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ABSTRACT

This report on Muskegon Community College (Michigan) can be used as a model that documents the role of a community college and translates it into the specific requirements of an individual community. Included is an outline of a program that would help fulfill those requirements. It is suggested that planned and purposeful change is the most vital and most important activity of a college. The following areas of concern are discussed: college functions, school community relationship, physical features and development of the college, integrity of the associate degree, educational leadership, college finance, administrative organization and concerns, faculty concerns, counseling, and community services.
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A FORWARD THRUST:

THE STATE OF THE COLLEGE, AN OPPORTUNITY FOR THE FUTURE

".... we are now fearful of change, and
the status quo is our security blanket."

J. Irwin Miller.

CHARLES M. GREENE, PRESIDENT
MUSKEGON COMMUNITY COLLEGE
MUSKEGON, MICHIGAN

MARCH 1, 1971

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JC 710 184

THE STATE OF THE COLLEGE, AN OPPORTUNITY FOR THE FUTURE

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STATEMENT OF PHILOSOPHY
FOR
MUSKEGON COMMUNITY COLLEGE

"Muskegon Community College exists as a center of learning and enrichment for the citizens of this area. Dedicated to the consideration of all human need and inquiry, the college endorses no particular philosophy which might prejudice its objectivity or limit new directions. Muskegon Community College attempts to cultivate man's humanitarian values and to provide a testing ground for his intellectual curiosity. The college encourages aesthetic sensitivity and promotes the value of work to the individual and the community. It is dedicated to those freedoms and rights of the individual intended by the Constitution of the United States and will guard against those powers that attempt to harm society by the infringement of those freedoms."

Presented to:
Coordinating Council
February 15, 1971

MUSKEGON COMMUNITY COLLEGE
Muskegon, Michigan

THE STATE OF THE COLLEGE, AN OPPORTUNITY FOR THE FUTURE

INTRODUCTION:

There is probably no greater challenge facing Muskegon Community College today than bringing about new acceptance within the community it serves. The purpose of this report is to suggest that planned and purposeful change is the most vital activity and the most important thrust of the energies within the College.

There are few who would totally reject the challenge. All faculty, staff, students and board members are aware of the dramatically different world in which we live when compared to the past decade. All recognize that the College has not changed its educational practice in many dramatic or observable ways. Reasons for institutions to resist change are understandable and deserve much consideration. These reasons lie at the very root of the situation that exists at this College.

Generally speaking, resistance to change is a "fear of the unknown," or a reluctance to move away from the known, the comfortable and the successful. It is unfortunate, but true, with change, a certain amount of "built in" comfortable security necessarily is eroded.

Change in any institution is painful and slow. There may be reluctance at this College to accept the newness of purpose of the challenge of a new direction because of a growing concern that newness often fosters unclear role definitions, insecurity and uncertainty for those presently employed.

Educational literature is filled with examples of partial change and attempts by certain institutions to expand their educational focus. Little is written about those institutions that have successfully uprooted themselves and established new directions - institutions that have approached new goals with total and committed effort. At many colleges, and Muskegon is typical, the necessity to change emphasis is often difficult to understand and accept.

Muskegon Community College grew into a well respected, extremely competent and treasured institution primarily because of its success with students. After completing their studies locally, these students transferred to upper division colleges and did exceedingly well. This community is filled with examples of the productivity of this College. All this was accomplished at a time when the College was small, the classes were small and no permanent facilities existed. Stated in fiscal terms - these accomplishments were made at a time when the community gave minimum support to the College.

It may be well to expand on this last point. For many years, it has been reported, the Community College enjoyed full public confidence. This observation is supported on the basis that there was little public criticism of the College during many years of its operation. However, if it is true that the College was accepted and was favorably supported, it is true also that teachers' salaries were low, especially in comparison with those in other professions within the community. It is true also that with low teachers' salaries, low student enrollments, few special programs and no permanent facilities, only minimum local support was required to fund the operation.

During the last decade a new awareness of the College emerged. Community leadership began to recognize the vital role of the College in making Muskegon a better place to live. Unfortunately, simultaneous with this awakened interest, other factors emerged which had great effect upon attitudes and support of the College.

First, the enactment of Public Law 379 which gave the teachers the right to bargain for wages, salaries and conditions of employment for the first time in the history of this State. Second, construction was begun on the first permanent campus for this great College. Both of these events, when viewed within the socio-economic spectrum of Muskegon proper are important considerations. A third factor, the request from many within the community for more broadly based educational programs, (those that would specifically relate to community and business and industrial needs rather than continued emphasis upon transfer programs) completed the triumvirate of root causes that are the basis for current critical concern and question of College practice and plans for the future.

The College can no longer respond with silence to the voice of its critics. In order to place this report by the President within the proper perspective, it is helpful to reconsider these factors within a broadly defined historical perspective. No responsible educational leadership can emerge at this College until these factors, the focal point of our critics, are recognized and evaluated. All relate to developing new community support, and all suggest dramatic changes in fiscal and educational practice at the College.

THE COLLEGE WAGE SCALE AND COMMUNITY ATTITUDES

It is a fact that positive attitudes did not accompany the changing wage status of public officials during the last decade. Placing teachers within equitable economic

parameters has resulted in the most critical response from taxpayers. A discussion of College salaries is included in the body of this report. However, the reasons that underlie the present criticisms need to be explored. A better understanding of these criticisms and negative attitudes toward College salaries can be gained by reviewing the economic status of residents within the Muskegon County area.

During the last decade, many changes had become apparent in the Muskegon County area. These changes affected not only the attitudes of taxpayers, but also the fiscal resources of the community at large.

Muskegon County is primarily an industrial and manufacturing area. The concentration of these activities is found within the city limits of Muskegon proper. The City is also the center for the business and financial activity of the County. The economy of this County is heavily dependent on extra-community forces over which the community itself commands little control. For example, many industries depend either on the practice of the automobile or truck industry or the practice of larger parent companies. By the close of the last decade, residents witnessed industrial concerns merging with national companies in even more rapid numbers - placing job security even farther from the influence of local control.

Urban renewal, long considered important, became a necessity of the highest priority. The drabness of the downtown area became observable deterioration and blight almost overnight. Areas adjacent to the "city proper" began to drain much needed revenue from public coffers. Streets, sewers and other public services faced serious cutbacks or elimination. Rising public concern over environmental issues demanded new commitments from industries to eliminate pollutants (dirt, dust, odor) from the air and remove waste pollutants from the waters of the lakes. The results

of these changes were obvious to all. Industrial and business wage scales did not equate with rising wages for public employees and rising local, state and federal taxes.

Furthermore, conscientious men and women, working a basic forty-hour week in manufacturing occupations that are neither attractive in terms of working conditions nor salary benefits, were confused and often misled in understanding the terms of employment for College teachers and support staff. Confusion existed in attempting to understand well publicized fifteen to eighteen contact teaching hours. Many interpreted this as meaning "working fifteen to eighteen hours a week." Vocal criticisms were also expressed concerning the lavish physical plant and pleasant surroundings that complimented the rising wages for College employees.

Yet, the taxpayer in this community did not totally reject a commitment to other types of public supported activities. For example, Muskegon County residents raised \$1,102,842 toward the United Appeal's 1970-1971 goal of \$1,365,811. This observation is important because it demonstrates that the concept of helping another in time of need is accepted and supported. The community contributed these funds despite a rate of unemployment which is nearly double that of the State of Michigan.¹

Unfortunately, misunderstanding of College needs and objectives caused difficulty in securing additional support for the College. The community was not convinced that the College needed its support. The initial commitment of taxpayers to levy .9 mill did not easily expand to supporting additional millage (2.1 mills) for the College.

1. In December of 1970, the latest month for which statistics are available, there were 7,100 persons unemployed or 11.5 percent of the total work force. More alarming is the fact the percentage has been rising from 9.2 percent in September to 10.8 percent in October to 11.6 percent in November. The December rate is a fractional decrease, but well above the State average of 5.1 - 5.6 percent.

Conflicting statements and, in general, misinterpretations and misunderstandings emerged during the latest millage campaign. The average taxpayer, with a disposable income of \$9,188 paying an average of \$169.96 in non-college school taxes, was not easily persuaded to contribute the \$14.71 represented by 3 mills for the College. The misunderstandings incurred during the millage campaign have continued to be the source of much criticism toward proposed activities of the College.

Today there is still no clear understanding within the community that the three mill limitation was considered by the College as being imperative to the continued growth and development of the institution.

THE NEW CAMPUS

The Muskegon Community College permanent campus is sometimes criticized as being an overluxurious facility. Luxuriousness is usually associated with more than adequate space, design or furnishings. A 1968 analysis of the ratio of square footage to enrollment in Michigan community colleges, places Muskegon below the State mean with 118 square feet of space for each student. Many community colleges reported ratios in excess of 250 square feet. It should be stressed that federal funds of \$750,000 toward construction costs were granted only after rigid scrutiny of the specifications by State and Federal officials revealed a most efficient utilization of materials, space and funds in the construction of the campus.

Some suggest that the college is over-designed. The design of the campus and its buildings evolved through the professional services of an internationally known architect who was reimbursed at the standard fee for such services. His creative use of a portion of the 110-acre site, judged by many to be unsatisfactory for building

purposes, freed acres of prime site for later buildings and facilities. Many phases of his design detail are now reflected in lower utility costs, less expensive maintenance, and a longer period of utilization prior to eventual obsolescence. As a "bonus," the community has a campus that was granted the "Certificate of Award" for its design by regional architects while being recognized by students and faculty as a superior educational facility.

Some suggest that the college is over-furnished. In 1963 the College trustees purchased from the Muskegon Public Schools the full title to all library and vocational-technical equipment for \$67,000. Much of the remaining office and laboratory furniture was purchased from nationally known manufacturers with home offices and plants in Muskegon. This was done after the companies had provided excellent consultant service and were low bidders. All buildings on campus were built by local contractors, using local manpower. Many out-of-state visitors have commented on the excellent workmanship and pride shown by contractors, craftsmen and suppliers.

The services of the architect were used to assist in coordinating style, materials and colors. The Gerber Baby Foods Fund donated \$15,000 to provide carpeting, furniture and drapes in the public area near the main entrance. The "luxuriousness" of the high-fidelity equipment in the lounge and the grand piano were later gifts of the same fund. An excellent painting by a well-known Michigan artist was donated by the faculty to the College at the dedication of the new campus.

The Fine Arts Building was made possible through a gift of \$325,000 from the Frauenthal Foundation. The balance was funded with \$340,000 in State funds, and \$254,995 from the Muskegon Community College District. A concert grand piano for the Overbrook Theatre is now being purchased through gifts and admissions to artist series. The Loutit Foundation of Grand Haven provided \$15,000 for the improvement

of the library collection while the foundry industry of the region pledged in excess of \$50,000 for the development of a modern teaching facility in foundry methods.²

Many other gifts and donations have been received from clubs and service organizations. It is true that the equipment in some areas is outstanding for community colleges, but in most cases it represents no cost to taxpayers. More often, this equipment was acquired through funds donated by private citizens, service groups, industry and faculty.

The College is sometimes cited for having a maintenance program that is in excess of the required minimum. A look at national standards for maintenance reveals that 12,500 square feet per man is allowed for "average" level of maintenance, and 10,500 square feet per man is allowed for "high" level of maintenance. At the College, a housekeeper's average of 18,350 square feet per man is 80% greater than footage required for maximal care and costs less than the national standards for minimal care. The excellent maintenance afforded the College is another "bonus" made possible through construction designed for low maintenance, an architectural design permitting ready use of power equipment and excellent supervision of a capable and well trained staff. Through the courtesy of Clarke Floor Machine Company, the College is frequently provided equipment and supplies for testing and evaluation purposes. The cost per square foot of floor surface maintenance is less than that paid by many institutions maintained at a much lower level. If it is possible by good maintenance to delay obsolescence, this cannot be considered a luxury.

Critics have often expressed concern over the increased costs experienced by the College at the time the new campus was occupied. It is nearly impossible for any

2. At the present time, Muskegon Community College is recognized as the only teaching foundry in a community college in the United States.

college to move from rented and temporary quarters into a full campus operation without experiencing unforeseen and unpredictable operational costs.

On the basis of 1225 day enrollments for the school year of 1962-1963, and a plant operational cost of \$130,000 for space, heat and custodial service, the 1963 Citizens Committee was asked to predict the financial needs of the institution and set the millage levy for the foreseeable future. An estimate of 1 mill on the assessed valuation of the county was thought to be adequate. (This was later reduced to .9 mill.) The Committee had no way of knowing that by 1970 -

- . A total enrollment of 4,000 would need to be housed rather than the predicted 1800 day enrollments.
- . The operation of the new plant for custodial salaries alone would be \$153,000 as compared with a rental fee of \$130,000 then being paid by the College to the Muskegon Public Schools for rent and custodial services.
- . That the State of Michigan would set tuition rates, with no regard to institutional financing.
- . That the State of Michigan would ask for an increase in the more expensive vocational and technical programs as well as an extension of services to out-of-district areas.
- . That Legislators would indicate that the local tax financing of 13.8% was hardly adequate in that the State contributed 46.6% in 1970.
- . That State legislation would permit professional negotiations which would increase salaries by 70% but would fail to provide the College the additional State fiscal resources to meet the increase.

With a record of actual costs of operations through shakedown period, the College can now accurately fix operational costs for the annual budget. Unfortunately, the effect of inflation on the cost of services and equipment that must be purchased is not as predictable.

Buildings, like people, begin to age the day they are born. It is important to understand that because of the large investment and the ever-increasing difficulty to

procure funds for new buildings, it is imperative that the facilities at Muskegon Community College be preserved as long as possible. If buildings are not maintained properly, it is estimated that their effective use may be reduced as much as 35-50%. Reduction in life of a building means premature replacement at continually inflated prices. Building replacement costs on this campus since its opening are estimated to be 50-75% higher than the earlier purchase price of "Muskegon's Best Buy" reported by architect Alden B. Dow @ \$15.89 per square foot.³

COLLEGE EDUCATIONAL PROGRAMS

It must be pointed out that because of the limits of .9 mill funding and the higher costs for instructional and permanent campus operations, the College was forced to make cuts in the only area left available - expansion of the educational program. Critics of this practice suggest that the College preferred to remain aloof - an ivory tower of academia, in the midst of defined community educational need. Admittedly, they say, vocational-technical programs emerged, but only as "high level" or "college level," and many students were excluded from admission; of those admitted, many failed to successfully complete programs. With the passage of additional millage, these critics say, the community expects to see evidence that this additional support will be used to provide the educational programs and services that will benefit the community by serving identified needs of local business and industry.

