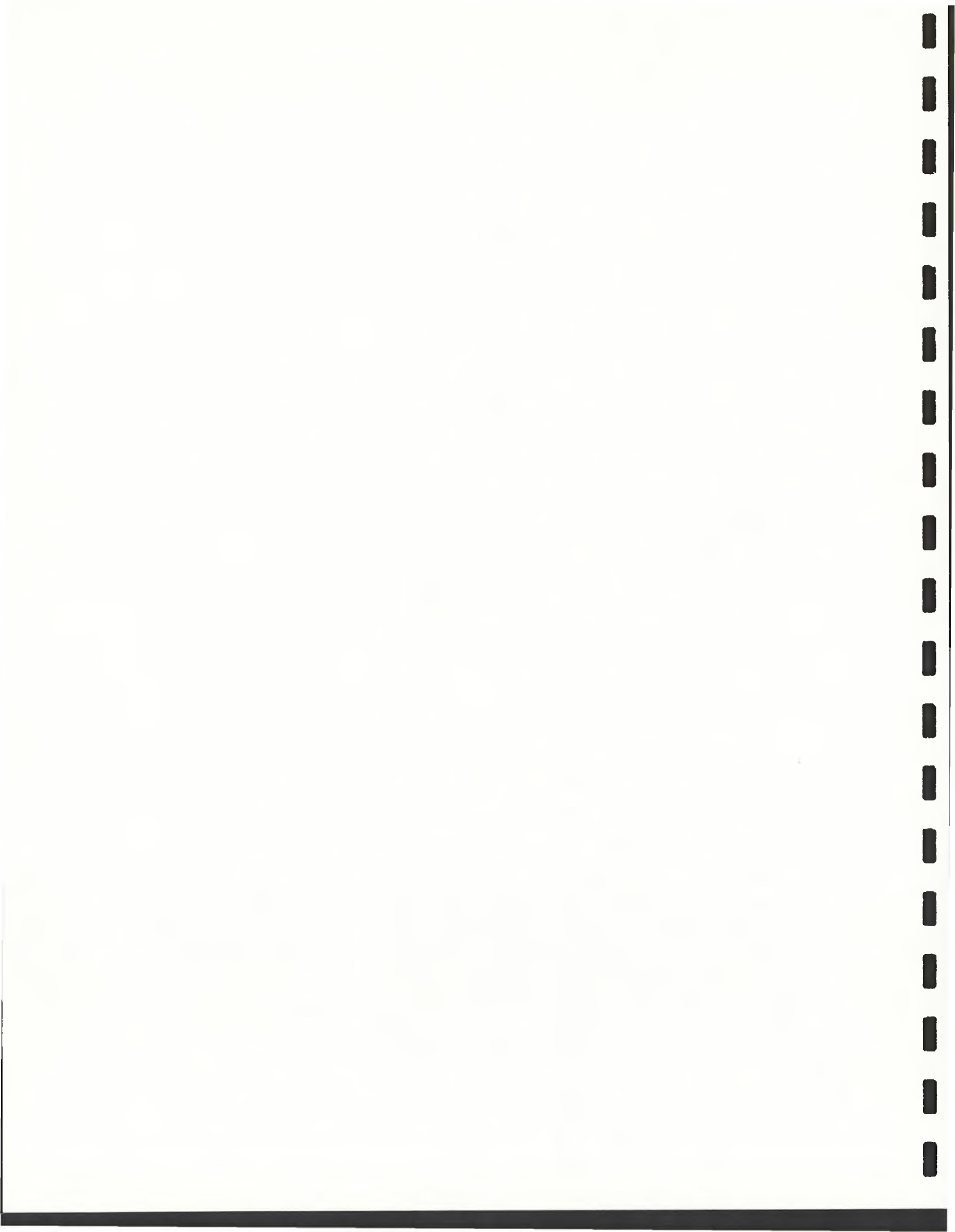
The term "governance" did not come into circulation until toward the end of this period, and nobody tried to define it until after, when Tim Quinn in 1991 called upon all staff members who were interested to convene and do so. But however unnamed or undefined, it was something the College had obviously already had for forty years.

For the first twenty years no one had had to give much thought to the governance process. The institution was so small that everyone knew everyone else, everyone knew almost everything that was going on, and the high degree of shared interests and values made agreement easy. All the administrators except the Director also taught classes; faculty were generally in attendance at Board meetings, and Board members were frequently on campus; most decisions on policy were made at faculty meetings-of-the-whole. NMC was an extended family for most its first twenty years.

By contrast, the second twenty years brought increasing dissatisfaction with "the way things were run." Complaints grew about lack of communication; faculty complained that they often did not know things until they read them in the *Record-Eagle*. They also complained that they had less and less influence on institutional decisions, despite the many hours spent on multitudinous committees.

Although solutions remained elusive, there was no difficulty identifying the causes. A most obvious one was that the College was growing; beyond a certain size, universal participation has to yield to representative input. History had long since shown that. But individuals accustomed to being in on everything do not adjust easily to being left out of anything. Even members who didn't join the College until the second twenty years tended to be infected with the participatory attitude persisting from the earlier days when faculty felt truly a part of the decision-making process.

Another cause of this sense of alienation was, ironically, the Open Meetings Act promulgated by the state in 1977. This good-intentioned but naive law





merely had the effect of driving the real debate and decision-making underground and turning the formal public meetings into scripted rituals. Most discussion and decision now took place in Board "study sessions," which were often dinner meetings to which, understandably, only Board members and affected administrators were invited. The unintentional result was to begin distancing the Board from the faculty, who ceased to attend the regular meetings in any significant numbers since the open meetings no longer provided an appropriate forum for real questioning or debating. Nobody wanted any opposition or any personalities, much less any possibly soiled linen, aired in public.

So, by the time in the late 1980's when the Faculty Council petitioned to have a representative at the study sessions, the Board was no longer oriented to the idea of faculty members being *participants* in proceedings; the representative was treated as an observer only—and usually not fed, either.

A third reason for the faculty's sense of disenfranchisement was the parade of presidents that characterized NMC's second twenty years. Each one naturally made some changes in the way he ran his office and sought or accepted input, and the net effect of changing systems frequently was that none of them got a chance to develop effectively. Another influence of the presidents was their nearly unanimous belief that Board members should not be involved in any but over-all policy matters; some actively sought to prevent any significant Board-faculty interaction. So, more and more, the picture the Board perceived of institutional workings was painted by the president, who set the agendas and determined the information presented. A third factor was that these presidents were all professional administrators, part of whose basic orientation was that faculty-administration relations were essentially adversarial, and whose honest respect for faculty seldom extended beyond recognizing their classroom competence. Well before the end of his tenure as Academic Dean, Jack McChrystal had already expressed his dismay that his voice was the only one in the president's advisory group that did not habitually express scorn for faculty opinion. For anyone who has ever had to cope with a committee of academics,

such an attitude is not hard to understand. Anybody whose inclination is for swift and decisive action has to be fatally frustrated by the finicky fine-pointing that characterizes the usual faculty committee. The disrespect did not take long to become reciprocal: in the eyes of the faculty, administrators became the "suits," who didn't understand life in the classroom and could be blamed for almost all dissatisfactions.

So the story of governance during NMC's second twenty years is very much the story of its presidents. The institution was unusually stable at the top and bottom. There was little turn-over on the Board, and while the faculty and staff increased in size, there was also little turn-over there. So in-coming presidents faced old-timers wherever they turned—old-timers who regarded them as, at best, strangers who did not understand the institution.

It is not hard to pity the presidents who followed Preston Tanis at NMC. Especially given the professional administrator's concept of the roles of Boards and faculties (and presidents), what faced the new president was a challenge. A faculty that refused to unionize, operated on gentlemen's agreements, and expected to be involved in running things? A Board that often wanted to know details such as why Louie's office needed to be air-conditioned or what really went on in Henry's classroom, who even sometimes made commitments that belonged in the president's office—or even lower? A president worth his Ed.D. had his work cut out for him: governance at NMC was an exercise in finesse and frustration.



Preston Tanis

Preston Tanis had taken the first steps toward formalizing governance. There had always been some relatively informal committees to help out with things from Academic Affairs to Buildings and Grounds; in 1965 Preston called for the creation of a Faculty Council that would be an elected rather than an appointed body and which

could thus represent the faculty in advising him on institutional affairs. At the time of its creation the Faculty Council was not conceived as just the advocate of faculty interest but as the arbiter of professional behavior and the formal voice of faculty opinion, official advisor to the president and the Board. Furthermore, it would be responsible for the various standing faculty committees, appointing their membership and receiving their reports.

And in a second step just before his retirement, Tanis established the academic divisions, so that every course and every instructor would be included "under the tent" of someone who would still be at NMC after he left. Until this action, there had been many instances where there was still no administrative level between instructor and dean.

These divisional lines never matched up perfectly with either the courses contained nor the instructors involved therein, and occasionally during their first years there was discussion about revising them one way or the other—either as groups of courses, or as groups of people. But both alternatives presented problematic aspects, so the classification established in 1969 remained basically unchanged through the following decades.

With this step toward internal organization, the stage was set for the departure of NMC's father figure and the entrance of his first successor.

### **JIM DAVIS**

The man who bounced on stage to replace Preston Tanis was an almost complete contrast. A ruddy-faced little ball of energy, Jim Davis had the zeal of a revivalist and the optimistic visions of a captain of industry. His candidacy was enthusiastically supported by Les Biederman, so he became NMC's second CEO, its first president.

Right from the start there were signs of trouble brewing; for every person he charmed, Davis seemed to alienate two or more others. Some optimists felt that the staff was just having a little trouble adjusting to its first change in





James Davis

administration—and that was true enough!—but the real problem was that Davis had not really administered academics before and his peremptory and arbitrary way of making decisions was more appropriate to private business than to public education.

He was astonishingly willing to hire additional staff—prodigal where frugal had been the rule—but he had to be persuaded that salaries couldn't be established on the basis of his personal impression. He whole-heartedly supported the new-born Maritime Academy and could not understand why some faculty were turned off by his lakes-freighter tie-clasp. He was a dedicated internationalist and brought NMC its first exchange teacher, Brian MacFarlane from Australia, and he was directly responsible for initiating the Study Abroad Program and the teacher exchange with Bath College in England, which gave Bill Shaw, Ken Masck, Adam Gahn, and Henry Morgenstein one of the more interesting years in each of their lives.

Jim Davis was a man one could cut a deal with—if one wasn't intimidated or blind-sided first. But apparently there were few people at the College whom he respected and treated accordingly; most had stories of being insulted, patronized, or ignored. It reached the point where a large majority of the faculty as well as the Dean wanted him removed, and informed the Board of that via the Faculty Council.

The lines were drawn and tension escalated until Davis presented an apologia to the assembled faculty—probably the most eloquent and certainly the most humiliating oration ever to come from the lips of an NMC president. But it didn't help. The Faculty Council under then Chairman Glen Anderson remained implacably opposed. Eventually the Board was presented with a formal vote of no confidence. Once convinced that this wasn't some simple misunderstanding

or temporary pique, they reluctantly acceded; Davis's contract was bought up, and he departed after two and a half years as NMC's president, remarking ruefully that the operation had been a success but the doctor had died.

The faculty had won a round in a governance struggle, but it was a costly one. The Board's hand had been forced, and that could not help but cause some wary resentment. It certainly made it easier (and even more desirable) for succeeding presidents to further insulate the Board from the faculty.



**Art Moenkhaus**

### THE QUINITY

The College was not about to rush into its next president. Time would be spent to "find the right man"; Preston Tanis was coaxed out of retirement to head the search. While the search went on, the administration was headed by a Committee of Five. Art Moenkhaus, the Resident Engineer; Mike Ouwerkerk, the Business Manager; Lornie Kerr, the Dean of Students; and Jack McChrystal, the Dean of Instruction, administered the College under the nominal acting presidency of Willard Smith, who had come to the Maritime Academy after retiring as Commandant of the U.S. Coast Guard, and who would later serve on the Board of Trustees.

From outside the offices, it seemed a placid year that perhaps demonstrated that NMC didn't really need a president at all. But insiders recognized that administration was merely in a holding pattern. A committee could facilitate standard operating procedures while effectively stymieing each other's initiatives. Continued very long, such

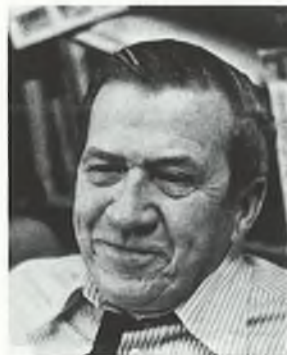


**Michael Ouwerkerk**

institutional calm would become stagnation. Worse yet, it would encourage Board interference in what should be internal administration; and worst of all, it would provide no clear-cut guidance to the Board in shaping the future.



Lornie Kerr

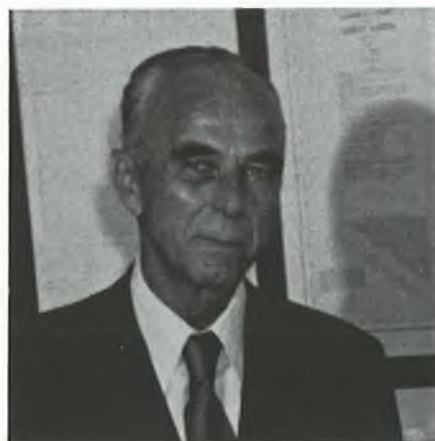


Jack McChrystal

So everyone, not least the Committee of Five themselves, was happy that within the year the search committee had found a successor for Jim Davis.

### **BILL YANKEE**

From Delta Community College it brought Bill Yankee, who was probably closer to being "the right man" than anybody else between Tanis and Quinn. He was controlled, conservative, conscientious, and so scrupulous that when he entertained somebody at a business luncheon he billed the



Willard Smith

College only for the visitor's share of the check. While nearly always presenting a calmly reasonable exterior, he was a man of quick temper, especially where he felt someone was not living up to ethical standards the equal of his own. Surely the strain of holding his temper contributed to his decision to retire long before he needed to—even before anyone wanted him to.

Being conscientious and fair doesn't necessarily make everyone happy, however, and there was an occasional grumble about "cop mentality" since Yankee's background had been in Law Enforcement, and one of his innovations



was adding his specialty, polygraph training, to NMC's Law Enforcement Program. Apparently not everyone felt comfortable with a chief executive officer who was a specialist in lie detection.

It was his unhappy fate that even his most idealistic initiatives provoked negative reaction from some quarter or other. It was he who went to bat for the support staff. Until his tenure, the pay and expectations of clerical personnel depended pretty much on the whim (or the clout) of their immediate superiors. Bill supervised the establishment of a uniform pay scale, saw to it that all the academic divisions had their own secretaries, and encouraged the formation of a Support Staff Council to represent staff interests. He likewise sponsored the creation of a pay scale and a council for administrative personnel, of whom there were now beginning to be an appreciable number below the dean level, partly because of institutional growth and partly because of a reasonable re-classification of some positions to more properly reflect responsibilities and the share of institutional expenditures actually going to administration.



Bill Yankee

Yankee also further formalized the governance process by creating an all-college Senate, a body with representation from all areas of the institution. This was greeted initially with enthusiasm; only two faculty members—cynics perhaps, but prophets as it turned out—voted against its establishment. But the cumbersome and ineffective workings of the Senate soon disillusioned many others, including Senators, and too late did a majority of the faculty realize that, despite Yankee's personal attentiveness to its input, the Faculty Council's role as institutional advisor had been pre-empted. From this time on, the Faculty Council became increasingly only the representative of the faculty as an employee group, as the Staff and Administrative Councils were of theirs.

Another of Bill Yankee's laudable goals was achieving equity for the nursing faculty, who were underpaid and under-promoted by comparison with the rest of the faculty. Unhappily, affirmative action here necessitated some stinginess elsewhere, and he got little willing acquiescence, much less praise, for his good deed.

Early in Yankee's tenure, Jack McChrystal, already ailing, retired as Dean of Instruction. Bill Skinner, a widely respected faculty member who had at an earlier time also acted as Dean of Students, filled in as Acting Dean while a search went on for a successor. The rapidity with which he became disenchanted suggested that the College had already reached the point in its development where tension between faculty and administration was not just a matter of personalities. Former colleagues just weren't so cooperative when one became Dean.

It was Yankee's decision to split the deanship in two, one dean for liberal studies and another for occupational, and in 1976 Pete Rush came aboard as the former and Toby Ferguson as the latter. This made management sense, but it did not meet with the approval of most of the older faculty. Just as they had hoped vainly to forestall any hard split between faculty and administration (by requesting that all administrators also do some regular teaching), they had hoped to prevent the division of liberal and occupational faculty into separate camps. But that was good-ole-days dreaming; there were already two camps, and the twin deans merely reflected the fact. Fortunately the two faculties, having grown up together, were relatively congenial partners, so even though Toby was a feisty promoter of his area, the split deanship didn't seem to aggravate the division significantly, and when Toby left after a few years, Yankee found it possible to revert to a single Dean of Instruction. The two jobs became one again, and Pete Rush was "it."

An early disappointment during Yankee's tenure was the North Central Association accreditation report of 1975. In 1970, disturbed by the lack of defined policies and foreseeing possible problems looming with the imminent retirement of Preston Tanis, North Central had granted only a five-year renewal

of accreditation. So, after working to address the concerns that had been mentioned and mustering the whole faculty and administration in another exhausting self-study, the College presented its new self to North Central in 1975—and was again granted only a five-year renewal of accreditation. This was a slap in the face to Yankee, especially since he himself served on evaluating teams for North Central, and it was one time when he enjoyed unanimous sympathy from the whole institution. Indignation ran high; there was open speculation about whether the College would really suffer any harm if it told North Central to go jump in the lake. But of course everyone eventually calmed down and started working toward the next visitation. It was beginning to seem as if more years than not were preoccupied with institutional emphaloskepsis.