Suggestions for expanding educational programs of the College, especially those oriented toward community-based career occupations, have long been expressed by

3. Alden B. Dow Associates, Inc., Architects, 1971

individuals in the community. In 1963, James O. McNamee, then Vice-President of the Brunswick Corporation, presented a paper to the Board of Trustees entitled, The Muskegon County Community College Educational Program - A Challenge and An Opportunity. The proposal suggested "... Muskegon County Community College place strong primary emphasis upon the development of a superior business, technical, semi-professional and general education program of a terminal nature." As recently as 1970, a Citizens' Committee, co-chaired by Dr. G. Burrill Colburn and Mr. Frank W. Roberts, reviewed all phases of the College operation. The special committee on curriculum, a sub-committee of the Citizens' Committee, added further emphasis to Mr. McNamee's earlier proposals.⁴

It appears today that the change in status from a junior college to a community college in Muskegon, if clearly understood and accepted, has never been put into total observable practice. The reasons that underlie this lack of more movement toward comprehensiveness are justifiable and not clearly understood by College critics:

First, the College has had difficulty in establishing the integrity of the Associate Degree. This was not its own fault, but was strongly influenced by conditions within the State. Upper division institutions have forced course development rather than program development⁵ to take precedence in the growth of the institution. This has forced the College to direct its concerns and energies toward "modeling or patterning" courses for upper division "acceptance" rather than working to complement stated or emerging local occupational needs or a special general education program.

Second, and closely related to the first reason, critics of the College practice in general educational activities have not understood that the College could not develop any special program of general education until upper division institutions practice unquestioned acceptance of the courses that this College deems important to fulfill general education objectives. The first step has to be gaining full acceptance of the Associate Degree Program which will provide full, non-penalty transfer opportunities for students. The College has been providing statewide leadership to work toward this type of unquestioned acceptance of its educational programs.

4. Copies of these reports are available for perusal in the Office of the President. The term program development is used as synonymous with career or occupational thrust.

Third, until the most recent millage election, the College has not had the fiscal resources needed to expand the educational programs without seriously limiting the effectiveness of its present transfer and vocational/technical programs.

CONCLUSION:

Within the introductory portion of this report the sensitive issues (relationship of College wages and community attitudes, new campus operation, expansion of educational programs) have been identified. There is no intent to justify nor to deny existing practice or existing criticism. This document is a proposal of educational and fiscal goals for the College that are consonant with the purposes of the community college. These recommendations of the President are intended to serve as positive guidelines to encourage forward movement of this College in this community. Much care has been given to define the objectives and the necessary changes in as clear language as possible to avoid any misinterpretation by the reader.

The mechanics of change are difficult to determine. The Board of Trustees and the faculty will be expected to give much attention to the details and implications of this report. The task ahead is most difficult, for there are those who have caused great suspicion within the community and the State toward the fiscal and educational integrity of the institution. Certainly there is no one who would want this College to continue to endure the criticisms that have been so noticeable in past months.

This report is intended to define the goals for Muskegon Community College. Once these goals are agreed upon, the College will no longer have to permit its practice to be the subject of so much discussion by so few.

CHAPTER I

COMMUNITY COLLEGE, WHAT IS IT?

Most citizens would define the role of the community college properly as "serving the needs of the community in which it is located." If a community college truly is committed to the philosophy of serving community needs, no two community colleges will ever be alike, for no two communities are exactly alike. Therefore, it is particularly necessary to recognize that Muskegon's community college programs will, of necessity, differ in some significant ways from those known of or about throughout the State of Michigan or the nation as a whole. It is this premise upon which the specific recommendations for expanding the program and offerings at Muskegon Community College is based.

THE COMMUNITY COLLEGE:

A community college is not only, or just, a junior college. It is much more.. Community colleges are unique institutions, placed in the educational spectrum between the secondary school and the traditional college or upper division institution. The exact placement of community colleges in this spectrum often is determined by board of trustees' interpretation of the college's mission. Needless to say, the commitment to provide "post secondary school educational opportunities" should be the key to understanding the scope and function of the institution.

EMERGING TRENDS:

For many years in the history of the two year college movement in the United States, the curriculum bound students usually fell into two categories: (1) university parallel, (2) "terminal" degree programs in the technologies. During the last

decade, there has been a major breakthrough in the recognition throughout the American workforce that the community college is in a unique position to prepare two year semi-professional or para-professional workers. This has become most noticeable in the areas of health-related occupations and in the educational-aide areas. The entire occupational pattern of job opportunities is changing so rapidly that much preparation today must be made for jobs that do not presently exist. A broad understanding of theory and an inter-relatedness therefore is essential for any sort of successful occupational preparation. There is a noticeable trend in educational practice to permit students a gradual process of specialization rather than immediate entry into a limited occupational field choice. Within each of the major occupational fields (health, business, trade and industrial, engineering, public service, social sciences), a core of educational experiences is being developed which permits the students to gain facility and expertise in a broad array of skills, competencies and knowledge common to all the occupations within that occupational area. These courses and other educational experiences introduce the student in the broadest possible terms to an area of specialization either educational or vocational. Within the arts and science programs (the transfer syndrome) the student chooses from a wide array of courses over a reasonable broad field to round out the requirements of the pattern of general education required for successful transfer to four year colleges and universities. Within the para-professional and/or technical career-oriented programs, the student moves from "field related" to "field specialization" courses needed for successful entry into the nation's work force.

Succinctly, the community college of today offers programs of studies that provide for a combination of several functions primarily that were performed

exclusively by universities and technical schools. In addition to duplicating some functions and characteristics of these other institutions, the community college performs many other functions which are unique. The functions of a community college are usually referred to as: Transfer Function, Occupational (or) Career Education (the former so-called Terminal Education) Function, Adult Education Function, General Education Function, Developmental Education Function, Guidance and Counseling Function and the Community Service Function. These functions, in relation to the recommended goals for Muskegon Community College are discussed in this chapter.

TRANSFER FUNCTION:

Muskegon Community College must continue to prepare students for transfer to upper division institutions based upon solid, well planned programs of study. There is need to expand the programs for marginal students and strengthen the programs for superior students. However, the attitudinal dichotomy that exists between the "academic" and "other" types of educational programs is a misunderstanding of the scope and function of education at the Community College. This dichotomy must be eliminated.

Most of the educational programs at the Community College can be considered career-oriented educational programs. Planned educational programs for students, whether degree oriented, certificate related or "university parallel" tracks, often relate in some manner to a future occupational goal. The major difference in educational programs offered by the institution should be clearly understood. Existing concepts that some programs are "less than college level" must be replaced with an understanding of the multiple purposes of the Community College.

The basis for this "surface" difference in "level" often begins to fade when the educational goal is placed within an expanded time spectrum. For some students enrollment in Community College programs will prepare them for immediate entry into the community work force. For others, the Community College experience will be primarily initial programs of studies needed to provide essentials for immediate transfer to upper division institutions. In the case of the latter, the Community College educational programs prepare for career entry at a later point in the time spectrum - the conclusion of upper division programs of study. For the former, the entry point could be the completion of the Associate Degree. Other Community College programs, certificate or short-term, may also relate to the Community College's commitment: educational programs for students which provide for eventual entry into the nation's work force, whether it be a classification of "trade," "skill" or "profession."

THE TERMINAL FUNCTION IN OCCUPATIONAL EDUCATION

For many years, two-year "non-academic" programs, usually those in the "technologies" were considered "terminal" in function. Similarly, those programs of less than two year duration, the so-called "certificate" programs, were also considered "terminal" in nature. Within recent years, increasing numbers of students entering the College have indicated that they plan to transfer to four-year colleges. Likewise, increasing numbers of students who have followed "so-called" terminal occupational programs have not entered employment at the end of two years, but have found it necessary or desirable to re-enter higher education immediately. Many students in planned certificate programs are found later to be enrolled in regular

College "degree" programs, required by changing needs of local business and/or industry. Some return to College, self-motivated, trying to increase opportunities for future life success based on higher levels of educational achievement.

It is safe to predict that we are into a decade where the concept of "terminal" education has completely left the educational program format at all institutions of learning: secondary schools, community colleges, vocational institutions and upper-division and graduate schools. There is need at Muskegon Community College to develop educational programs that permit students broad flexibility to recycle student personal and professional goals providing the maximum of vertical and horizontal educational and career mobility. The concept of terminal education can no longer exist in today's society.

GENERAL EDUCATION:

A concept of general education must be developed that will help students understand themselves in relation to the times in which we live. The College should identify common denominators in today's society; commonalities that are experienced by every student who enters the institution, and who at some time emerges as a citizen in our society. We must recognize, by our practice and by our curriculum design, that we are in fact in touch with reality - that we are in fact not totally isolated in an ivory tower of academia. We must recognize that we are a "peoples college" and that all people need the basic educational preparation to understand the world in which they live. All people, whether "tech" students, international students, Black students, or "transfer" students need to be prepared to analyze and understand the importance of social, political, economic and environmental issues. All people must have the

educational tools necessary to discern degrees of bias in our society. We must recognize that all people must learn to live together in a society that demonstrates rapid change in attitudes and questions established values.

We are not working toward this goal at this time.⁶ The reasons for not doing this are three-fold:

- 1 - Some voice an "unacceptableness" for general education courses because of a fear of "lowering standards."
- 2 - As a transfer institution we have accepted as inevitable the course by course transfer pattern as a "condition of existence."
- 3 - We are over protective of what we call "college experiences" of "college level."

Some colleges have developed a series of "common" or "general education" courses. Some place the emphasis upon the individual student and his relationship to the world around him. Others explain the forces of the society in relationship to the individual. The emphasis is incidental, but the intent to develop common courses for all students at the College to complete as a requirement for the Associate Degree must be recognized and resolved. As an institution, we must have a strong commitment to make every person aware of his citizenship responsibilities.

Furthermore, these courses should serve not only as isolated or "general education" basic requirements for all students who enroll in formal programs at the College, but should also become the basis for in depth major study. These courses must not become ends in themselves, but also the means for which future studies can follow upon the introductory framework. The world in which we live must become the textbook and the laboratory for these courses. For example, the Community College

⁶ General education practice at the College is summarized in Appendix A.

must permit its students in economics to practice with the tools of the economist, the sociology student with the tools of the sociologist. We must provide students with opportunities to learn by being involved with the tools of the trade.

ADULT EDUCATION FUNCTION:

Muskegon Community College recognizes that education is a life long concern and one of the College's deep obligations is the offering of classes to adults in the community. The College offers programs designed to provide adults with opportunities for improving themselves either for job advancement, cultural enlightenment, creative interests or other personal reasons. These programs are offered both in the evening and in the day time and often supplement other state or local adult education programs.

The long range challenge that faces this College is to begin to interpret all educational programs in such a manner that the entire College is considered an adult education center. The community and the surrounding area would greatly benefit from this added infusion into the main stream of its life.

The immediate challenge at Muskegon Community College is to develop planned career related programs offered consecutively on a regular basis in evenings and on weekends. The College programming and scheduling must reflect a commitment to several residents in the community who may wish to embark upon educational career programs which would prepare them for totally new job responsibilities. Perhaps because of special commitments to family or because of special working conditions, many prospective students do not have the opportunity to enroll in the regular programs offered during the day which would prepare them for totally new job responsibilities. The College must recognize that persons living in our community today who work in day time jobs either must be committed to unemployment or attempt to change shifts

in order that he can take advantage of our fine laboratories and benefit from the talents of our fine instructional staff. There is no reason that laboratory courses with lectures on Friday evening followed by Saturday morning laboratories cannot be offered in the immediate future for those members of the community who have a need or desire to further that segment of their education. It is imperative that the College make every effort in these directions with a particular thrust towards program development for enriching the lives of the wives and mothers of this community.

COMMUNITY SERVICE FUNCTION:

Two aspects of the Community Service Function found in most community colleges must be given priority at Muskegon Community College during the next two years. The College must establish itself as the resource center for serving all segments of educational and cultural need within the community.

1. The Resource Center

The Community College should be considered a community resource center. This consideration carries with it a recognition that all can benefit from our services including those who have never achieved significant educational levels.

The College must recognize that being available as a community resource center means also accepting the responsibility of being available in both services and talents at a time convenient to the community and not solely at our convenience.

Relationships with community based industrial/business and social institutions must be strengthened. At the present time, there are many of these segments of our community who have not actively utilized the resources of the College. Industry has long recognized the importance of providing education for employees and the location

of a college in the community is a strong point of attraction for new industry - but yet, there are still more business and industrial contacts with Aquinas, Grand Valley, Ferris or the International Correspondence Schools than with this College.

Being a community resource center means also that the community must learn to make requests of the College for every conceivable service they would require. Included would be short term courses, special service courses, special up-grading courses, as well as long-range occupational programs designed to complement future industrial and/or business needs.

2. The Cultural Center

The Community College should be a cultural center for the community and should work closely with the community in all of its educational and cultural pursuits. Muskegon Community College offers leadership in providing cultural programs, lecture series, forums, seminars, musicals, dramatics, literary and other activities it feels appropriate for College and community needs. A major challenge facing the College in the immediate future is to establish a meaningful liaison with local civic groups active in the performing and creative arts. The College should make its talent available to coordinate cultural activities for the community. It should continue to augment community sponsored cultural events by inviting guest speakers, lecture programs, dramatic and musical events which will further enhance and expand the cultural life of the community. Since the community has no physical facility committed solely to the performing arts, and because of the generosity of the Frauenthals in providing a performing art center on the campus, it is right and proper that the role of the performing arts, the fine arts and the creative arts be strengthened and expanded at the College. The Director of Fine Arts should be encouraged to explore both formal and informal ways in bringing about a richer cultural environment in Muskegon at

large. It was stated earlier that no two community colleges in the State may ever be alike because if they reflect the needs of the community there are no two communities in the State of Michigan alike. Therefore, if this College were located in another community the important thrust in developing and carrying through programs in the fine arts might not take the priority or the direction that it must necessarily take in this community.

COUNSELING FUNCTION:

Muskegon Community College views counseling as a vital role in assisting the student and the prospective student in evaluating himself and in choosing programs consistent with his interests and abilities. The College subscribes to the concept that many students do not know what they want to do when they graduate from a secondary school, or for that matter, when they return from the Armed Services, or enter the College directly from employment. At Muskegon they are actively and conscientiously assisted through a trained educational, vocational and personal counseling office in evaluating their long range goals.

There is some evidence to suggest that one of the greatest causes of educational waste is the antiquated idea that secondary school students and college students should make decisions completely on their own without any advice or help from the college. The Community College has established the fact that many, and perhaps most, students are indeed undecided about their career aims and educational goals. Personal, social and career counseling in this setting then allows students to become more familiar with their own attitudes and interests. This type of counseling within the educational spectrum is probably one of the functions that is more characteristic to the community college than to any other branch of higher education.

The major challenge that faces this College as it looks toward expanding its counseling services is to provide a closer identification between the student and the counselor within a more closely defined career occupational cluster. This relationship of the counselor to the organizational pattern of the College is discussed in this report in chapter two.

THE DEVELOPMENTAL FUNCTION - EXPLORATORY PROGRAMS ⁷

Muskegon Community College has a comprehensive academic transfer program and established technical/vocational programs that are of the finest caliber in the State. However, aside from a small number of remedial courses, apprentice programs and short term community service programs, the College has heretofore had little to offer and/or encourage the marginal or uncommitted student.

Statistics indicate a large number of high school graduates remain uncommitted as to future educational plans. Included in this group are many students representative of ethnic minority groups who, along with the "typical non-college going student," have not been the focus of attention by the College. Recognizing this need, and recognizing a strong commitment to the principles underlying a truly comprehensive community college, Muskegon is planning an exciting and well developed program to serve this defined need.

Special features of this "exploratory college program" include expanded counseling services, expanded financial aid services, development of a learning resource center staffed with specialists in reading, writing and mathematics, as well as the development of broad survey courses exploring the wealth of career opportunities in such fields as allied health, education, business, industrial technologies, applied technologies and community public service.

Research indicates that in order to be successful, classes must be small, there must be a concentration of opportunities for one-to-one student/faculty and student/counselor relationships, a calendar and grading system which expands the traditional time frame and permits non-punitive rewards for student achievement.

An important factor also is the development of closer relationships between business and industry and the college programs. Preliminary meetings are currently being held to augment the typical "career counseling" available at Community College to include some actual "on-the-job" visitations and short-term employment for students who are considering a new field of occupational endeavor. This concept differs markedly from that of the typical work-cooperative arrangement, in that the latter is mostly concerned with providing experience for students who have already chosen a career. This new approach will involve the student in an intensive review of the intended career as a portion of his goal setting (career setting) activity and as an initial portion of his educational program.

The College expects that eventually several hundred students will enroll in this program, including several in the age group 28-35 who are currently not in evidence at the college and make up a large percentage of the 11.5% unemployment in the area, as well as representatives of the Black community and students in the immediate "non-college going" but 18-20 year age bracket.

The planned programs of broad introductory field courses, one-to-one instruction, counseling and media center services must be coordinated by intensive research and evaluation of the program, its goals and its student successes.

These activities must be planned programs that are flexible in design and permit students to recycle career goals without penalty.

Although the program is considered a "career setting activity," with intensive investigation ("information about") and direct contact ("experience") with the world of work, it is recognized that for many students, exploratory programs will serve a discovery function: students will be given opportunities to discover themselves, their abilities and their relationships to the forces at work in our society. With these programs students and prospective students will be expected to:

- 1 - develop confidence and create an awareness of the importance of making career judgments.

- 2 - begin to understand their potential in realizing how their future goals are affected by job opportunities and educational necessities.

- 3 - develop necessary basic skills that permit and support the career or personal goal.

Not all students who enter the exploratory program will immediately enter other College programs. Some will be transferred to the Skill Center, others to pre-apprentice or apprentice programs. Yet, all students who complete the exploratory program will be encouraged to follow planned programs at the College.

A pilot study composed of seventy-three registrations was initiated at the College in January, 1971. The evaluation of this initial effort will become a valuable base for strengthening the design of the program in the future.

SUMMARY:

The purpose of this overview of the various functions of the comprehensive community college is to identify specific long range educational goals for Muskegon Community College. When these goals are accepted by the faculty and endorsed by the Board of Trustees, there will be a noticeable change in institutional focus and

curriculum practice. The change will be most noticeable in the area of curriculum development, for Americans are notorious for changing their occupational interests. In all educational institutions curriculum design must reflect this fact. Community College educational programs must be designed to permit students the greatest opportunity - flexibility - to change occupational careers or recycle their educational priorities. The curriculum must be designed to permit students to redefine their personal and/or career goals with a minimum of individual penalty and inconvenience, both to themselves and the institution.

The educational programs of the College must be designed in a manner that gives priority to student needs and interests. Concomitant with the educational program design must be a visible commitment to counseling activities. Counseling functions must be considered primarily as those functions that help students and prospective students make effective plans - educational, vocational and personal - and make progress toward the achievement of those goals. A close relationship to defined occupational clusters must be made by counselors. Each must become a specialist in knowing the complete spectrum of preparatory experiences needed for successful student entry into occupational choices. Included in this responsibility would also be the expanding role of the counselor to include job placement activities whether this is immediate entry into a career or placement at an upper division university in programs that relate to the student's career goal.

The curriculum design at the College should reflect the recognition that students must be able to:

- 1 - determine occupational directions
- 2 - move toward the chosen occupation
- 3 - postpone long-range goals because of particular reasons
- 4 - recycle priorities to serve immediate ends
- 5 - change career goals, either while in college or later in life
- 6 - move with as little inconvenience as possible to upper division programs in like or similar careers.

Similarly, curriculum design must reflect a commitment to the principle that a major objective of education is to encourage adaptability in individuals. Curriculum design must encourage a student to refrain from "specialization" until he has had some opportunity to define or redefine his occupational and/or personal goals in relationship to:

- 1 - his awareness and understanding of himself to his environment (physical, social, political, economic)
- 2 - his awareness and understanding of his chosen career in response to in depth exploration through a series of career-oriented courses
- 3 - an intense review of his personal and career goals with the advice of his counselor.... at a time when the first two objectives have been completed.

This approach to curriculum suggests that clustering courses within divisions is possible in three categories:

- 1 - General Education or Common Courses
- 2 - Inter-related "field" or "area" support courses
- 3 - "Field" or "area" specialization courses.

CHAPTER II

HOW DO WE GET THERE?

Introduction:

The material presented in this portion of the report deals with the overall concept of educational leadership. Four aspects of this leadership are presented for study:

- 1 - Boardmanship
- 2 - Administrative Leadership
- 3 - Faculty Leadership
- 4 - Student Leadership

Concurrent themes of leadership and responsibility, of necessity, permeate any process of organized change. The College community is composed of many vital segments. It is essential, therefore that all members of the College community understand the position taken and wholeheartedly endorse the differentiation and definition of each group's responsibility. To work effectively, delegation of responsibility with adequate provision for coordination and communication must take precedence over single group efforts to control the change, either its pace or its direction. All in the College community must accept the fact that once the direction has been determined, agreed upon, and the processes are implemented, movement toward the stated goals (change) is inevitable.

Rather than being idealistic, the suggestions and role definitions have been carefully couched in terms that recognize both the strengths and weaknesses of the present state of responsibilities delegated and/or assumed within the College.

SECTION II - BOARD'S RESPONSIBILITY

Simply stated - the Board is responsible for establishing the direction of the College. Stated in terms that are universally described as being the proper role of the Board: the Board is limited to policy making. By this definition, the Board should expect and require honest, clear reports, regularly presented that insure all operations of the College are functioning within Board policy and in compliance with State and federal statutes. It is the right of the Board to require internal institutional practice that is representative of the best educational and fiscal practice possible, consonant with the goals and fiscal limitations established. The supervisory aspect of the internal operation of the College must be limited to assessment of how the College is meeting its responsibility.

The Board member walks a loosely defined, narrow line in a small community. He must be careful not to overlook the nitty gritty that he observes or has reported to him - but must restrain from commenting - until the Board as a whole can respond to the issue. More properly, a Board member should request that the information be forwarded to the Chairman in writing. The Chairman should bring these items to the attention of the entire Board for discussion and/or action. Furthermore, the President should stand or fall on his ability to work cooperatively with the Board, faculty, students and the community in a leadership role. The responsibilities of the office lie beyond the comprehension of those who do not occupy the chair and defy efforts of adequate description by most of the occupants. The President should not only be trusted, but entrusted with full respect and support. He should be released when it is felt either advisable or necessary to look over his shoulder continually and to question his every move.

The Chairman of the Board should be accorded a special relationship within the College District. His responsibility is probably little understood by most. It is neither uncommon nor impractical for the Chairman of the Board and the President to share a very special relationship. This relationship should be one of unquestioned mutual respect. The Chairman and the President must establish a close professional relationship. This relationship is essential for all to understand, because the President and the Board Chairman must, of necessity, confer frequently about the day to day decisions that affect the College. Other Board members may sometimes feel left out, and feel a lack of involvement. However, since the Board only takes action in public meetings, and since boards are policy making and policy supervising in function, the absence of daily contact by individual Board members with the internal College operations must be considered as right and proper.

Involvement in the administrative operation of the institution by individuals on the Board is a very dangerous activity. This involvement usually is a visible indication that they question the integrity or accuracy of the reports presented, and thereby indicates dissatisfaction with the leadership of the College. Rarely is Board participation in the activities of an institution interpreted as the action of a vitally interested citizen.

At Muskegon Community College it is the practice and the President's preference that items placed before the Board, which are of major import, be referred to a Board committee for special study. The recommendations of the Board committee are made to the entire Board. It may be possible that the Board's own review would not concur with that of the President. If this is the case in recurring instances, it clearly demonstrates lack of presidential leadership or clearly demonstrates lack of the Board's willingness to accept recommendations of the College through the President.

This technique of Board involvement has been instituted at Muskegon Community College to clearly demonstrate the internal integrity of the College processes in arriving at its recommendation. Full supportive material accompanies all recommendations for action. In depth review by the Board is necessary and invited on many items of major fiscal or educational import. The President welcomes a thorough review of his recommendations at any time.

SECTION III - ADMINISTRATIVE RESPONSIBILITY

Probably the most crucial problem facing the institution is the lack of a clear understanding that the Board of Trustees, through the Office of the President, is totally responsible for the administrative and educational operation of the College. This understanding of the leadership responsibility of the President's office is as lacking among the faculty and staff of the institution as is the lack of understanding that leadership should and must effect a change in the status quo. To expand on this concept, the President's office has two primary functions:

- 1 - Intra-institutional leadership
- 2 - Extra-institutional leadership

Intra-institutional leadership can best be defined by those activities that relate to the development and carrying through of the stated goals of the institution. This requires delegation of responsibility for student, business and instructional affairs to three officers (deans) at the institution. However, delegation of responsibility is neither synonymous with deletion of supervisory responsibility over the three offices, nor with disregard of the need for coordination of the efforts of the three offices.

Extra-institutional leadership can be defined as those activities which relate to community, state and national responsibilities of the College. The President must be a highly visible person within the business, industrial and educational segments of the local community. He must be able to provide leadership and, if necessary, coordination between the multiplicity of local agencies. When appropriate, he must relate recommendations of these agencies directly to the educational activities of the institution. The President's activities within the State of Michigan are most necessary. There is confusion among the roles in many State offices. A duplication of efforts and a lack of coordination is often apparent within many State agencies. Community College financial success depends upon strong liaisons being established with the offices within the Bureau of the Budget. The flexibility of vocational/technical curricula is dependent upon a closer relationship with the Division of Vocational Education. The College's leadership role within the Michigan Community College Association must be strengthened.

The President's office also must assume responsibility for informing the public about the College, its programs, its promises and its future. Presently, one person coordinates this activity. An assistant for the Director of Information Services and a clerical support person will be needed eventually to carry out this function adequately.

As the chief administrative officer for the College, the President currently is too involved in internal personnel matters: interpretations of the Master Agreement, clerical and custodial agreements. A full-time personnel officer is required to represent the President in these functions as well as handling a host of necessary activities which are not related to the definition of the President's role stated above.

Included among these activities are reporting functions, long-range planning and coordination activities, liaison responsibilities with local and State offices, development and foundation activities. This person should also develop the background and experience necessary to represent the President and the Board in the negotiation activities with the professional and support staff personnel.

A job description for the President is included in Appendix C.

COLLEGE ADMINISTRATION: Professional Staff

The administration of the College in all of its aspects must be the responsibility of the President, who delegates to:

- 1 - Dean for Instruction - for instructional activities
- 2 - Dean for Student Affairs - for student related matters
- 3 - Business Manager - for fiscal affairs

The manner in which these offices perform the functions delegated is a supervisory responsibility of the President. The President must maintain an effective internal organizational structure that functions smoothly and supports and sustains the on-going processes of the institution.

It is neither improper nor inconsistent with the purpose of this report to suggest that in this institution at this moment in time, new activities have been required from those who have for a long time walked to the beat of another drum. It is not easy to effect institutional change when individual behavior patterns resist modification. It is conceivable that neither the ideas nor the activities suggested in this report may be compatible with personal views or professional ethics of some within the institution. It is possible that there are those who are in positions of responsibility who, by reason of preparation, cannot comfortably and successfully function in the new environment is envisioned even though, as the saying goes, "the spirit is willing."

This is no small item for concern. Truly understanding and subscribing to the recommendations in this report requires only one logical commitment by the institution: change - in such dimensions that status quo will disappear.

Change must be planned and coordinated. Individual staff development programs must be financed. It is neither wise nor fair to terminate those on the professional staff who brought needed talents to the institution before this time and now find that their talents and abilities are not consonant with the proposed objectives. The institution owes these individuals every opportunity for professional development needed to adapt to new conditions of employment.

ADMINISTRATIVE CONCERNS: Salaries

The wages and salaries paid at the College have become a constant source of concern in the community. For information purposes, the discussion of administrative salaries and teaching salaries are presented separately.

Administrative Salaries

A major challenge faces this institution as it moves forward to develop more positive internal approaches to administrative leadership. The Board must continually equate administrative salaries within fair and equitable ranges commensurate with the responsibilities assigned. It is necessary to note that we have moved into a new era in educational practice in the State of Michigan. Administrators on twelve-month salary schedules have found that teaching salaries have often taken precedence over non-teaching salaries. It is not uncommon for those in twelve-month administrative positions to find that nine-month teachers who teach extra classes in the evening earn more than do many administrators who are twelve-month employees.

In a number of areas administrative offices have been woefully understaffed. Muskegon Community College, often cited for high salaries, is never cited for having the lowest administrative cost of any institution of its size in the State. Understaffing and underpaying administrators is short-sighted economy. This requires chief administrators to be involved in too many daily routine activities at the expense of their leadership responsibilities. Direct daily supervision and/or involvement in the on-going activities of the institution denies them time needed for professional development, and often removes them from establishing the perspective from which long-range planning and development can take place.