It paid off in 1980 when another ten-year renewal of accreditation was granted. The only grumble this time was that North Central didn't offer any comments that had not already been made in the self-study presented to them. Speculation this time centered around how much time could be saved by just inventing the next report of self-study.

What Bill Yankee probably worried most about, however, was the financial future of the College. Extrapolating from the current trends, he foresaw eventual deep trouble. One of his ideas for increasing College revenues was making the campus a convention site; to that end he convinced the Board to undertake the construction of the Oleson Center and the creation of a Continuing Education Division. That this failed to prove a profitable venture was probably his biggest disappointment in his tenure at NMC.

His last years were tinged with gloom. If the weather couldn't be changed, the best one could do was batten down the hatches. He initiated the formulation of a retrenchment policy, and in his last year he appointed the Priority Task Force to prioritize instructional spending in case offerings had to be cut back.

No one (except perhaps for some relief on his part) was happy when he left. He would have liked to be a collegial president, a hands-on participant in the daily activities. He would have liked to be friends with everybody. But what he



discovered was what others didn't want to admit yet: the College had reached that point in its institutional development where it was no longer possible to keep everybody happy all the time; in fact it seemed impossible to keep everybody happy *any* of the time.

Bill Yankee did not move on; he moved out. Retiring early, in 1981, he opted completely out of educational administration. A lot of good wishes went with him.

Departing the same year was NMC's longest serving and most dominant personality, Les Biederman. A founding father of the College and Chairman of the Board since its inception in 1955, Les finished out his term although he had retired as Chairman in the summer of 1979 when his health began to fail. He was succeeded briefly by Warren Cline, who had to resign when he moved out of Grand Traverse County; in 1980 Jim Beckett took over the Chair and imparted a new personality to the Board. Les, during his tenure, was always coming up with questions or ideas that kept presidents on their toes, if not off balance. A self-educated man, he possessed a fertile imagination to accompany his boundless energy, and presidents probably spent as much time defusing his wilder proposals as they did implementing his valuable ones. With his passing, the relationship between the Board and the presidents settled into a more sedate and typical one, where specific initiatives were more likely to be brought to the Board than to emanate from them. And NMC's next president explicitly fostered that kind of relationship.

### GEORGE MILLER

No one would have guessed that George Miller was a native Texan; about the only way he even began to fit a stereotype was in his habit of shedding his suit jacket when it was time to get down to business—even though the business was just more paperwork. He was a man of impeccable grooming and manners, and he was unfailingly courteous, but he was undoubtedly the coolest and most

reserved personality ever to occupy the president's office. A stickler for procedure, he insisted on chain-of-command communications and held himself aloof from informal contact with faculty and staff. Actually his wife Ruth, who *did* fit a stereotype and who served up the hottest chili in town, in some ways was better known on campus than George was.

This President's forte was financial planning—one of the reasons he was hired—and he considered it his mission to restore a sense of optimism and get the College at least started toward a securer financial footing in the future. For him, this meant an endowment, and to that end he teamed up with Trustee Bob Goff



George Miller

to re-create the Foundation and establish the College Development Office. So far so good. But creating to head it a new administrative position at a vice-presidential level did not sit so well with other areas of the College, nor did the choice of the man to fill it. There were complaints that sources cultivated and donations obtained by others now had to be run through the Development Office, whose occupant now received the "credit" for them.

These resentments abated with time, however, and the departure of George Worden, who was sometimes known as George the Fourth—McManus, Rector, and Miller being the first three.

Miller was also far more political than his predecessors; he spent a lot of time cultivating contacts in Lansing, including the Superintendent of Public Instruction, Phil Runkel . . . In fact, George was NMC's traveling president. He spent more time off campus than any other president.

For a man primarily interested in fiscal matters, the biggest frustration of the presidency was the Business Office. Inefficiencies and inaccuracies there drove him so far on one occasion as to contemplate resigning. Finally, in what was undoubtedly one of the most difficult decisions of his tenure, he reorganized the

Business Office and extended Lornie Kerr's responsibilities to overseeing and shaping up its operations, which Lornie did. Much as Mike Ouwerkerk was liked personally, this painful action was not unpopular; in fact, it probably earned Miller more respect than anything else he did.

His attempt to improve communications was "The Cabinet." Every Friday morning at 7:30 he met for breakfast with all the division directors and administrative officers to share information. But this forum somehow never fostered discussion of problems or eventualities; it quickly evolved into a chorus-line "show and tell," and in its later years the President himself was frequently not in attendance.

Miller's formal contribution to governance was re-vamping the Senate into the Governance Council—the first time the word made its appearance on campus. This Council was more stream-lined, but no more effective. It had heavy representation of line officers, who were so frequently absent that business often could not be conducted. Despite the significant growth in administrative personnel, administrators seemed to be ever busier and more over-booked. At joint committees it was frequently observed that the absentees were almost always the administrative members.

Miller also hastened a change-over in the Dean of Instruction's office. Pete Rush's departure had the appearance of being primarily the result of a conflict in styles. He was a big, rumpled man, a sort of do-it-himself workaholic who failed noticeably to fit the image of a modern management team that increasingly sported three-piece suits, diamond pinky rings, and desks whose tops were cleared off at the end of the day. Pete enjoyed considerable rapport with most of the faculty, and was probably an even better friend to them than they knew. They didn't know that his leaving wasn't just



Pete Rush



the result of Miller's displeasure; Yankee, too, had been dissatisfied with Pete's performance, primarily because of his failure to aggressively tackle "big issues" on the presidential agenda, such as reforming the Career Plan and developing a tighter faculty evaluation system.

He was succeeded in 1983 by Dick Saunders, whose style was indeed that of a model modern manager. He cranked his swivel chair up high and maintained on his office wall a large spirit board where were posted both short- and long-range goals in red, blue, and green. Dick was thoroughly committed to Management By Objectives, which he claimed was his way to discipline his true



Richard Saunders

Dionysian nature, but he expected even Apollonians to do likewise.

He tackled big issues right away. Since North Central wasn't coming again until 1990, it seemed appropriate to engage the faculty in a massive study to produce a Five-Year Academic Master Plan. Also, at his urging a faculty committee defined a more elaborate and detailed procedure for faculty evaluation, one that involved student ratings that could be compared to national norms, and annual plans for improving not only one's Classroom Effectiveness but also one's Professional Development and one's Support of College Mission—which was something else that needed attention. There hadn't for some time been a new statement of College mission. And the task of verbalizing one had grown even more complicated since the contentious committee meetings that had produced the previous one. Now there wasn't just a Mission to state. There was also a Vision. There were Goals and Values. And how did those relate to Ends and Strategies? And then what would be the measurable Indices of Success? There was almost endless opportunity here for institutional discussion and definition; indeed, the process was still going on ten years and two presidents later.

Meanwhile, back at the ranch...

The Millers had never really been happy in Traverse City. They were, after all, big city Texans, and life in northern Michigan didn't really appeal to them. It was no secret that for the latter half of his tenure here, George was actively seeking a position elsewhere. When he found one, he left happily, in February 1986, to return to Texas.

### LORNIE KERR

Since Miller's rather hasty departure didn't allow much lead time, the Board appointed Lornie Kerr to be Acting President while they mounted the formal search for NMC's next president.

For the first time, there was a real possibility of filling a presidential vacancy from within the institution. Before, even had there been plausible candidates, opinion unanimously favored bringing in outsiders to fill the top administrative positions. The noble reason for this was to insure a fresh, objective approach; the less noble reason was fear that an insider would bring personal loyalties and antipathies with him. But by now most of the staff had concluded that outsiders brought with them not objectivity but merely pet ideas from elsewhere and a need to make changes that would add entries to their resumes. So, for the first time, one heard suggestions favoring the elevation of an insider.

The problem was that there were two equally viable candidates. In addition to Lornie himself, Dick Saunders was a plausible contender. And both men were inclined to try out for the job. Fearing that a real contest between them would precipitate irreparable factionalism within the College, the Board and almost everybody else but Dick and Lornie breathed a sigh of relief when a big-name candidate surfaced. Saunders started looking for a presidency elsewhere (which he found a couple of years later at Schoolcraft, his former institution), and Lornie bit his lip and finished out his term as Acting President.

Not everyone had liked Lornie's style before, but everyone had agreed that he had proved himself a tough and effective administrator, so there had been no misgivings about having him at the helm temporarily. He understandably felt no need to make any major changes, but he carried on the initiatives already underway and kept things running smoothly. His year in office proved to be the calm before the cyclone.