In August of 1970 the Board of Trustees adopted a series of policy guidelines which relate to the administrative structure of the institution. A copy of these guidelines appears in this report as Appendix D .

Forward looking and meaningful salary ranges have been established for administrators to keep their salaries commensurate with their responsibilities. Adherence to these salary guidelines is most imperative if equitable remuneration for services rendered is going to be provided for members of the administrative staff. The synopsis of the administrative ranges appears in the table below. Table I:

Administrative Salary Ranges - 1970-1971		# Individuals
Deans	\$21,000 - \$25,000	4
Associate Deans	\$17,000 - \$22,000	3
Directors	\$13,000 - \$18,000	5
Program Directors	\$12,000 - \$16,000	2

Faculty Salaries

The salaries of faculty at Muskegon Community College are the product of negotiations between the Board and members of the bargaining unit. The

College Faculty Association is affiliated with the Michigan Education Association. The salaries of the faculty have been criticised by many in the community because of their apparent tendency to be higher than other colleges and universities in Michigan. This is not the case. The table following reflects the contractual salaries for all employees who are members of the bargaining unit for the fiscal year, 1970-1971. Table II:

MUSKEGON COMMUNITY COLLEGE
Muskegon, Michigan

CONTRACTUAL SALARY DATA - 1970-1971 - 114 Faculty Members*

Base Salaries	# Individuals
\$ 8,000 - \$ 8,999	3
\$ 9,000 - \$ 9,999	11
\$10,000 - \$10,999	9
\$11,000 - \$11,999	16
\$12,000 - \$12,999	18 (Median)
\$13,000 - \$13,999	23
\$14,000 - \$14,999	19
\$15,000 - \$15,999	11
\$16,000 - \$16,999	3
\$17,000 - \$17,999	1

*includes Division Heads

It is important to point out that these salaries are in line with salaries paid at other institutions. However, because of: (1) the specialized nature of the College programs; (2) the need for teaching programs in the evening; (3) uneven and unpredictable classloads which necessitate additional day sections; and (4) special conditions negotiated and stated within the Master Agreement, total salaries paid certain individuals may exceed the contractual salary reflected in the above table. In the parlance of the labor movement, work performed by teachers over and above that which is considered "normal duty" is over-time work and is therefore subject to extra remuneration. However, it should be clearly understood, teachers at this

institution have not negotiated demands for overtime work within the usual framework of labor (union) requirements. Teachers at Muskegon Community College do not receive time and one-half for this overload work. Instead, it is computed at a rate of 80% of the regular pay prorated on a classroom hour.

Division Heads, as presently defined, (1) are given released time from teaching responsibility, (2) are denied evening overload opportunities, (3) receive a \$3,000 "administrative salary" overload during the regular academic year and (4) are permitted to teach summer school for an additional overload compensation. Division Heads, while responsible for the administrative detail of their respective divisions during the summer months, are under contractual salary for this responsibility only during the regular two-semester academic year.

Because of the current practice, even at 80% of the contractual salary, many members of the teaching faculty are earning wages in excess of those who hold major administrative offices and are twelve-month employees of the district.

Since it is the total salary paid faculty members as opposed to contractual salary that causes vocal criticism within the community, it is imperative that the College carefully review its policies and procedures in respect to overload staffing, overload class size and numbers of sections permitted on an overload basis. When the College adopts the requested planned program budgeting system, a computerized management system, and when College planning can reflect curriculum planning in relation to career program goals, the College will be able to maintain its present high level and diversification of educational service to students within acceptable fiscal parameters.

ADMINISTRATIVE CONCERNS: Internal Organization

A major administrative problem at the institution is a lack of understanding of the condition of change. Time does not permit individuals to cogitate and take positions which can later be evaluated as defensible or indefensible. As it currently stands, faith in leadership and changing emphasis needs to be demanded in certain areas - while the individuals concerned grow into a new awareness.

One crucial problem facing the College is to recognize the necessity to reorganize its administrative services into functional groupings that can facilitate effective leadership. Muskegon Community College has evolved an administrative organization which leans toward the traditional patterns found in most four-year colleges and universities. There is as marked a difference between the community college and the university as there is between the secondary school and community college. Therefore, there is no logical reason to prevent the Community College from developing organizational patterns which substantially differ from those of other institutions. The organization pattern should relate directly to the programs, purposes and functions of the Community College.

The present division structure is a conglomerate of academic discipline, subject matter areas or generic groupings of occupational/technical programs. Although this organization has served well to bring the College together in a somewhat formalized manner, there are many functions of purely an administrative nature that are, of necessity, neither being initiated nor developed.

ORGANIZATIONAL PATTERNS - Instructional Affairs

The direct responsibility for translation of the program objectives of the College, the translation of defined community needs into programs of instruction and the

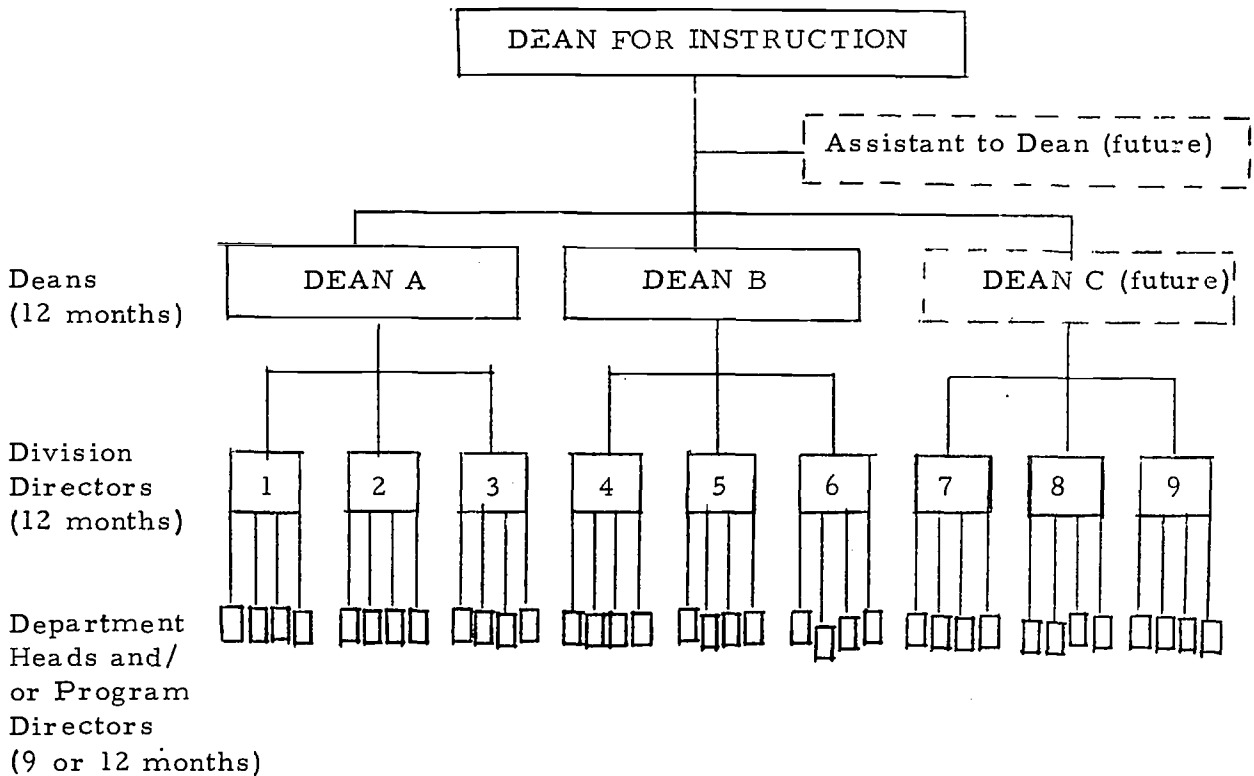
implementation of the educational activities which have been determined by the Board, is delegated by the President to the Office of Instructional Affairs. The Dean for Instruction, a new office at this College, assumes the responsibility for the coordination and the supervision of all instructional activities. In addition, he is responsible for supervising and coordinating library and audio-visual services which support the instructional program.

The major challenge for the instructional affairs' office within the next calendar year, is to: (1) re-define administrative patterns (divisions) and responsibilities; (2) re-define and/or establish program goals; (3) develop and implement an institution-wide course re-evaluation process. The suggested target dates for the completion of these activities are as follows:

- 1 - Administrative Reorganization - June 1, 1971
- 2 - Re-evaluation and Definition of Program Goals - December 31, 1971
- 3 - Re-evaluation of Institutional Course Offerings - July 1, 1972

It is most imperative that the Dean for Instruction provide leadership in educational planning. He is responsible for developing the mechanics needed to expand or eliminate educational programs, to serve changing needs of students and the community. He must work in close cooperation with the Business Manager in identifying the educational objectives and in developing cost center factors which will permit the institution to move to a fully implemented cost accounting (management information) planned program budgeting system. This system should be fully computerized and in full operation for the fiscal year beginning July 1, 1972. A job description for the Dean for Instruction appears in Appendix E .

The daily responsibility for implementing defined instructional objectives and administering the instructional programs may be delegated by the Dean for Instruction to other deans. Each of these deans in turn relates to career - or occupation - related division directors and they in turn relate to specific program directors and department heads. The proposed organization chart for divisional organization of the instructional affairs' office follows:



INSTRUCTIONAL AFFAIRS - Division Organization

Divisions should represent clusters of specifically designed, occupational educational programs in addition to academic discipline groupings.⁸ Division directors should be twelve-month, non-teaching personnel. Their offices should be staffed with a counselor who is specifically responsible for personal, social and

⁸ Suggested clusters for current programs are found in Appendix F.

career counseling for only those students within that division. The division director's responsibilities would include, but not be limited to: coordination and translation of College and program objectives, placement (upper division and/or immediate job entry), acting College field representative for State and Federal agencies and accrediting associations with respect to his "cluster" of educational programs. He must, of necessity, become the planning officer for his division, and be vitally involved with the deans for immediate and long-range budget planning, space and capital equipment needs. His office must be prepared to immediately recycle student programs to adjust both to the changing requirements in the local job force and also the changing nature of specialized upper division prerequisites. All students who are admitted to the College should identify with the division head and the division counselor once a career goal has been determined.

Individual programs within the divisions must be developed, planned and coordinated by program directors and/or coordinators. Usually these individuals would be elected from the ranks of the faculty because of special leadership ability and/or knowledge of the field. In the case of new program development, these individuals may be brought to the College for specific program development activities, as in the case of the Director of Police Science Technology and the Director of the Licensed Practical Nurse Program. It is these individuals who must assume the responsibility for the daily activities and daily, routine administrative tasks. They would report to division directors or directors of career-related occupations or special programs.

For purposes of implementation, division reorganization should be identified by May 1, 1971. A plan for making the transition to this new pattern should be

completed by June 1, 1971. The development of educational program goals should be completed by December 31, 1971. The re-evaluation of curriculum practice, including a commitment to the "cluster" or "core" principle, should be completed and operational by July 1, 1972.

EXPANDED EDUCATIONAL OFFERINGS

It is expected that the College will indeed be responsive to the identified and emerging needs of the Muskegon County area as well as the need for pre-career education that has been identified at upper-division transfer institutions. It is expected that the instructional affairs' office will focus on developing program proposal recommendations in the para-professional and career-oriented occupations that have direct service implications to the Muskegon County area. It is recommended that complete program proposals for career oriented curriculums including, but not limited to, the following areas be studied and presented to the Board of Trustees for action on or before July 1, 1972:

- 1 - Health Related Para-professional Programs
- 2 - Education Related Para-professional Programs (counselor aide, teacher aide)
- 3 - Exploratory Program
- 4 - Expanded Business Occupation Program
- 5 - Industrial Maintenance Program
- 6 - Institutional Housekeeping Program
- 7 - Plastics Technology Program
- 8 - Chemical Technology Program
- 9 - Air Pollution Technology Program

- 10 - Environmental Studies Program
- 11 - Institutional General Education Program
- 12 - Recreation Supervision Program.

FACILITIES

The College must support the concept that learning can and does take place in a variety of settings. Therefore, facilities of the College cannot be considered obstacles to staff creativity and innovation. The use of all space in the College must be continually evaluated. Whatever the inconvenience, the facilities must be adapted to respond to changing educational practice. It must be clearly understood that facility use will not remain stationary or educational practice will not be forced to adapt to space available.

During the last decade there has been a trend in educational practice to move toward large group instruction for lectures and small inter-action groups for discussion. There also has been a noticeable trend to provide "self contained" audio-tutorial spaces for "individually paced" learning activities. There is limited space available for these types of activity at this College. There is need also to explore the concept of the "extended campus," i. e., use of facilities in the community that are available and offered for expanded educational offerings. It is recommended that a long-range study be initiated to identify and coordinate the type of educational space that will be needed to carry through the educational programs that are envisioned.

LIBRARY AND MEDIA

A pilot program to expand the use of the space in the lower level of the library was begun in January, 1971. Specialized reading equipment and the record collection and listening equipment from the music department are now available for student use between the hours of 8:00 a.m. and 10:00 p.m. The evaluation of these activities and the identification of the administrative concerns that result from this project will become the basis for augmenting the traditional library services to include both the storage and retrieval of non-book media and accessories.

For the past two years, the College has provided increased audio-visual services for instructional faculty and has encouraged the use of media to assist in the teaching-learning process. There is evidence at the College that educational technologies are assisting in the instructional process. Increased use can relieve much misspent effort in instruction and much drudgery for students and faculty. The challenge that faces the College is to determine the most appropriate placement of these activities to serve the needs and convenience of students and faculty.

It is recommended that the Instructional Affairs Council continue to study and identify additional ways of serving faculty and student needs by increased educational media services. It may be advantageous at this College to define a concept of the inter-relationship between the library and the media center. A suggested definition follows:

- 1 - The library serves as the focal point for the student to augment, review or initiate learning activities through the use of media equipment and related accessories. The library also serves as the focal point for the instructor to participate in the planning and purchase of learning materials that will be placed in the library for use by students.

- 2 - The Media Center serves as the focal point for the instructor to identify, study and incorporate new ways of using the educational technologies in classroom or other formal encounters with students. The Media Center is also the focal point for the instructor to participate in the development of materials which will be placed in the library for use by the students.

ORGANIZATIONAL PATTERNS - Student Affairs

The Student Affairs' Office must continue to provide services typically associated with student personnel services, but must provide new services to facilitate optimum development of College programs and support services which will contribute to student success in College educational programs.

Functions of student affairs must display a strong commitment to research activities relating to characteristics of the student population, characteristics of the prospective student population, research studies which seek to indicate sources of learning difficulties among students and an ongoing process of follow-up on former students. The latter can provide valuable information and insights as to the effectiveness of the educational program, the changing needs of business and industry and changing directions in instructional patterns of upper division institutions.

Four areas of activities within the Student Affairs' Office must be given priority:

- 1 - One important activity of the Student Affairs' Office during the next two years is to develop an automated system for continuous registration of students: a computerized program that will permit early projections of course needs, section needs and space needs.

2 - A second activity of major importance for the Student Affairs' Office, however, must be considered that activity which eventually will permit decentralized counseling services. Counselors must accept assignment to divisional clusters, and relate to students and faculty within sharply defined career occupational goals. Decentralization of counseling will necessitate the addition of a professional staff member to coordinate the counseling services and also to handle "walk-in" and personal counseling.

3 - A third activity of major importance is to expand admissions and student financial aid services. The responsibility of initiating collection activities for students who receive financial assistance must be delegated to the Business Office. A financial aid counselor must be employed to help with the increasing work load and increased responsibility of the office. With the Dean for Students, the Director of Admissions and Financial Aid Officer must assume total responsibility for expanding the contacts of the College to include all students and prospective students who show interest in College programs. As the activities of this office increase, it is conceivable that before the end of the next fiscal year a second financial aid-admissions counselor may need to be employed to cover the activities of the office during the late afternoon and evening hours.

4 - A fourth major challenge facing the Student Affairs' Office during the next year is the development of a proposal to provide a comprehensive program of health services for students.

ORGANIZATIONAL PATTERNS - Business Office

The business affairs of the College are coordinated through the Business Manager. His responsibilities include the areas of budgeting, account, payroll, purchasing, vending, food service, bookstore operations, personnel procedures for non-instructional personnel (clerical, maintenance, custodial, security), office space, mail, receiving and telephone service.

The role of the Business Manager has to be redefined to include not only those activities which normally function and are described above, but also to provide the staff personnel that will permit him to delegate the daily operation to an internal operational staff so that the smooth and efficient operation of the institution on a day-to-day basis is insured.

There is no doubt that the success of the educational program depends to a great degree upon the performance of the business officer as he continues to serve in these functions, but in his new role he emerges as a fiscal consultant within a long-range planning system. His input concerning the available resources of the institution must be sought constantly by his colleagues; he must now accept the additional responsibility to provide them with all types of statistical information (management information tools) so that they are able to recycle program priorities and bring them in line with available resources.

There is a serious lack of professional staff to handle the multiple duties and responsibilities that are assigned to the Business Office. It is recommended that two new positions be created immediately: (1) director of purchasing, who would be responsible for the purchase of goods and services and coordination of the purchase of these items with the shipping, receiving, property and inventory control; (2) the

second position, director of fiscal affairs/controller, would assume responsibility for the day to day office operation as it relates to fiscal operation.

In addition to the staff positions in the Business Office, it is recommended that the entire office move into a planned program budgeting (management information) system. Further, the College should hire a consultant to work with the business officer and the new personnel to develop an information system which will be fully computerized. This system will handle all aspects of the business operation and all aspects of the management information materials that will be necessary for this institution to have realistic and easily retrieved information from which it can plan its educational expansion program. This program should be fully operational by July 1, 1972.

FACULTY CONCERNS:

There are three major concerns facing the institution that relate directly to the teaching faculty and their role in the instructional program and institutional affairs. Although these concerns are inter-related, for discussion purposes they are presented separately.

1 - Instruction

Two terms currently describe the public's attitude toward the new fiscal status of teachers: Accountability and Productivity. This College stands firm in the belief that some of the finest instruction in the State of Michigan takes place on this campus. However, the College must explore other ways of increasing its service to students without having this reflected in direct or proportionate instructional costs. As teaching salaries continue to increase, the faculty will have to seek new ways of

increasing productivity, i. e. teaching more students with a lower percentage of students in the "F" - "D" range and at a lower cost per student contact hour.

Teaching faculty must be encouraged to explore other types of teaching-learning activities that can effectively aid more students to attain success with their educational interests. Teaching faculty must re-evaluate those traditional concepts of education that are in practice at the college (i. e., the 50 minute class hour, the 30 student class, the standard textbook and workbook, the term course and the "F" grade) and attempt to develop teaching-learning activities that recognize the diversity of student interests, preparations and aspirations. A more complete discussion of teaching/learning activities in the Community College is found in Appendix H.⁹

2 - In-Service Education

For many years, limitations in fiscal resources forced the College to cut back or eliminate planned programs of in-service education for members of the teaching and counseling faculty. As this College moves forward and develops expanded services for students, i. e., non-book media in the library, "open" and "audio-tutorial" laboratory sessions, learning resource centers, it will become increasingly necessary to provide opportunities for teachers and counselors to become more familiar with these approaches to educational programming.

Perhaps one of the greatest benefits to the College - determining patterns for increasing service to students - should take precedence over all other non-direct teaching activity. It is expected that the Dean for Instruction, working with division directors, will develop a planned program of these in-service activities for the forthcoming academic year.

9. This material is a reprint of the addresses to the faculty given by the President on August 17, 1970 and January 8, 1971.

3 - Leadership Programs

The development of in-service programs in special activities that will encourage and support faculty leadership development requires much attention. The Public Act 379 permitting faculty greater participation in institutional affairs carries unstated and far too often non-understood responsibility by boards of trustees to provide leadership development activities for all the faculty. Such understanding is absolutely mandatory if faculty are to carry out those legal and professional responsibilities to their colleagues and to the institution that the Public Law permits.

Faculties, by and large, have emerged within the educational scene as a powerful voice in institutional affairs. Even in states where this guarantee is not provided by law, wise administrators are developing strong channels of communication and urging much involvement by faculty in institutional policy development. In Michigan, and quite evident at Muskegon Community College, faculties jealously guard this right and some within the ranks stand in constant supervision of administrative activity, not infrequently criticizing any deviation from what they consider their legal right.

Provision for intensive leadership programs for faculty, i. e., "in-service development," is a strong, highly rated priority. We must expect a commitment of not only institutional funds for this purpose but also the interest, support and leadership of graduate education institutions in this type of activity. These sessions must provide faculty-to-faculty leadership opportunities. They cannot be dominated by administrators, ex-administrators or representatives of industrial management. Faculty, like students, are often "turned off" to what they consider "the establishment."

They take very seriously the new "union vs. management" status in the profession. The security and economic benefits they enjoy are too great today to expect anything else. These conditions of employment would never have been possible without their legal crutch, they say, and perhaps they are right.

As a positive commitment to provide opportunities for faculty in-service activities and instructional improvement activities, it is recommended that not less than 1.5% of the total operating budget be designated to support these activities during fiscal year 1971-1972.

Faculty at this institution have seen institutional policy development evolve through three separate stages:

- Stage One - A period of time when all decisions were primarily administrative in nature and there was little involvement by faculty in the process.
- Stage Two - A period, most noticeable after the advent of the Public Law, when tremendous thrusts were made by faculty in conjunction with the Board of Trustees in development of institutional policy, often with little or no involvement of administrative officers.
- Stage Three - The present era, a time when faculty/students and administrators are cooperatively involved in the activities leading toward the development of institutional policy and procedural recommendations.

There has been some measure of difficulty encountered within the institution since the inauguration of the third stage of institutional policy development activities.¹⁰ Most of the difficulties arise because of unclear role definitions of the members of the councils. It is imperative that administrative faculty, teaching faculty, counseling faculty and students develop a clear understanding of their roles relative to participation in the council system.

FACULTY SENATE

It is apparent also that within the existing faculty organization, the Faculty Association, there is also need to define the role of the Faculty Senate. There has been a constant, though not often stated, "feeling of uncomfortableness" toward certain activities of the President's office by the collective body known as the Faculty Senate.

It appears that the Faculty Senate has assumed that its existence requires that it speak for the entire faculty in every issue on which the faculty is requested to respond (other than those delegated to the Professional Negotiations Committee). This may well be a correct view of the situation... and in fact, this may be exactly the understanding that has been accepted by all within the Faculty Association. However, the fact remains, there is no clear definition of the Faculty Senate's role in policy and procedural recommendations.

The Faculty Senate is authorized under the Constitution of the Faculty Association to be the governing board of the Association. According to this Constitution, the Faculty Senate duties are to call meetings and to issue reports.

If this role is left undefined, it may be important to negotiate wording in the Master Agreement defining the Senate role in policy development as follows:

"The faculty are professional and are organized into an association which is governed by a Faculty Senate. This Senate is empowered to speak for the faculty on all matters that, under the terms of this agreement, are within the scope of this contract."

This definition of the role of the Senate would clearly indicate that the faculty of the College subscribe to the following policy:

"The Faculty Senate is the sole representative of the faculty when it comes to the interpretation of the Master Agreement in clauses that state; "... the faculty will be consulted," or that "the members of the teaching profession are particularly qualified to assist in formulating policies and programs designed to improve educational standards."

The definition of the role of this group in policy and procedural development that relate to instructional affairs, business affairs and student affairs must be clarified if the institution is to move forward with a sense of "oneness."

STUDENT GOVERNMENT

The Student Government is the recognized governing body of the students at the Community College. In addition to the roles that are defined in their constitution, it is important to understand that they are representative leaders of the entire student body. The President is committed to the concept that students should be actively involved through participation in the development of policy and procedural matters that relate to all phases of institutional operation: instruction, student and business affairs. Representatives of the student body are considered by the President as being equal with faculty and administrative offices in participation within the policy-making councils that develop and recommend institutional policy and procedural matters to the Office of the President.

It is unfortunate that this College has had a historical pattern established whereby student involvement in institutional matters has been neither significant nor extremely meaningful. Therefore, the initial steps to involve students at the highest level of institutional activity have not met with the greatest success. Perhaps the greatest reason for this failure has been the inability of student representatives to understand and function within a consensus model. The Instructional Affairs' Council provides an example: a representative from the Faculty Senate and a representative from the faculty at large, a representative from each division combine with division heads, the physical education director, the director of the library, the director of audio-visual services, the director of adult and continuing education, and invite a representative from the Student Government. It is obvious from the arithmetic that students are outweighed in terms of voting procedures if Roberts Rules of Order were

indeed invoked. However, the councils are not decision making bodies but rather are policy formulation and recommending bodies. Therefore, the function of the council is not to vote "aye" and "nay" but rather to serve as a sounding board with all segments and representatives of the institution being involved and being heard. A second major function of the council is to provide an opportunity for the representatives to report the thinking and direction of council action back to the group which they represent. Within this framework it is highly conceivable that although only one student was present to speak for the student body, a negative report to the Student Government regarding pending policy deliberations could result in a persuasive negative recommendation by the President of the Student Government when the matter appears on the agenda of the Coordinating Council. Also, since all meetings of the councils are open to all members of the College community and agendas are published, student observers are welcome at any time.

At times students have been unable to accept and understand their representative role and in some cases have sought to discredit the intent of the councils by suggesting that student presence was merely courtesy.

It must be remembered that the initiation of the council system giving equal opportunity for students to participate in the development of policy and procedural recommending documents comes at a time when this College is adjusting to a changing social, educational and administrative structure. It comes also at a time when many of the activities previously assumed by faculty have been brought within the organizational pattern and shared with students and administrators. There are many individuals at the College who must learn to adjust and benefit from student participation. Because student participation is encouraged in certain traditional

activities that could conceivably affect the welfare of the faculty, it is important to note that "conditions of employment" are negotiable items. Therefore, much credit must be given to the faculty for permitting students and administrators to cooperatively work with them to solve mutual educational concerns.

One of the major challenges today is to accept representatives of the Student Government as equal and participating members of the councils. Because student involvement in policy recommending activities has neither been permitted nor encouraged in the past, it is no easy task for some at the College to accept students on an equal basis. In this respect, accepting students on an equal basis with faculty and administration is as difficult for some faculty members as it is for administrators to accept faculty participation on an equal basis in what has been considered "administrative" activity.

Student Government, in rewriting its constitution, has endorsed a concept which would permit any student enrolled in the College in any course to be eligible for office as a student senator. As creditable as this may be for future action, this present non-restrictive approach to student representation raises serious questions. If students are going to be accepted in the institutional processes as equal in importance with faculty and administrators, there would be less criticism if only those students who are full-time matriculated students enrolled in a degree granting program and who maintain at least a "C" level in academic achievement were eligible for election to the office of student senator. These "full citizens of the student community" would then be delegated to work with faculty and administrators in the policy and procedural development at the institution. If these criteria were used for electing senators, and also, if student senators were elected with some type of divisional representation rather

than "at large," there would be less opportunity for a credibility gap to appear in faculty/student/administrative relations.

As it presently stands, students enrolled in only one course at the College are eligible to be elected to the Student Government and thereby represent the student body in the participation of the affairs of the institution. While this is noteworthy, and in itself for many students a desired end, there are always a select few who take advantage of the opportunities provided at this institution. Currently we do have students who may be enrolled at this institution to further some personal ambition or political goal that could seriously disrupt the planned and purposeful change toward which the institution is committed. Since the student body often observes those recommendations that are endorsed by its representatives, the situation becomes one that must be carefully restudied by all members of the faculty, students and administrative staff.

POSTSCRIPT

The purpose of this report has been to set before the Board of Trustees and faculty of Muskegon Community College those items which, in the opinion of the President, are the most serious challenges facing the institution. There has been an observable attempt to define the issues that most broadly relate to the problems that face the institution. In all too many cases the issues are so involved that they will require much study and much in depth discussion by members of the Board and the faculty at large. However, these issues should have an appropriate hearing and a firm decision should be taken in each of the areas where recommendations are made. For reference purposes, the recommendations contained in the report are synopsised and are presented as follows:

BOARD OF TRUSTEES:

- 1 - Reaffirm the principle that the Board, through the Office of the President, is solely responsible for the educational and administrative operation of the College.
- 2 - Adopt a new job description for the President
- 3 - Provide financial support for in-service professional development programs for all members of the administrative, teaching and counseling staff, recommended at not less than 1.5% of total operational budget for 1971-1972.

PRESIDENT'S OFFICE:

- 1 - Expand the staff to include:
 - a. Employment of a Director of Personnel
 - b. Provide an assistant and clerical support for the Director of Information Services

- 2 - Recognize that the President's commitments must include opportunity for higher visibility and leadership activity within the community as well as a commitment to respond to defined statewide leadership needs.