Lornie Kerr

### PHIL RUNKEL

NMC's next president was certainly its most colorful character ever, eclipsing even the unique Les Biederman for sheer eccentricity. It is probably fortunate for the institution that their tenures never overlapped, but it is fun to imagine what might have transpired if they had. Phil gave the impression of a man whose mind was in fast-forward all the time; one of his most disconcerting habits during a meeting—even a one-on-one meeting—was to give every evidence of paying no attention and then demonstrating that he had taken in every word that one had said. Equally unnerving for those who worked in daily proximity to him were his quixotic temper tantrums that were nearly always followed by profuse apologies and the rationalization that he was "quitting smoking." Phil was quitting smoking for the whole time he was here.

Even his own mouth had trouble keeping up with him. He was known to say that you couldn't really understand somebody "until you had walked a mile with your hands in his shoes"; and his frequent admonition for making sure things were completely finished was "cross your I's and dots." He was also under the impression that the colloquial abbreviation for "condominium" was "condom."

But he was a mover and shaker with his eye on the big picture. He had been State Superintendent of Public Instruction, a media darling, and enough of a



celebrity that rumors bred readily around most of his actions, including both his arrival at and his departure from NMC. No one but he will ever know just to what extent he engineered his own selection, or why he would have wanted to, but it *is* true that he would not publicly throw his hat into the ring, nor come up for a formal interview, until he had been virtually assured of the position.

He had the reputation of being a formidable taskmaster, and it was certainly the hope of many at NMC that he would streamline the worrisomely burgeoning administrative structure and increase the efficiency of College operation. Instead, he paid scant attention to internal affairs, kept the Personnel Office busy, and enlarged the scope of the institution with the Cadillac satellite and the Sara Lee property. And it wasn't for any lack of enthusiasm on his part that ventures like M<sup>2</sup>Tec and a Great Lakes Fresh Water Research Center did not develop. It was his good fortune that his tenure coincided with an unexpected and unprecedented enrollment boom, so expansionist maneuvers seemed both appropriate and feasible. As for teachers, we could "hire part-timers off the street" if we needed to.

Despite his volatile nature, it was hard to be either angry at, or afraid of, Phil Runkel. He didn't take offense easily, he didn't hold grudges, and his motives were usually ingenuously transparent. And he was honestly concerned for students. Any student who showed up at his office door could count on a



Phillip Runkel

sympathetic hearing and an immediate response—even when the response should more appropriately have come from a counselor, a teacher, or the Dean of Students. Phil's favorite motto was "Make a Difference." And he did.

When he left after barely more than two years, the College staff felt fully qualified to be members of the unofficial state-wide fraternity W.U.R. (Worked Under Runkel).

## TIM QUINN

Perhaps Runkel's most valuable contribution to NMC was bringing in Tim Quinn. When Saunders left in 1988, the usual search was conducted for a new Dean of Instruction, but no one was surprised when the final selection went to Phil's candidate, who had been second in command of the Wisconsin Department of Public Instruction. And when Runkel left the following year—no one was sure whether this had been his time-table all along, or whether he saw the problems looming and decided to quit while he was ahead—Quinn was an easy choice to be his successor.

Tim was already familiar with the institution and had been well received by it. It was a great relief not to have to go through the turmoil of another extended presidential search—which undoubtedly could not have turned up a better candidate in any case. Quinn was clearly presidential timber. He was handsome, intelligent, conscientious, self-confident; an excellent public speaker. And he promised to stay awhile—at least until his children were out of high school (a promise he made good on a few years later when he could have gone on to become State Superintendent).

A congenial atmosphere to step into was, however, about the only advantage he began his tenure with; the rest was problems. Enrollments fell off; the millage request failed. Sara Lee and the Museum were up in the air. Financial exigency had to be declared. And after a short honeymoon, the faculty were again ready to resent any administration no matter who it was, and were beginning under Steve Drake's vigorous leadership of the Faculty Council to press their interests harder than they had for years.



Timothy Quinn

Still, what helped was the recognition that everybody was in the mess together, and that none of it could be blamed on Tim Quinn. It was to his credit that he was willing to stay around and try to clean it up.

Unlike Phil Runkel, he was concerned with the inner dynamics of the institution and anxious to do what he could to improve them. Having been the sole Dean of Instruction himself, he presumably knew what he was doing when he immediately reverted to separate deans for occupational and liberal studies. Robbie Teahen became the former, and after David Terrell donated a very long year of his life to acting as the latter, that position was filled by Diane Emling. And when Lornie Kerr retired, Lynn Hills became Dean of Students.

So the College ended its second twenty years with a whole new slate of top administrators. But this time it was a line-up that showed a significant shift in institutional practice: three of the four had been promoted from within the institution, and three of the four were women.

They all had their work cut out for them.





## THE THIRD TWENTY

The third twenty years for NMC are surely even less predictable than the second twenty had been. No one has the crystal ball that will show us the Northwestern Michigan College of 2011.

The College ended its fourth decade on the threshold of significant new changes. When the history of the next twenty years comes to be written, it will undoubtedly begin with a new process of governance, a new Faculty Career Plan, an attempt at Total Quality Management, a Core Curriculum for degrees, a push for Outcomes Measurement, a shift to a semester calendar, and the establishment of a University Center.

What it will end with is anybody's guess. Only two things are relatively certain: all the guesses will have been wrong, and the old-timers of that day will look back on the second twenty years as the good old days.

## BOARDS OF TRUSTEES

- 1955 First Board under Act 188, PA of 1955  
Les Biederman,\* Chair )  
James Clune ) Appointed by the Traverse  
Arnell Engstrom\* ) City Board of Education  
Harry Running\* )
- Mrs. Evelyn Heim ) Appointed by the Grand  
Traverse County Board of  
Education
- George Altenburg\* ) Appointed by Fourth Class  
School Districts
- Reed Chapin\* ) Appointed at large by  
Mark Osterlin\* ) above appointed Board  
Julius Sleder ) of Trustees
- 1957 Les Biederman, Chairman  
Reed Chapin (resigned)  
James Clune  
Evelyn Heim  
William Milliken (appointed)  
Mark Osterlin  
Harry Running  
Julius Sleder
- 1959 Les Biederman, Chairman  
William Milliken (resigned 1960)  
Andy Olson\*  
Mark Osterlin (deceased 1960)  
Julius Sleder  
Jack Votey  
Harry Weitz (appointed 1960)

\* Deceased



- 1961 James Beckett (appointed 1962)  
Les Biederman, Chairman  
Warren Cline (appointed 1962)  
Jerry McCarthy\* (appointed then elected)  
Andy Olson  
Julius Sleder  
Jack Votey (resigned 1962)  
Harry Weitz
- 1963 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Jerry McCarthy  
Andy Olson  
Julius Sleder  
Harry Weitz
- 1964 Board elections moved to the fall per SB 1378
- 1965 James Beckett  
and Les Biederman, Chairman  
1967 Warren Cline  
Jerry McCarthy  
Andy Olson  
Julius Sleder  
Harry Weitz
- 1969 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Jerry McCarthy  
George McManus (appointed 1970)  
Andy Olson\* (resigned 1970)  
Julius Sleder  
Harry Weitz

\* Deceased

- 1971 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Jerry McCarthy  
George McManus  
Julius Sleder  
Harry Weitz
- 1973 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Calvin Kroupa (resigned 1973)  
Jerry McCarthy  
George McManus  
Julius Sleder  
Harry Weitz (appointed 1973)
- 1975 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Alice Drulard\*  
Jerry McCarthy  
George McManus  
Julius Sleder
- 1977 James Beckett  
Les Biederman, Chairman  
Warren Cline  
Alice Drulard  
Jerry McCarthy (deceased 1978)  
George McManus  
Shirley Okerstrom (appointed 1978)  
Willard Smith
- 1979 James Beckett  
Les Biederman, Chairman till July  
(deceased November 1986)  
Warren Cline, Chairman (resigned December 1980)  
Robert Guyot  
George McManus  
Shirley Okerstrom  
Willard Smith

\* Deceased

- 1981 James Beckett, Chairman  
thru Robert Chase  
1986 Robert Goff  
Robert Guyot  
George McManus  
Shirley Okerstrom  
Willard Smith
- 1987 James Beckett, Chairman  
Robert Chase  
Robert Guyot  
George McManus  
Shirley Okerstrom  
Willard Smith  
James Spenceley
- 1989 James Beckett, Chairman  
Robert Chase  
William Cunningham  
Robert Guyot  
George McManus  
Shirley Okerstrom  
James Spenceley
- 1991 James Beckett, Chairman  
Robert Chase  
William Cunningham  
Michael McManus  
Shirley Okerstrom  
James Spenceley (resigned 1991)  
Russell Wentworth (appointed 1991)  
Elaine Wood

\* Deceased





**James Beckett**



**Les Biederman**



**Robert Chase**



**Warren Cline**



**William Cunningham**



**Alice Drulard**



**Robert Goff**



**Robert Guyot**



**Jerry McCarthy**



**George McManus, Jr.**



**Michael McManus**



**Shirley Okerstrom**



**Andrew Olson**



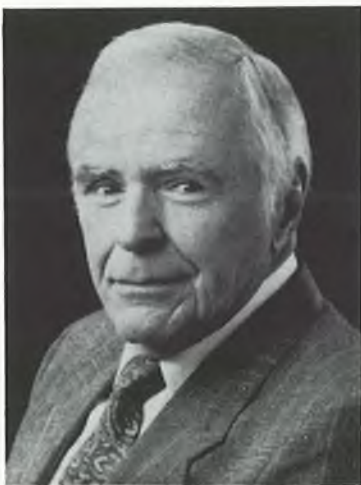
**Julius Sluder**



**James Spenceley**



**Harry Weitz**



**C. Russell Wentworth**



**Elaine Wood**



## CHIEF EXECUTIVE OFFICERS

1951-70	Preston N. Tanis, Director
1970-72	James M. Davis, President
1972-73	Committee of Five: Willard Smith, Acting President Lornie Kerr, Dean of Students Jack McChrystal, Dean of Instruction* Arthur Moenkhaus, College Engineer* Mike Ouwerkerk, Business Manager
1973-81	William J. Yankee, President
1981-86	George T. Miller, President
1986-87	Lornie Kerr, Interim President
1987-89	Phillip D. Runkel, President
1989-	Timothy G. Quinn, President

\* Deceased



## IMOGENE WISE FACULTY EXCELLENCE AWARD RECIPIENTS

1971	William T. Long*
1972	James L. Spenceley
1973	Kay M. Donnelly
1974	Larry M. Buys
1975	Walter Holland
1976	Kenneth A. Rose
1977	Jerome R. Sullivan, Jr.
1978	William D. Skinner
1979	Arlo F. Moss
1980	James L. Spenceley
1981	Robert F. Rudd
1982	Roy A. Terdal
1983	Richard L. Minor
1984	Phil A. DeMarois
1985	Lyle L. Bradford
1986	Hettie A. Molvang
1987	Eric R. Wildman
1988	Jay D. Beery
1989	Walter E. Ross
1990	Allison D. Shumsky
1991	John G. Tanner

\* Deceased



**William T. Long**



**James L. Spenceley**



**Kathleen M. Donnelly**



**Larry M. Buys**



**Walter Holland**



**Kenneth A. Rose**



**Jerome R. Sullivan, Jr.**



**William D. Skinner**



**Arlo F. Moss**





**Robert F. Rudd**



**Roy A. Terdal**



**Richard L. Minor**



**Phil A. DeMarois**



**Lyle L. Bradford**



**Hettie A. Molvang**



**Eric R. Wildman**



**Jay D. Beery**



**Walter E. Ross**





**Allison D. Shumsky**



**John G. Tanner**

**FULL-TIME FACULTY**  
(More than three years)

* Ervan Amidon	1967-72	Political Science
‡ Glen Anderson	1959-85	Business
Lora Angellotti	1987-91	Nursing
† Roswell Ard	1976-89	Maritime
Ray Asiala	1976-78	Petroleum Tech.
Norman Averill	1966-	Art
Robert Bach	1977-80	Art
† Stephen Ballance	1972-	Art
Pauline Baver	1951-75	Business
†‡ Walter Beardslee	1951-85	Humanities
Darrell Beckwith	1982-90	Welding
‡ Jay Beery	1982-	Drafting/Design
‡ Joan Berg	1977-	Business
Kenneth Berg	1975-79	Drafting/Design
‡ Jack Berman	1976-	Mathematics
† Lyle Bradford	1968-88	Mathematics
* Velma Brand	1951-61	Science
* Dorothy Brooks	1962-67	Psychology
Theresa Brown	1972-85	Nursing
† Robert Buttleman	1970-	Aviation
Larry Buys	1970-	Political Science
Elizabeth Carden	1970-	Phys. Ed./Business
Larry Carps	1971-	Political Science
Edmund Chester	1971-75	Welding
Alison Collins	1979-	Dental Assistant
Richard Cookman	1970-	Science
Betty Cooper	1972-90	Nursing
Helen Core	1952-74	Mathematics
‡ Marguerite Cotto	1988-	Foreign Language
James Coughlin	1987-	Mathematics
John Crane	1982-89	Petroleum Tech.
Sharon Dean	1965-	Communications
‡ Philip DeMarois	1976-86	Mathematics

\* Deceased

† Department Head

‡ Division Director

Henry Dempsey	1989-	Aviation
Cheryl DesForges	1988-	Communications
Joseph Dionne	1971-	Communications
Douglas Domine	1988-	Art
Kathleen Donnelly	1961-85	Nursing
‡ David Donovan	1971-	Psychology
† Sallie Donovan	1975-	Dental Assistant
‡ Stephen Drake	1971-	Mathematics
*† Alice Drulard	1970-75	Nursing
‡ Ernest East	1986-	Mathematics
William Faulk	1965-	Business
Betty Fleishel-Lewis	1974-81	Reading
† Adam Gahn	1963-	Science
Ernest Gaunt	1952-76	Business/Adminis.
† Richard Gertz	1968-88	Science
† Anita Gliniecki	1979-86	Nursing
Richard Goerz	1970-	Communications
Ann Graves (Gahn)	1962-68	Nursing
‡ Michele Grooters	1977-	Communications
Robert Hamilton	1988-	Communications
‡ Roger Hardwicke	1981-	Technical
Lynn Harris	1985-	Nursing
Alan Hart	1987-	Law Enforcement
*† Hogan Helms	1968-80	Aviation
Jill Hinds	1979-	Art
Michael Hochscheidt	1979-	Maritime
Greg Hodge	1982-	Business
‡ Walter Holland	1952-87	Communications
Karen Howie	1987-	Business
† Robert Inglis	1969-81	Physical Education
‡ Janet Jackson	1972-79	Nursing
Marilyn Jaquish	1982-	Business
Connie Jason	1981-	Reading
† Peggy Jewell	1967-81	Nursing

\* Deceased

† Department Head

‡ Division Director



‡ Ernestine Johnson	1960-73	Nursing
Bronwyn Jones	1989-	Communications
William Joy	1978-86	Business
John Kelley	1969-88	Communications
Keith Kelly	1988-	Electronics
Roger Kirk	1968-72	Aviation
Mildred Komrska	1973-79	Nursing
George Kuhn	1961-68	Business/Computers
‡ Francis Kullman	1968-	Psychology
Joan Laird	1973-87	Physical Education
† Randolph Lawton	1978-	Hospitality Mgt./ Food Service
Thomas Lee	1975-79	Business
John Leishman	1969-	Electronics
Mary Ann Linsell	1979-	Business
Loretta Lockman	1964-84	Nursing
*† William Long	1965-88	Science/Math
David Loveland	1973-	Aviation
Brian Luhrs	1975-79	Technical
Herman Luhrs	1971-75	Automotive
Keith MacPhee	1962-	Business
Kenneth Marek	1968-	Communications
Kenneth Masck	1975-	Automotive
Robert Mason	1979-	Maritime
* John McChrystal	1953-77	Communications/Admin.
Michael McIntosh	1971-	Automotive
Chester McManemy	1970-76	Automotive
Julie Medlin	1988-	Science
Patricia Michalski	1988-	Business
Lois Miller	1971-84	Nursing
‡ Richard Minor	1973-	Technical
*† Arthur Moenkhaus	1958-87	Engineering/Admin.
Hettie Molvang	1973-	Nursing
Henry Morgenstein	1971-	Communications
† Arlo Moss	1962-88	Science
† Peter Nelson	1964-88	Science

\* Deceased

† Department Head

‡ Division Director

† Mary Nickos	1974-79	Dental Assistant
Gordon Niemi	1986-	Business
Raymond Niergarth	1980-	Technical
Mary Norris	1982-	Business
Kathleen O'Connell	1979-	Business
Harry Oliver	1958-89	Communications
William O'Riley	1980-84	Maritime
Keith Overbaugh	1989-	Science
Jack Ozegovic	1968-89	Art
‡ John Pahl	1966-	Communications
† Phyllis Parks	1976-91	Medical Assistant
Ralf Parton	1958-63	Art
Richard Pascoe	1966-88	Foreign Language
Anne Patrick	1987-	Nursing
Arbutus Patrick	1960-77	Nursing
John Pflughoeft	1988-	Mathematics
Debra Pharo	1988-	Science/Math
Laura Piering	1976-	Nursing
Peggy Pronger	1977-	Nursing
Mark Puchala	1988-	Music
* Dennis Quinn	1972-83	Communications
*† Nick Rajkovich	1952-69	Political Sci./Phys. Ed
Megan Roberts	1985-	Business
* Walter Roberts	1958-67	Foreign Language
Donovan Rodriguez	1979-	Aviation
‡ Joseph Rogers	1955-84	Science
Jean Rokos	1982-	Nursing
Kenneth Rose	1968-	Science
Mark Ross	1984-	Communications
Walter Ross	1972-	Music
Sean Ruane	1989-	Social Science
Robert Rudd	1964-	Science
Harry Sanborn	1967-74	Maritime
William Scharf	1964-91	Science
Barry Schaudt	1980-86	Mathematics
Karen Schmidt	1987-	Physical Education