INSTRUCTIONAL AFFAIRS:

- 1 - Fill vacancy for Dean for Instruction (in progress).
- 2 - Create a new associate dean level position when the need has been identified and the job description has been drawn.
- 3 - Complete internal division reorganization as follows:
 - a. Identification of Patterns of Organization - May 1, 1971
 - b. Proposal for implementation of the new pattern - June 1, 1971
 - c. Identification of divisional "Career Program" goals - December 31, 1971
 - d. Reevaluation of curriculum practice to compliment program goals - July 1, 1972
 - e. Definition of an institution-wide program for general education studies that will become effective July 1, 1972.
- 4 - Develop for Board of Trustees' action before July 1, 1972, complete program proposals for expanding career-oriented curriculums at Muskegon Community College including, but not limited to:
 - a. Health related para-professional programs
 - b. Education related para-professional programs (counselor-aide; teacher-aide)
 - c. Exploratory program
 - d. Expanded Business occupation programs
 - e. Industrial Maintenance program

- f. Institutional Housekeeping program
 - g. Plastics Technology program
 - h. Chemical Technology program
 - i. Air Pollution Technology program
 - j. Environmental Studies program
 - k. General Education program
 - l. Recreation Supervision program.
- 5.- Develop a planned system of course organization to enable full-time employed workers to pursue Associate Degree occupational programs through evening and Saturday studies.
- 6 - Expand community service programs to include needed short-term courses and special courses to serve immediate and long-range needs of community business and industrial manufacturing concerns.
- 7 - Expand the present performing and fine arts activities in ways that will utilize college resources, talent and facilities to augment and enhance community cultural activities.

STUDENT AFFAIRS:

- 1 - Develop a planned program of research activities concerning student population, learning difficulties, prospective student and community needs and interests intensive follow-up studies with former students designed to review and up-date curriculum practice.
- 2 - Decentralize counseling service - simultaneous with transition to do divisional reorganization.

- 3 - Develop computer program for registration of students and retrieval of student information.
- 4 - Develop a recommendation for comprehensive programs of student health services.
- 5 - Expand the student affairs' staff to include a director of counseling.
- 6 - Strengthen the financial aid and admissions staff as follows:
 - a. Delegate financial aid collection activities to the Business Office
 - b. Employ an additional financial aid counselor.

BUSINESS OFFICE:

- 1 - Redefine and expand the Business Manager's job description to include responsibility for long range planning and development of management information systems.
- 2 - Create cashier's position to handle increased work load from financial aid office.
- 3 - Add two professional staff members as follows:
 - a. Director of fiscal affairs/comptroller
 - b. Director of purchasing
4. Remove responsibility for supervision of non-instructional personnel and place under personnel office in President's office.
5. Develop a comprehensive plan for fully computerized data financial and management information systems, using appropriate consultants as necessary according to the following time table:
 - a. September 30, 1971 - completion of initial survey and identification of the information and services needed.

- b. February 1, 1972 - completion of systems design and ability to begin pilot processes of new financial system
- c. July 1, 1972 - full operation of computerized fiscal and management information systems.

FACULTY CONCERNS:

- 1 - In-service instructional activities and faculty leadership programs must be given priority attention in terms of planning and fiscal support.
- 2 - Identification of a specific role of the Faculty Senate for involvement in institutional affairs.

STUDENT GOVERNMENT:

Establish a cooperative understanding of the role of student participation in the matters of institutional affairs.

There is so very much more that is involved in defining a comprehensive community college for Muskegon. Perhaps these other activities could be best summarized within one basic commitment: a commitment to success, success with students, with community and state relationships, with sister institutions and success in overcoming the criticism of our adversaries. For, no matter whether these critics are fair or just, the fact remains that they stand to destroy the very purpose of the institution - service to students.

The idea of a comprehensive community college is both exciting and stimulating. To achieve the goals presented in this report, it will be necessary to draw upon the finest talent and energies of the entire staff. The College must utilize to whatever degree necessary every resource tool available to provide the necessary guidance toward full implementation. Perhaps more important, the requirement that predicates any success in reaching these goals is the requirement for keen, tactful and considerate human relations. Within this framework the leadership necessary to move and direct the College forward can function at all levels: Board, administrative, faculty, students, support staff, community, State and legislative. The tasks ahead for this institution are large tasks. Perhaps the implications they have for so many who are currently associated with the College are incomprehensible. Someone has said, "Progress is a process of establishing goals and achieving them." The goals of this College have been set forth. I believe Muskegon can rise to these challenges.

Charles M. Greene, President
Muskegon Community College
Muskegon, Michigan

APPENDIX A

GENERAL EDUCATION AT MUSKEGON COMMUNITY COLLEGE

The purpose of this paper is to review the general education courses that exist as requirements for the Associate in Arts, Associate in Science, Associate in Technology, Associate in Business and Associate in General Studies Degrees at Muskegon Community College.

For a working definition of general education and a list of specific courses that fit into this segment of a college curriculum the works of Blocker - et al The Two-Year College: A Social Synthesis are cited.

I. General Education Defined:

General education is considered a group of courses which fit into the following six areas:¹

1. English composition (two semesters)
2. Foreign languages (four semesters in one language)
3. Humanities, including English and American literature, foreign literature, music appreciation, fine arts, and philosophy (two semesters)
4. Social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology (two semesters)
5. Natural sciences (two semesters in one science)
6. Mathematics (two semesters, based upon at least one year of high school algebra and geometry)

¹Clyde Blocker, Robert Plummer, and Richard Richardson, The Two-Year College: A Social Synthesis, (Prentice Hall Englewood Cliffs, N.J.) 1965, p. 214

APPENDIX A (Continued)

2. General Education Requirement in Associate in Arts, Science and General Studies Degrees

GENERAL EDUCATION REQUIREMENTS

<u>Degree</u>	<u>English</u>	<u>Humanities</u>	<u>Soc.Stud.</u>	<u>Nat.Sci.</u> <u>Math</u>
AA	Eng 101 Eng 102	8 Cr from Eng Lit Lang Hum (Art, Music, Phil) (Must include Pol Sci 111)	8 hrs Hist Econ Geog Psych Soc	8 Cr from Sci and/or Math
A. Sci.	Eng 101 Eng 102	40 hrs distributed between Hum and Soc Studies (Must include Pol Sci 111)		20 Cr in Sci and/or Math
A. General Studies	No Stated Require- ment Here	8 Cr from Eng Lit Lang Hum (Music, Art, Phil)	8 Cr Hist Econ Geog Pol Sci Soc	8 Cr in Sci and/or Math

(No foreign language requirement exists for any Associates Degree at Muskegon Community College)

APPENDIX A (Continued)

3. General Education Requirements in Associate in Technology and Business

Degrees

	<u>English</u>	<u>Humanities</u>	<u>Soc. Stud.</u>	<u>Nat. Sci.</u>	<u>Math</u>
<u>Associate in Technology</u>					
Auto Tech	Eng 101 Eng 105*		B Soc 101 B Psych 102		T Math
Cast Metals	Eng 101 Eng 105*		B Soc 101 B Psych 102	T Physics	T Math
Chemical Tech	Eng 101 Eng 105*		B Soc 101 B Psych 102	Chem 101 Chem 102	Algebra Trig Math 150
Electronics	Eng 101 Eng 105*		B Soc 101 B Psych 102		
Fire Protection	Eng 101		Poly Sci 111 B Soc 101 Econ 111 B Psych 102 Soc 201	Chem 100	T Math
Graphic Reproduction	Eng 101 Eng 105*		B Soc 101 B Psych 102		
Ind. Engr. Tech	Eng 101		Econ 101 B Soc 101 Psych 201		
Medical Tech	Eng 101 Eng 102	Hist 101-102 Hum - 6 hrs	Pol Sci 111	Biol 101-102 Chem 101-102-201-202	Math 101
Mechanical Tech	Eng 101 Eng 105*		B Soc 101 B Psych 102		
Police Tech	Eng 101 Eng 102		Pol Sci 111 B Psy 102 Soc 201	Phy Sci 101	

Associate in Business

Accounting	Bus Eng 186 or Eng 101		Econ 101		Math 101
Data Processing	Eng 186 or Eng 101		B Soc 101 or Pol Sci 111		
Dist. Ed	Eng 186 or Eng 101		Econ 101 or 111 B Psych 102		
Secretarial	Eng 186 or Eng 101		Econ 101 or 111 B Psych 102		
General Office	Eng 186 or Eng 101	Art 103 Music 103	Econ 111 B Psych 102		
Dental Assistant	Eng 101		B Psych 102		

APPENDIX A (Continued)

Conclusions:

1. There are virtually no required courses in the humanities and natural sciences for the Associate in Technology and Associate in Business Degrees.
2. It appears that the only math requirements in the Associate in Technology and Associate in Business Degrees are those needed to prepare the student for specific skills (i.e. Tech Math, Business Statistics).
3. There is a lack of variety in course requirements in the Social Studies area for the A. Tech and A. Bus Degrees. The two courses, Applied Psychology (Basic Psy 102) and Socio-Economic Problems (B. Soc 101) dominate the social science requirements for these two degrees.
4. Although English is a requirement for all the Associate Degrees (with the exception of Associate in General Studies which has no English requirement) the specific number of English credits required for the Associate in Technology and Associate in Business ranges from 3 to 6.

Dennis A. Wilson, Dean of Students
Muskegon Community College
Muskegon, Michigan

February 1, 1971

APPENDIX B

PRELIMINARY GOALS - EXPLORATORY COLLEGE PROGRAM

PROPOSED CURRICULAR OBJECTIVES:

I. To Improve the Students' Sense of Succeeding:

This objective would be achieved through an emphasis in all courses on improving language, creating thinking and study skills, by having weekly meetings of faculty members resulting in coordination and integration of assignments and activities so as to emphasize the relationship among the various courses and reduce the problems resulting from duplicated and poorly timed assignments, to have the close communication between faculty and students result in identification of the individual problems of the students.

II. To Promote the Students' Knowledge About Themselves and Their Relationships to Others:

This objective would be achieved through having students consistently deal with their life objectives, their hopes for the future, in all phases of the curriculum.

III. To Assist the Students to Establish Their Own Goals and to Reject Those Which are Unrealistic:

This objective could be achieved through the material of the basic orientation classes which would be supported by individual conferences with faculty and counselors, by a systematic testing program and interpretation of the test results, improving the students' self-assessment and appropriateness of their educational/vocational choices, by the students' exploring a variety of educational/vocational objectives through participation in a number of projects which would include interviews, speakers and research activities.

APPENDIX B (Continued)

IV. To Develop Positive Relationships Between Students and Faculty and Methods of Interpersonal Communication Which Will Assist the Individual in Further Academic and Vocational Pursuits:

This objective could be achieved through close student/faculty participation in field trips and other extra curricular activities in addition to those of the instructional program, by emphasis on small group discussion sessions, individual conferences and informal contacts which would frequently occur.

V. To Assist Students to Become Aware of Their Community and Its Resources:

This objective could be achieved through study which emphasizes local issues and problems as they relate to subject matter fields, by field trips which would induce students to visit parts of the community that they might otherwise not see, by the assignments of various research topics which would place students out in the community.

PROPOSED ADMINISTRATIVE OBJECTIVES:

I. To Provide an Interdisciplinary Learning Situation for Students Considering College for the First Time Which May Serve as a Prototype for Programs to Meet the Needs of Other Groups. To Introduce a Program Geared Specifically to the Needs of the Learner:

This objective would be achieved through closer communication among all faculty involved in the curriculum and coordination of objectives and methods so as to unify the instructional process. Precise knowledge of students' interests and abilities would result in their placement in appropriate courses.

II. To Increase the Number of Students in the Various Associate Degree and Career Programs:

This objective could be achieved if the students were well informed about the various objectives and encouraged to explore alternate programs consistent

APPENDIX B (Continued)

with their interest and ability, and by having each of these students given individual assistance in planning his educational program.

III. To Promote Instructional Experimentation and Innovation.

This objective would be supported by exposure of faculty members to significant developments in education through distribution of written materials, visits to other institutions of higher education and the use of consultants, by a continuous evaluation of the program, by encouragement given to individual faculty members to design and revise their own course material, by the constant exchange of ideas among the faculty.

William H. Falconer, Dean of Academic Affairs
Muskegon Community College
Muskegon, Michigan

January 11, 1971

PROPOSED ADDITION TO BOARD OF TRUSTEES POLICY MANUAL
TO REPLACE DUTIES AND RESPONSIBILITIES OF PRESIDENT
CURRENTLY STATED ON PAGES 13 AND 14 OF POLICY MANUAL

CMG:ci - 2/19/71

APPENDIX C

ADMINISTRATION OF THE COLLEGE - PRESIDENT

The Board of Trustees shall select and appoint the President of the College. His selection shall be based solely upon his adjudged abilities to administer the College under the policies established by the Board.

The President should be a person:

- A. thoroughly committed to the concept of a community college,
- B. with demonstrated successful administrative experience,
- C. with the personality and temperament to work cooperatively with both the community and college staff,
- D. with an experimental attitude toward the development of a college program through creative ideas and with the energy and skill to implement them, and
- E. with balanced interests and abilities commensurate with the breadth of the program which he would administer.

The administration of the College in all of its aspects shall be delegated to the President. The execution of all decisions made by the Board concerning the operation of the College system shall be delegated to the President; in addition, his powers shall be initiatory. He shall assist the Board in the development of policy and shall be responsible for the preparation of rules and regulations necessary to carry out the policies and for the promulgation and application of such rules and regulations. To ensure good relations between the Board and the President, the Board shall in all dealings with the President act as a unit. No member of the Board shall deal officially with the President on an individual basis, and the

APPENDIX C (Continued)
PRESIDENT - 2

President, in turn, shall likewise deal with the Board as a unit. This is not, however, to prevent the exchange of ideas between individuals or to prevent the President from seeking advice of Board members.

In order to clarify the relationship between policy-making and operations under policy, the following statements concerning responsibilities are made a part of policy. The President shall be responsible to the Board of Trustees for:

- A. Recommending all personnel to be employed.
- B. Developing and perpetrating instructional programs based upon the community and State needs and within the resources available.
- C. Reporting regularly to the Board concerning the effectiveness of instructional and student service programs with recommendations for modification of policy.
- D. Directing the preparation of a budget designed to support the educational program of the College for consideration and adoption by the Board.
- E. Supervising the maintenance of financial records of the College district, and making regular reports to the Board concerning the status of receipts, expenditures, debts and investments.
- F. Preparing, with consultation with the Board Chairman, the agenda for all regular and special Board meetings.
- G. Preparing such reports as necessary to the people of the district in cooperation with the Board of Trustees.