\* Deceased

† Department Head

‡ Division Director

	Mary Ann Schneider	1989-	Sign Language
	Maureen Schneider	1985-	Business
	Wiliam Shaw	1964-	Communications
	Barbara Sherman (Ort)	1953-58	Foreign Language
	Donald Shikoski	1979-83	Business/Adminis.
†‡	Allison Shumsky	1957-	Communications
‡	Stephen Siciliano	1985-	Humanities
	Terry Sievert	1982-	Technical
	Roger Skinner	1956-60	Science
‡	William Skinner	1961-88	Social Science/Science
	Thomas Smith	1975-80	Technical
	Frank Snyder	1973-	Social Science
†	James Spenceley	1957-80	Mathematics
	Leslie Spencer	1981-88	Technical
	Vesta Stallman	1975-86	Nursing
	Kenneth Stepnitz	1981-	Science
	Marvin Studinger	1980-	Business
‡	Jerome Sullivan	1968-79	Business/Foreign Language
	Dennis Szilak	1971-75	Communications
†	Fred Tank	1966-	Science
	John Tanner	1974-	Maritime
	Joseph Taschetta	1970-79	Electronics
‡	Roberta Teahen	1975-	Business/Administration
	Herbert Tedder	1975-87	Business
	Roy Terdal	1964-	Humanities
‡	David Terrell	1969-	Humanities
	Donald Thompson	1977-	Technical
	Laren Thorson	1988-	Law Enforcement
	Jacqueline Tompkins	1955-85	Business
	Martha Tousley	1969-72	Nursing
	Martin Trapp	1988-	Communications
	John Trout	1963-69	Humanities
*	Harold Tull	1970-75	Mathematics
	Mary VanderKolk	1985-	Nursing
*	Austin Van Stratt	1970-81	Law Enforcement
	Gabor Vazonyi	1964-74	Foreign Language
†	David Vermetten	1962-	Communications

\* Deceased

† Department Head

‡ Division Director



† Paul Welch	1964-87	Art
‡ Dianne Whalen	1974-	Medical Assistant
Eric Wildman	1982-	Mathematics
† Lila Wilkinson	1951-74	Communications
Jerry Williams	1970-	Maritime
‡ Robert Williamson	1970-80	Drafting/Admin.
Lester Wise	1981-85	Technical
* Ellis Wunsch	1951-62	Communications/Admin.
Peter Yu	1971-77	Art
Dillie Zilafro	1977-89	Nursing

\* Deceased

† Department Head

‡ Division Director

**ADMINISTRATIVE STAFF**  
(More than five years)

Mary Jane Allgaier	1954-73	Business Office Manager
† Roberta Andersen	1974-78	Admin. Asst. to Deans (1976-78)
Geneva Anderson	1971-80	Counselor
John Anderson	1967-84	Student Services/Registrar
Karen Anderson	1983-	Alumni/Community Relations
Joel Baillie	1978-84	Community Services
† Suzanne Bates	1978-	Computer Services
† Dawn Bauer	1978-	Student Services
Elaine Beardslee	1968-	Librarian
James Bensley	1983-	Audio-Visual
James Besaw	1971-91	Student Services
† Cheryl Bilyea	1979-91	Student Services
† Peg Brace	1977-82	Ancillary Services
Douglas Campbell	1987-	Library Director
Sue Carlson	1984-91	Librarian
Rolland Charpentier	1984-90	Computer Services Director
† Rebecca Chartier	1978-	Personnel Coordinator
Robert Chauvin	1985-	Audio-Visual
† Ann Christian	1973-70	RSVP Director
Michael Connolly	1988-	Counselor
John Cuthbertson	1980-85	Business Office
Ronda Edwards	1988-	Audio/Visual Director
† Clarine Eikey	1980-87	Ancillary Services
Carol Elliott	1977-84	Counselor
Diane Emling	1987-	Instruction Dean/Liberal Arts
Denyse Everett	1984	Special Needs Counselor
Gregory Fisher	1972-81	Housing Supervisor
Linda Frank	1981-86	Counselor
Gary Gallup	1984-	Computer Services
† Janet Gasnik	1972-	Records/Student Services
† Susan Gattshall	1976-	Physical Plant
Ernest Gaunt	1952-71	Business Manager
Larry Graf	1985-90	Computer Services

\* Deceased

† Clerical prior to administrative

† Adeline Griner	1957-76	President's Office
† Kay Groszek	1966-88	Bookstore Manager
Kathleen Guy	1977-	College Relations Director
Patricia Hart	1987-	Controller
* Mike Hemmick	1969-74	Maritime Director
Patricia Hensel	1980-86	Counselor
Ronald Hensel	1970-	Physical Plant Director
Walter Holland	1952-87	Dean of Students (1956-66)
† Doris Huston	1986-	Development Office
Chet Janik	1980-	Housing/Physical Plant
Eugene Jenneman	1988-	Museum Director
Karen Kahler	1981-	Student Services
Lornie Kerr	1970-89	Student Services Director
† Karen Kitchen	1984-	Communications
William King	1971-	Business Office
† Ruth Ann LaMott	1983-	Instructional Office
Arnie Lawrence	1974-84	Maritime Maintenance
† Carole Marlatt	1970-	Adm. Asst. to President
* John McChrystal	1962-75	Instructional Dean
Sandra (VonHolt) McCoy	1978-91	Student Services
John McDonald	1985-	Counselor
James McNulty	1984-91	Maritime Director
Rebecca Mericle	1960-80	Librarian
Michelle Merrill	1986-	Personnel Director
* Arthur Moenkhaus	1958-75	College Engineer
Jay Montgomery	1972-77	Coord. Instit. Research/Planning
† Judy Murdza	1977-87	Student Services
Donald Noel	1972-78	Librarian
Florence Oakes*	1955-67	Housing/Librarian
Michael Ouwerkerk	1968-91	Business Manager
Peter Pellerito	1970-77	Housing/Public Relations
† Barbara Raehl	1973-	Extended Educ'l Serv. Director
† Ruth Rague'	1976-	Adm. Asst. to Deans
* George Rector	1971-84	Maritime Director
Bernard Rink	1957-86	Library Director

\* Deceased

† Clerical prior to administrative



* Peter Rush	1976-83	Instructional Dean
† Karen Sabin	1987-	Extended Educational Services
Pat Salathiel	1988-	Student Health Services
Edna Sargent	1961-77	Counselor/Registrar
Richard Saunders	1983-88	Instructional Vice President
Thomas Sheffer	1979-90	Automotive Shop
Donald Shikoski	1983-	Registrar/Computer Services
Charles Shreve	1972-	Student Services
William Skinner	1961-88	Dean of Students (1966-70) Acting Dean of Instruction (1975-76)
† Lori Sniff	1971-	Financial Aid
† Joan Stout	1976-	Bookstore/Records
Gregory Strange	1978-83	Computer Services
† Sandra Swan	1985-90	Oleson Center
Roberta Teahen	1986-	Director Center for Bus/Industry Instructional Dean/Occupational Programs(1989-)
June Thaden	1980-	Librarian
Cheryl Throop	1987-	Center for Business/Industry
Joe Troyer	1977-85	Audio-Visual
† Marilyn Ueno	1976-87	Community Services
Wayne Waddington	1976-	Ancillary Services/Bookstore
Robert Warner	1968-	Financial Aid Director
† Stephen Westphal	1987-	Purchasing Manager
Ann White	1977-	RSVP Director
Avace Wildie	1987-	Counselor
† Louise Wilkes	1984-	Maritime
Robert Williamson	1970-80	Vocational/Technical Director
George Worden	1982-89	Development Director
* Ellis Wunsch	1951-62	Instructional Dean

\* Deceased

† Clerical prior to administrative

## CLASSIFIED STAFF

(More than ten years)

Jeffrey Ackerman	1977-	Print Shop
† Doris Beery	1966-82	Student Services
Dennis Beyler	1978-	Purchasing Office
Elaine Chauvin	1973-78	Business Office
	1981-	Science/Math Division
Vivian Christensen	1971-	Business Office
Evelyn Durga	1966-78	Telephone Operations
Mary Beth Gardner	1979-	Development Office
Marilyn Gray	1979-	Social Science Division
† Katherine Hanchett	1978-	Bookstore
Suzanne Hutchcraft	1974-	Business Office
Cathy Jarvi	1978-	Health Occupations & Communications
Debra Kalchik	1979-	Extended Educational Services
† Marge Knee	1970-86	Student Services
Rita Kucera	1978-	Financial Aid
Ruth Ann LaMott	1974-79	Audio/Visual & Science/Math
	1983-	Academic Studies
Barbara Maylone	1973-87	Communications & Student Services
Judy Monaco	1979-	Aviation Department
† May Purvis	1982-	Bookstore
Cheryl Roberts	1979-91	Student Services
Patricia Robinson	1979-	Maritime & Aviation
Valda Schultz	1980-93	Business Office
Lois Sleder	1961-86	Library
Edward Steiger	1979-	Mailroom
† Doris Thibedeau	1979-90	President's Office
Lenore Thompson	1974-89	Business Office
† Rosemary Tiberg	1975-	Bookstore
Pauline Tyer	1975-89	Humanities Division
Florence VanCamp	1978-90	Technical Division
† Joyce Weiselberg	1963-74	Student Services

† Part-time

MAINTENANCE/CUSTODIAL STAFF  
(More than ten years)

Robert Bailey	1963-84
Bill Beaudrie	1970-
Ken Berry	1973-
Dennis Beyer	1978-
Donald Brown	1956-86
Phil Butkovich	1973-
Gary Conard	1975-
Jim DeWitt*	1977-
Ted Durga	1951-77
Tom Edenburn	1971-
Fred Goggin	1972-83
Charlie Gordon	1971-89
Thelma Gray	1967-
Rich Green	1983-
Bill Hall	1968-
Jim Houdek	1971-90
Dale Jenkins	1973-
Reubin LaBonte	1973-83
Arnie Lawrence	1974-84
Bob Margetson	1973-89
Bill Murphy	1963-
Wesley Neddo	1964-88
Larry Neimeier	1966-76
Charlies Olman	1972-86
Sharon Osbon	1977-86
Tom Priest	1977-
Ed Riplow	1971-85
Frank Rowling	1966-79
Bruce Schmidt	1973-
Kermit Sensenbaugh	1969-
Ed Simsa	1966-79
Eugene Sinclair	1971-
Jim Smith	1973-
Ed Steiger	1979-
Raymond Tharp	1973-85
Steve Westphal	1977-

\* Deceased



**EMPLOYEE OF THE MONTH/TERM/YEAR**  
**Bold Type: Employee of the Year (Discontinued 1992)**

	<b>1984-85</b>		<b>1985-86</b>
November	Edward Riplow	July	Thomas Sheffer
December	Vivian Christensen	October	Cheryl Roberts
January	Debra Kalchik	November	<b>Jan Gasnik</b>
February	Ken Berry	December	Robert Thomas
March	<b>Rebecca Chartier</b>	January	Connie Hausserman
April	Ruth Ragué	February	Elaine Chauvin
May	Cathy Jarvi	March	Marilyn Gray
June	Carol Carpenter	April	Rosemary Tiberg
		May	Barbara Maylone
		June	Carol Taberski
	<b>1986-87</b>		<b>1987-88</b>
July	Sue Bates	Fall	Dick Jasinski
November	Sandra Swan	Winter	David Barth
December	John McDonald	Spring	Ruth Ann LaMott
February	Rochelle Hammontree	Summer	<b>Sue Sheffer</b>
March	<b>Connie Jason</b>		
April	Sherry Sheppard		
	<b>1988-89</b>		<b>1989-90</b>
Fall	Trisha Nelson	Fall	<b>Tom Priest</b>
Winter	Kari Kahler	Winter	Clara McPherson
Spring	Sue Gattshall	Spring	Brian Lewis
Summer	Barbara Bandrowski	Summer	<b>Shirley Boyce</b>
	<b>1990-91</b>		<b>1991-92</b>
Fall	Ed Steiger	Fall	Wayne Waddington
Winter	<b>Pat Salathiel</b>	Winter	Kathy Cline
Spring	Cathy Jarvi	Spring	Bob Chauvin
Summer	Carol Taberski	Summer	Laura Carmickle
	<b>1992-93</b>		
Fall	Kris Boike		
Winter	Linda Booth		
Spring	Dorian Creighton		



**Rebecca Chartier**



**Jan Gasnik**



**Connie Jason**



**Sue Sheffer**



**Tom Priest**



**Shirley Boyce**



**Pat Salathiel**

## FELLOWS OF NORTHWESTERN MICHIGAN COLLEGE

- 1964 Arnell Engstrom\*  
Gerald and Frances\* Oleson  
Harold and Imogene Wise\*  
Ferris J. Rennie\*  
Ellis Wunsch\*
- 1965 George Altenburg\*  
William G. Milliken, Governor  
Mr. and Mrs. Lester C. Tremain\*
- 1966 Wilbur C. Munnecke
- 1967 Eugene Power\*
- 1968 Julius Beers
- 1969 Corrine S. Naar\*
- 1970 Harry Running\*  
Mrs. Mark Osterlin
- 1971 James E. Clune\*  
Arthur Whitelock
- 1972 Dorothy C. Hall\*  
Preston N. Tanis
- 1973 Harry L. Weitz, M.D.  
Robert P. Griffin, Senator
- 1974 James P. DeLapa  
Andrew L. Olson\*
- 1976 Ferris N. Crawford\*
- 1977 Julius C. Sleder
- 1978 John L. Horton

\* Deceased



- 1979 Doris Nerbonne\*  
Everett R. Hames\*
- 1980 Connie Binsfeld, State Representative
- 1981 Warren W. Cline, M.D.  
Lester M. Biederman\*
- 1983 Barbara and Michael Denno  
Vice Admiral Paul Trimble, USCG (Ret.)
- 1984 Alice A. Drulard\*  
Blake Forslund
- 1985 Joseph H. Rogers  
Frank W. Tezak\*  
Mary E. and Ralph J. Lautner
- 1986 Bernie Rink
- 1987 Marie McCarthy  
Gretchen Votruba
- 1988 Robert Goff  
Jack Stegenga
- 1989 Art & Mary Schmuckal  
Gordon Lightfoot  
Willard Smith
- 1990 Helen Milliken  
JoAnne Zimmerman
- 1991 George A. McManus, Jr.

\* Deceased

## EMPLOYEES WHO COMPLETED NMC DEGREES

### Faculty

Jay Beery	1974	AS
Lyle Bradford	1959	AA
Robert Buttleman	1969	AS
Alison Collins	1975	AS
Betty Cooper	1964	AS
Sharon Dean	1960	AA
Sallie (Doriot) Donovan	1973	AS
Betty Fleishel-Lewis	1969	AA
Richard Gertz	1956	AA
Alan Hart	1975	AS
Michael Hochscheidt	1977	AAS
Robert Mason	1973	AS
Richard Pascoe	1957	AA
Donovan Rodriguez	1968	AA
	1989	AAS
	1991	AAS
Jean Rokos	1975	AS
Leslie Spencer	1980	AAS

### ADMINISTRATION

Mary Jane Allgaier	1954	AC
Suzanne Bates	1978	AAS
Cheryl Bilyea	1979	AAS
Robert Chauvin	1985	AAS
Gary Gallup	1971	AA
	1977	AC
Jan Gasnik	1968	AA
Susan Gattshall	1971	AC
Karen Kitchen	1989	AA
Carole Marlatt	1957	AC
Greg Strange	1982	AAS
Robert Warner	1962	AA
Steve Westphal	1982	AS

### Classified Staff

Elaine Chauvin	1970	AA
Vivian Christensen	Certificate of graduation	
Mary Beth Gardner	1979	AA
Marilyn Gray	1991	AA
Cathy Jarvi	1969	AC
Cheryl Bilyea	1979	AAS
Sherry Sheppard	1985	AAS
Ed Steiger	1977	AA
Carol Taberski	1988	AAS
Terri Walter/Laurent	1982	AAS

### Maintenance/Custodial Staff

Eugene Sinclair	1971	AS
Ed Steiger	1977	AA



## RETIREES

### 1970

Preston Tanis

### 1973

Andrew Olson\*

### 1974

Dorothy Brooks\*  
Helen Core  
Alice Drulard\*  
Ernestine Johnson  
Florence Oakes\*  
Willard Smith  
Lila Wilkinson

### 1975

Pauline Bayer  
Edmund Chester  
Eugene Hansen  
Herman Luhrs, Jr.