APPENDIX C (Continued)
PRESIDENT - 3

- H. Assuming joint responsibility with the Board, through agreed upon procedures, for establishing and maintaining good press and public relations between the school and the community.
- I. Organizing the College for effective operation; providing for continuous planning, making provision for periodical reviews and critical evaluation and establishing procedures and responsibilities for staff participation in college affairs.
- J. Lending influence toward the development of proper local, state and national financial support and policies.
- K. Informing the Board of Trustees of legislative action and resolutions of state and national organizations that may emphasize or redirect present college policy.
- L. Approving policies and activities of student groups and organizations functioning within the college.
- M. Providing information and consultation to the Board for professional negotiations with faculty, administrators and other College employees.
- N. Serving as the chief spokesman for the College to the public in general and to the State legislative and other governmental bodies.

APPENDIX D
MUSKEGON COMMUNITY COLLEGE
Muskegon, Michigan

ADMINISTRATIVE STRUCTURE

DEFINITION:

The purpose of administration in a community college is first and foremost to promote and support the instructional program. Administrative activity should facilitate teaching by faculty and learning by students if it is to perform its function in a satisfactory manner. The community college exists to be a service to people, and administrative services must facilitate this objective. The functions of administration are classified as follows:

1. Instructional Leadership
2. Business and Fiscal Affairs
3. Student Welfare
4. Staff Recruitment and Management
5. Public Relations
6. Research and Development
7. Facilities Planning and Plant Management

It is the mission of administration to coordinate these functions. For this purpose the following allocation of responsibilities has been made.

I. DEANS AND BUSINESS MANAGER

Overall responsibility for the instructional program, the student personnel program and business affairs of the college rests with these offices. Individuals in these positions have the ultimate responsibility in regard to program, course and curriculum development. In this implementation they are responsible for coordination, evaluation and advisement. These individuals also are responsible for staff recruitment, in-service training development and staff evaluation within their respective divisions. It is their primary responsibility to work cooperatively with all staff offices within the college for planning, implementing, evaluating and improving the instructional program. Individuals filling this position are usually selected on the basis of high academic preparation, specialized experiential background and the ability to comprehend and support the comprehensive community college concept. Usually these officers of the college do not teach on a regularly assigned basis and the positions are always filled on the twelve month period.

II. DIRECTOR I

Directors in this category usually have a supervision, management and evaluation responsibility of a lesser degree than the deans and the business manager. Directors I usually are full year appointments, usually have no teaching assignment and perform support services for the college community. Individuals are selected on the basis of special training, academic preparation, skills and talents.

ADMINISTRATIVE STRUCTURE - 2
APPENDIX D (Continued)

III. DIRECTOR II

Director II level differs from the Director I level in that Directors II often may have teaching responsibilities, although usually these responsibilities are not assigned. They may or may not be employed on a full year basis, depending on the nature of their duties. Directors II often are concerned with direct services to students and to administrative offices. Leadership responsibilities require less supervision than the Director I level. Generally speaking, Directors II usually have no supervision responsibility for more than one or two employees.

IV. PROGRAM DIRECTORS

Program Directors are specialists who have the responsibility for planning, implementing, evaluating and improving the highly specialized curriculums within the college. These directors may be employed on a twelve month basis as the demand for services requires. Usually program directors teach full time in the area of their expertise and they are required to have a high degree of appropriate skill training, academic preparation or experience relating to their specific assignment. Program directors have additional responsibilities for coordinating their individual programs with appropriate local, state and national agencies and they also must work closely with their respective deans to develop, expand and improve their programs. For those who spend more than three-fourths of their time teaching within the program, the responsibility factor reflects a higher increment from those who spend three-fourths or more of their time in administrative activity relating to their teaching program.

CMG:Adopted 8/26/70

APPENDIX E
MUSKEGON COMMUNITY COLLEGE
Muskegon, Michigan

DEAN FOR INSTRUCTIONAL AFFAIRS

Overall responsibility for the instructional program rests with the Dean for Instructional Affairs. To implement this responsibility he:

1. Recommends to the president employment, promotion and retention of academic administrators.
2. Provides a wide selection of programs and courses of study suitable to meet the needs of students of the college and of the community.
3. Provides leadership to inspire the highest quality of teaching.
4. Recommends to the president employment, promotion and retention of instructional personnel.
5. Recommends to the president instructional space utilization and class schedules.
6. Recommends to the president the instructional affairs fiscal budget.
7. Serves as chairman of the Instructional Affairs Council and as a member of the Coordinating and Business Affairs Councils, and utilizes ad hoc committees, as needed.
8. Supervises and coordinates duties and responsibilities of deans of academic affairs, vocational-technical education and directors of adult education, library, and audio-visual media.
9. Serves in any additional capacity designated by the president.

APPENDIX F

SUGGESTED CAREER CLUSTERS FOR CURRENT COURSES AND PROGRAMS

SOCIAL SCIENCES

Police Science Technology
Fire Protection Technology
Education
Anthropology
Economics
Geography
History
Psychology
Sociology
Political Science

MATH AND SCIENCE

(Engineering Related)
Industrial Engineering Tech.
Chemical Technology
Engineering
Drafting Technology
Technical Mathematics
Mathematics
Natural Sciences
Physical Sciences

APPLIED TECHNOLOGY

Automotive Technology
Cast Metals Technology
Mechanical Technology
Drafting
Production
Machine
Electronics Technology
Graphic Reproduction

BUSINESS OCCUPATIONS

Accounting
Electronic Data Processing
Marketing-Distributive Ed.
Secretarial Science
General Office

HEALTH RELATED

Licensed Practical Nurse
Nurse Aide
Dental Assistant
Nurse Refresher
Registered Nurse (Hackley)
Medical Technology

TRADE/INDUSTRIAL

(Apprenticeship)
Carpentry
Bricklaying
Plumbing/Steamfitting
Sheet Metal
Electricity
Electric Motor Repair
Iron Work
Pattern Making
Drafting
Machinist Work
Tool and Die Making

HUMANITIES/COMMUNICATION

Art
Foreign Languages
French
German
Spanish
Humanities
Music
Philosophy
Speech and Theater
English

APPENDIX G
MUSKEGON COMMUNITY COLLEGE

INSTITUTIONAL GOVERNANCE

a participatory democracy

I. THE CONCEPT AND THE COMMITMENT

In matters of institutional affairs, long-range planning and policy formulation, the college can most effectively coordinate its development when the internal process is so designed that it models the democratic society in which we live. In order for this process to be developed it becomes necessary to define the roles of individuals within the college community and their relationships to the institutional processes. It is unfortunate that various responsibilities assigned to individuals (faculty) within the college cause unnecessary psychological barriers which at times tends to alienate their effectiveness in cooperatively relating to and understanding the basic commitment to the institution - that of providing educational services to students. One possible solution to avoid this unnecessary barrier is to agree upon terminology which defines faculty within the college community.

II. THE COLLEGE FACULTY, ADMINISTRATORS, TEACHERS, COUNSELORS

For purposes of participation in the affairs of the institution, all members of the professional staff should be considered members of the college faculty. In this sense, all provide service to students. Some provide this service through executive or an indirect function (administrative faculty), others provide more direct services to students (teaching faculty, counseling faculty).

APPENDIX G (Continued)

In matters of institutional affairs, administrative faculty have the responsibility generally for execution of policies and coordinating policy development in all areas of the college to reflect the input of institutional planning and long-range goals.

In matters of institutional affairs, teaching and counseling faculty have the responsibility for recommending and formulating policy (except in those areas assigned by law to specific offices) as they participate either individually or through representation in established processes. The faculty at large will be asked to consider suggestions and recommendations made by individuals, committees, task groups, departments, or divisions following investigation, review and the recommendation of the appropriate council, before such matters are adopted as policy or procedural action.

III. THE COLLEGE COMMUNITY

The following five categories are suggested as appropriate identifications of various segments of the college community from which representatives will be included in the institutional affairs.

- A. Students
- B. Teaching Faculty
- C. Counseling Faculty
- D. Administrative Faculty
- E. Support Staff

APPENDIX G (Continued)

IV. THE COUNCILS

Broadly stated, matters of institutional affairs can be most meaningfully developed, coordinated, implemented and evaluated when the internal institutional structure permits and encourages participation and involvement by representatives from the entire college community. Therefore, three permanent councils are provided which are representative of the three major functions of the college:

- A. Instructional Affairs Council
- B. Student Affairs Council
- C. Business Affairs Council

A fourth council, the Coordinating Council, is provided to expedite and to implement the recommendations of the three councils representing the major functions of the college.

These councils, in cooperation with the Faculty Association, Student Government and non-teaching associations, provide orderly channels for seeking opinions, ideas and recommendations appropriate to the various interests in the college. It is expected that these councils will be primarily policy planning and recommending in their functions. However, it is conceivable that the councils may, on occasion, serve as sounding boards for determining the merit of a new idea or to discuss the feasibility of calling for a review of established policies, practices and/or procedures.

It is hoped that all individuals who have proposals concerning Instructional Affairs, Student Affairs, Business Affairs, Student Government or Faculty Association, will forward such items to the appropriate groups through the designated secretary.

APPENDIX G (Con'd.) INSTRUCTIONAL AFFAIRS COUNCIL

I. PURPOSE

The purpose of the Instructional Affairs Council is to identify, investigate, review and recommend policy and procedural matters to the Coordinating Council that relate to the instructional affairs of the college. Functions of this council may include, but are not limited to:

- A. Generate approaches to the functions of the instructional affairs area and refer these subjects to task group or other standing councils, Student Government and/or Faculty Association for further development.
- B. Hear representatives or individuals of the staff and, if warranted, refer their ideas to task group for study and recommendations.
- C. Receive and act upon reports from various task groups and committees of the council, and to coordinate action consistent with material received from other councils (Student Affairs Council, Business Affairs Council).

Stated in more specific terms, the council functions to:

- A. Consider instructional matters in their broadest sense, including programs, courses, credit and non-credit classes both in regard to the academic program and the community at large.
- B. Consider broad matters as they relate to the faculty.
- C. Consider the use and acquisition of facilities and equipment that are necessary to achieve instructional objectives and the educational objectives of the college.
- D. Consider other specific areas necessary for the achievement of the educational goals of the college such as space utilization, scheduling, etc.
- E. Review, develop and/or modify academic policies and procedures.
- F. Engage in long range planning of educational programs and other matters pertaining to the Instructional Affairs Council.
- G. Engage in whatever research activity necessary in order to carry out the above stated objectives of the council.

APPENDIX G (Continued)

INSTRUCTIONAL AFFAIRS COUNCIL (Con'd.)

II. MEMBERSHIP

- A. Dean of Academic Affairs (Co-chairman)
- B. Dean of Vocational-Technical Education (Co-chairman)
- C. 7 Division Heads (Business, English, Humanities, Physical Education, Science and Math, Social Science, Vocational-Technical)
- D. 7 Faculty Members (elected by the Faculty Association to represent the 7 academic divisions)
- E. 1 representative elected by Student Government
- F. 1 representative from Student Personnel Services elected by Student Personnel Staff

III. STANDING COMMITTEES

- A. Learning Resources (library and audio-visual media)
- B. Community Service and Continuing Education

APPENDIX G (Continued)

STUDENT AFFAIRS COUNCIL

I. PURPOSE

The purpose of the Student Affairs Council is to identify, investigate, review and recommend policy and procedural matters to the Coordinating Council that relate to the student affairs of the college. The Student Affairs Council will accept ideas and proposals relating directly to student personnel services and give them study and consideration. Special task groups may be developed to give in-depth study and review to any proposed program or student personnel function.

Stated in more specific terms, the council functions to:

- A. Consider issues pertinent to student activities
- B. Consider issues pertinent to counseling guidance
- C. Consider issues pertinent to registration
- D. Consider issues pertinent to financial aids program
- E. Consider issues pertinent to admissions operations
- F. Give in-depth study and review to any proposed program or student personnel services.

II. MEMBERSHIP

- A. Dean of Students (Chairman)
- B. 3 Faculty Members (elected by the Faculty Association)
- C. 3 Students (elected by the Student Government)
- D. 2 Counseling Staff Members (elected by the Student Personnel Staff)

III. STANDING COMMITTEES

- A. Student Activities
- B. Petitions

APPENDIX G (Continued)

BUSINESS AFFAIRS COUNCIL

I. PURPOSE

The purpose of the Business Affairs Council is to identify, investigate, review and recommend policy and procedural matters to the Coordinating Council that relate to the business affairs of the college.

Stated in more specific terms, the council functions to:

- A. Establish policies governing the annual and long-range financial planning of the college.
- B. Review and evaluate annual and long-range budgetary requests.
- C. Establish priorities of annual and long-range budgetary requests.
- D. Advise, counsel and make recommendations to the chief fiscal officer of the college on all business matters of the college.

II. MEMBERSHIP

- A. Business Manager (Chairman)
- B. 1 representative from the Instructional Affairs Council
- C. 1 representative from the Faculty Senate
- D. 1 representative from the Student Government
- E. 1 representative from the Student Affairs Council
- F. 1 representative from non-teaching associations
- G. Superintendent of Buildings and Grounds
- H. President of the college

APPENDIX G (Continued)

COORDINATING COUNCIL

I. PURPOSE

The purpose of the Coordinating Council is to expedite and to implement the recommendations of the Instructional Affairs Council, the Student Affairs Council and the Business Affairs Council. Functions of this council include:

- A. Reviewing recommendations from each council
- B. Referring matters to the faculty for final approval
- C. Referring matters to appropriate administrative offices for implementation
- D. Referring matters to the board of trustees should it be a policy formulation document

Stated in more specific terms, the council serves as the final review board that recommends action after being assured that the matters upon which it acts have received consensus of all concerned.

Perhaps the most important function of the Coordinating Council is the publication of its action in the form of a weekly communication. This publication, Proceedings of Coordinating Council, is distributed to all members of the staff. This internal college publication will contain not only the Coordinating Council's actions, but also any official announcements and unofficial notices. All announcements to the faculty should be furnished to the Director of Information Services for inclusion in this weekly internal college publication.