### 1976

Adeline Griner  
Leah Hines  
Chet McManemy  
Lawrence Niemeier

### 1977

Ted Durga  
Ernest Gaunt  
Arbutus Patrick

### 1979

Doris Beery  
Evelyn Durga  
George Gray\*  
Frankie Rowling

### 1980

Hogan Helms\*  
Rebecca Mericle  
Edward Simsa  
James Spenceley

### 1981

Austin Van Stratt\*  
William Yankee

### 1983

Fred Goggin  
Reuben LaBonte

### 1984

Robert Bailey  
Loretta Lockman  
Arnie Lawrence  
Lois Miller  
George Rector\*  
Joseph Rogers

### 1985

Glen Anderson  
Walter Beardslee  
Kathleen Donnelly  
Edward Riplow  
Ray Tharp  
Jacqueline Tompkins  
Lester Wise

### 1986

Donald Brown  
William Joy  
Margaret Knee  
Charles Olman  
Bernard Rink  
Vesta Stallman

### 1987

Walter Holland  
Joan Laird  
Barbara Maylone  
Lois Sleder  
Paul Welch

### 1988

Lyle Bradford  
Richard Gertz  
John Kelley  
Kay Groszek  
William Long\*  
Arlo Moss  
Wesley Neddo  
Peter Nelson  
Richard Pascoe  
Clara Purvis  
William Skinner  
Lenore Thompson  
Joyce Weiselberg

### 1989

John Crane  
Charles Gordon  
Lornie Kerr  
Robert Margetson  
Harry Oliver  
Phillip Runkel  
Jack Ozegovic

### 1990

Rolland Charpentier  
Betty Cooper  
Florence VanCamp

### 1991

James Besaw  
James McNulty  
Michael Ouwerkerk  
William Scharf  
Doris Thibedeau

\* Deceased



**Ted Durga**



**Fred Goggin**



**Adeline Griner**



**Eugene Hansen**



**Reuben LaBonte**



**Joan Laird**



**Rebecca Mericle**



**Barbara Maylone**



**Wesley Neddo**





**Lawrence Niemeier**



**Peter Nelson**



**Florence Oakes**



**Edward Riplow**



**Lois Sleder**



**Ray Tharp**

**Pictures of some people may appear in other areas of this document or could not be located.**





NMC Twenty-fifth Anniversary Celebration



NMC Twenty-fifth Anniversary Celebration



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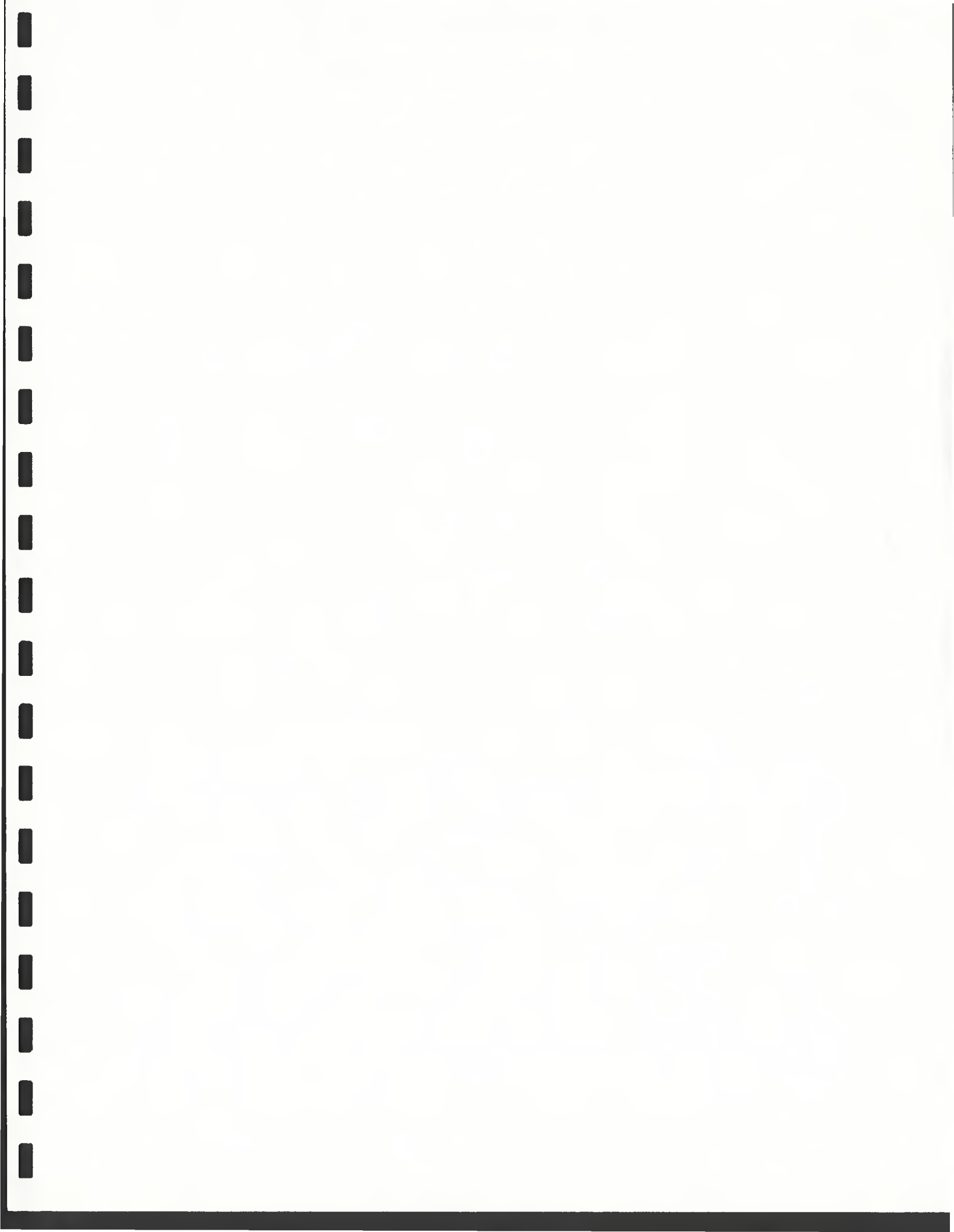
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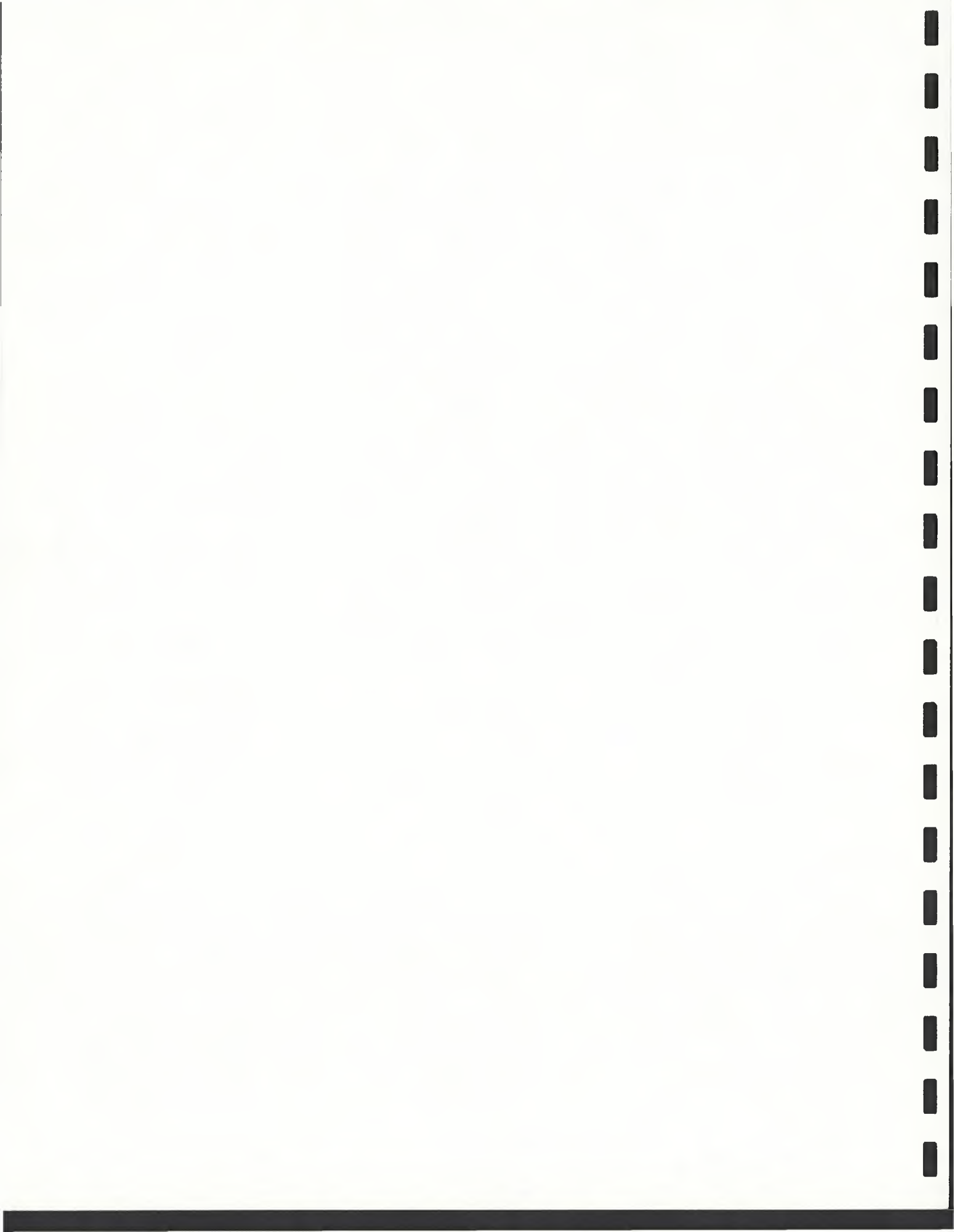


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