II. MEMBERSHIP

- | | |
|---|--|
| A. President of the college (Chairman) | E. Business Manager |
| B. Dean of Vocational-Technical Education | F. President, Faculty Association |
| C. Dean of Academic Affairs | G. President, Student Government |
| D. Dean of Students | H. Director of Information Services
(Secretary) |

One representative from non-teaching associations

APPENDIX G (Continued)

GENERAL PROCEDURAL GUIDELINES
FOR ALL COUNCILS

- I. All councils will act to adopt an agenda as the first order of business. Whenever possible, the proposed agenda for the next meeting will be included in the minutes.
- II. Minutes of all meetings will be kept and will be published within one day following the meeting. The distribution of these minutes will be as follows:
 - A. To all members of that particular council
 - B. To all chairmen of standing councils:
 1. Dean of Academic Affairs
 2. Dean of Vocational-Technical Education
 3. Business Manager
 4. Dean of Student Affairs
 5. President of Faculty Association
 6. President of Student Government
 7. President of the college
 8. Public Information Officer
- III. Unless otherwise determined, councils will usually take action on the basis of consensus.
- IV. All council meetings shall be weekly, and any member of the college community should feel free to attend and observe the council in action. At the discretion of the chairman, discussion from the floor, while not considered a normal procedure, can be permitted.
- V. The minutes of the Student Government should be addressed to and forwarded to the Student Affairs Council for action and eventual forwarding to the Coordinating Council.

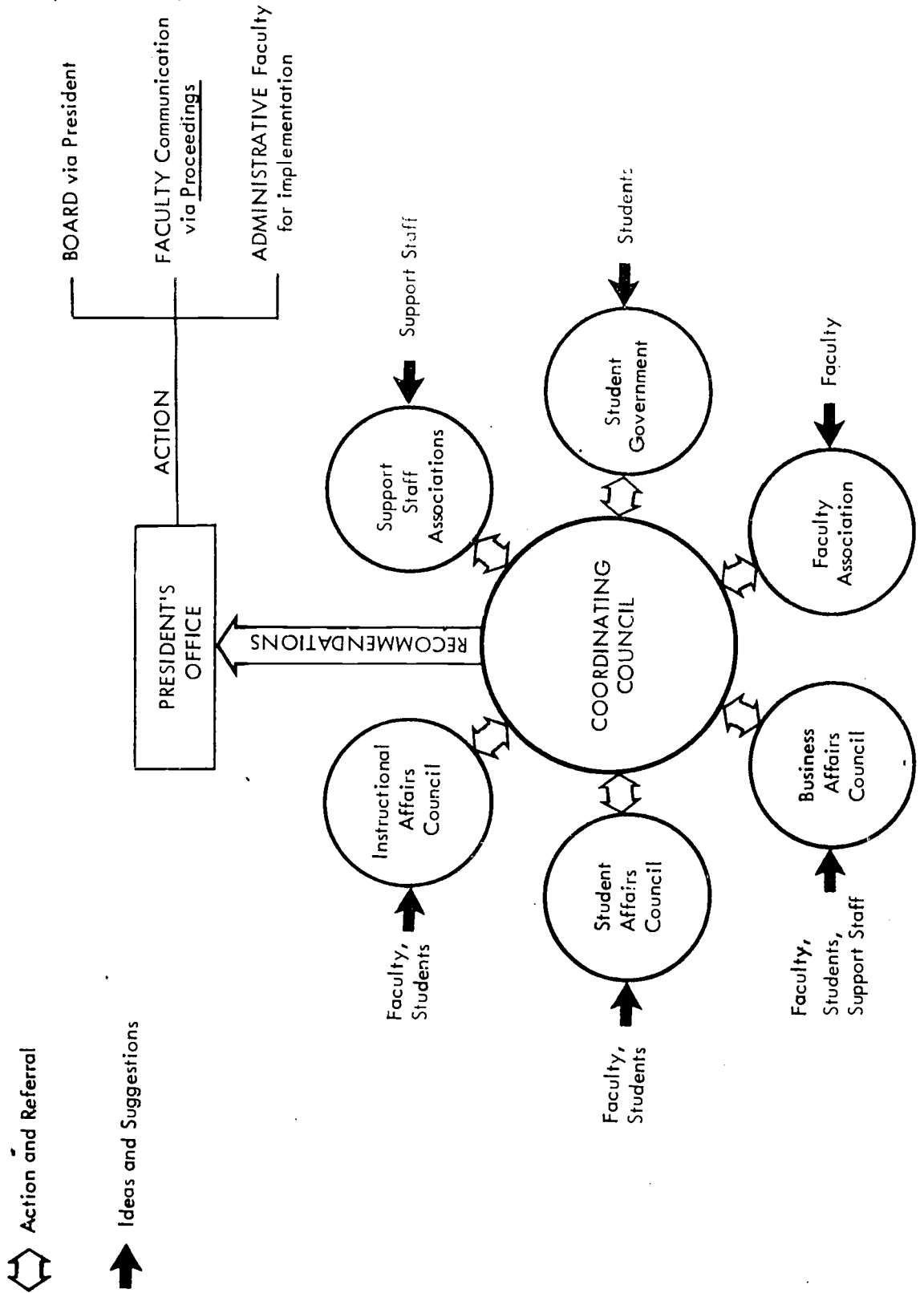
APPENDIX G (Continued)

GENERAL PROCEDURAL GUIDELINES (Con'd.)

- VI. Minutes of the Faculty Association should be addressed to and forwarded to the Coordinating Council for review and action.
- VII. Councils should attempt to limit their activities to policy planning and recommending functions. When they determine need for in-depth study or procedural development, it is expected that they will appoint task groups either from their own membership or from the faculty and/or student body at large for these specific functions.

8/25/70

POLICY FORMULATION FLOW CHART



APPENDIX H

The material in this section represents reprints
of three addresses to the faculty by the President.

COMPREHENSIVENESS IN THE COMMUNITY COLLEGE - A WORKING DEFINITION

It goes almost without saying that a comprehensive community college is basically a teaching-learning facility, and the greatness and extent of student centeredness of any particular comprehensive institution can be measured to the degree that it does indeed facilitate learning and hence the growth of its students. A comprehensive institution recognizes that teaching consists of something more than drill and lecture, and that teaching is, above all, a kind of behaving, on the part of dedicated human beings and their relationships with others who are less mature, less wise or less knowledgeable. It follows that on a comprehensive student-centered campus, every worker, president, teacher, counselor, custodian - is a learning facilitator, an assistant in helping students change behavior in the direction of and consonant with the aims of the institution.

The beginning point in any student-centered comprehensive community college must be the establishment of goals and aims that are indeed concerned with human growth and development. Such a statement of aims must go further than an indication of the kind of academic programs offered by the institution. Goals and aims must be stated, for maximum meaningfulness, in the form of ends, ends that can be described as desirable changes in human behavior. However, it is not best to leave this statement of aims and purposes in the form of broad generalities, although such form can indeed be a most desirable starting place. To give substance, the goal broadly stated must, in turn, be carefully examined in relation to the specific kind of educational activities most likely to produce favorable results, and in the process of examination, the goal itself can be defined in much more detailed and much more meaningful terms. The basic question then becomes: What kinds of educational activities, be they formal instruction, intercollegiate, athletics, participation in a play or whatever else, are most likely to produce the changes in human behavior to which the general statement

of aims has avowed allegiance? Our folk wisdom, as well as our sophisticated psychology, has long since demonstrated that nothing succeeds like success. Yet, most colleges have continued to build in, actually have taken great pride in, forced failure, generally as a substitute for the time-consuming process of ferreting out the real nature of the successful teaching experience. The height of this tragedy is realized most fully with the recognition of the numbers of institutions who, in their confusion of harshness with goodness actually conduct their "evaluations" primarily on the basis of the number of individuals who do not succeed in what is supposed to be the business of the institution.

Colleges must adapt positive views toward the educational process. Education, by its very nature, must be a successful enterprise; the primary objective of teaching should be the promotion of learning and involvement of students in the learning process, and when students learn within any reasonable approach to the limits of their abilities, they should be made to feel successful because they were indeed successful. To achieve the twin values of success and involvement, individualization of teaching is the key. Individualization of education is difficult only for the individual who thinks that teaching consists primarily of talking, his own talking. Lecturing may be an ideal learning device, but, if so, almost exclusively for the lecturer and not for the listener. Individualization of learning within group instruction has always been limited only by the imagination and enthusiasm of the instructor, and successful teachers have been long aware of the many approaches that can activate the sensory receptions and perceptions of the prospective learner. All the new electronics and mechanical gadgetry only serve to emphasize and to make more readily accessible the usefulness and utility of devices long known by the master teacher.

A success philosophy, on the contrary, suggests a number of ancillary postulates, among them the almost unlimited faith in the essentially untapped potential of the human being, every human being. It also suggests the necessity of questioning what constitutes the so-called "blessing" of college caliber of offerings. Some comprehensive institutions assume that all students in the college desire to believe that they are indeed in the college, the same college, and therefore, in these colleges all enter into the same pattern of programs and courses with no preliminary hurdles erected to further discourage precisely those students already overburdened with failure and discouragement. The concept of "guided studies" admirable and advanced though it is in principle, is rejected in these types of institutions because of its connotations of being preliminary to "real" college work. On the basis of these sorts of considerations, one community college has adopted a platform that it refers to as "Seven Points of Commitment."

1. The student is the central focus for the process of learning.
2. Teaching occurs only when students learn.
3. Effective educational experiences will modify behavior in a positive manner.
4. All human beings are motivated to achieve that which they believe is good.
5. Education should be an exciting, creative and rewarding experience for the student and for the teacher.
6. All human beings have worth, dignity and potential.
7. Experimentation and innovation are reflections of attitudes; when they are translated into practice, the process of education can be significantly advanced.

A very good friend of mine adds one more point to these basic considerations, believing as he does that many in education are afraid to accept challenges imposed by questioning tradition. He suggests that traditional concepts of education (the lecture, the thirty student class, the fifty minute hour, the standard textbook, the term course, the F grade, the rectangular classroom, the student desk) are suspect and in need of careful trial and evaluation to a degree at least equal to, and perhaps more than, new and innovative practices.

Not every college would be willing to accept this platform as its own; it is my contention, however, that every college that embarks upon a student centered, comprehensive approach, will devote most of its creative energies to the determination of its own goals or platform.

You see, comprehensiveness suggests that the format of education be carefully examined and re-examined. Rules and regulations, the procedures of the institution, should be examined, and frequently re-examined and rewritten, in terms of their contribution to the facilitating of the learning experience. Administrative organizations should be re-studied with a view toward involving both faculty and students in the policy determination and decision making process. Redefinition of individual roles must be studied as to importance. For example: recent investigations have shown that student personnel workers may be as far divorced and alienated from the real needs and concerns of students as the most traditional instructor or administrator. It is perhaps as easy to inaugurate and perpetuate student personnel programs (testing programs, registration rituals and the like) for their own sake as it is to teach Latin for Latin's sake, or art for art's sake. Counselors often fail to see their roles with students as primarily a teaching role - with the student as the subject

matter. In instances of student unrest and uprising over the last several months, rare has it been that a student personnel worker has emerged as the leader in the restoration of the rightful functioning of the institution. The Raines-Carnegie Study demonstrates dramatically the great gap between practice and promise of community-junior college student personnel programs.

Policies and procedures should be not only open-door, but to the greatest possible extent, open-ended. The time factor in learning, especially as it has been determined by years of unthinking tradition, must be re-examined in light of the new and unparalleled responsibilities of the community college. Punitive grading systems with their false or at least unfounded, but presumed motivational values, may have to be discarded in favor of non-threatening systems of evaluation of student growth and development. Course content should be re-examined in respect to the possibility of more meaningful packaging. Who is to say that every meaningful learning experience needs be encapsulated in a three semester hour course?

The pattern of curricular offerings will reveal, perhaps as much as any other facet, the degree to which an institution is dedicated to student-centeredness. Certainly the diversity of backgrounds of the student population of a typical community college demands an equal degree of diversity in the educational offerings. These offerings must have a relevance, a concern with "here and now" if students are to find them meaningful or even palatable. Such a concept does not suggest that the curriculum must be shaped and reshaped by every minute whim and passing fancy, but it does suggest that there must be a constant refinement in the relation of subject matter to the real needs and concerns of the students who comprise the clientele of the college.

Curricular considerations must include a redefinition of the role of general education, of liberal education, of occupational education. Certainly the false dichotomies, especially those that tended to relegate certain kinds of education to positions of less importance or less prestige have little place in a student-oriented comprehensive community college. A re-thinking can help us realize that the best of occupational education can indeed be most liberalizing and that liberal education can hardly be a freedom producing experience if it is devoid of occupational implications.

Adoption of a community college comprehensive and student centered philosophy takes a boldness, a spirit of adventure, and a willingness occasionally to be wrong. Who has ever heard of a college that boldly and clearly has stated that opportunities for individual counseling, for example, might indeed be preferable to a formal class in Greek Drama for meeting certain ones of its aims for a particular student whose needs have been clearly isolated and defined. Yet, such action might be typical of the kind that is necessary and most desirable if we are indeed to match college resources with student needs.

If we genuinely believe in comprehensiveness and student centeredness, we will indeed forsake our reticence about the appropriateness of the so-called college "college study material." Perhaps we will indeed begin to believe that one appropriate study will concern itself with the study of mankind . . . not the generic reference, but the individual of himself. It is only as man knows himself that he can become fully a participating citizen of his nation and of his world, and that he can become the flexible, innovative, re-creating individual demanded of an educative, democratic society. But, much of our education is not yet self centered, nor is it societal centered.

Finally, it is my contention that a comprehensive, student-centered institution is research directed. The college dedicated to student growth will almost by definition be determined continuously to evaluate the efficiency and effectiveness of its services. Only by having and using appropriate evaluative devices can there be true appraisal of the worth of the enterprise, and in turn, be provided an adequate base for further appropriate development of the services and programs of the institution.

Institutional evaluation is a complex and complicated task, made so by the difficulty of the control of variables, the multiple possible interpretations of time factors, and, perhaps most treacherous of all, the determination of adequate criteria. The complexities of these problems, however, should not in any sense be considered insurmountable barriers either to continuation and expansion of the development of the services that we believe so vital in meeting legitimate educational aims, nor in the evaluation and assessment of these services with the constant goal of improving them. Rather than discouraging us from attempting this all important process, recognition of the problems and complexities should enable us to pursue our evaluations on a continuingly more effective and sophisticated level.

Throughout this paper this morning, I have attempted to indicate that the designation of a comprehensive community college is a determination to serve individual students. This must indeed be a reflection of the true and abiding character of the institution. We have said that there are many areas and many relationships in which the institution has an opportunity to prove to the student that his development is the institution's most important reason for existence, and that the institution has indeed a character and a constitution worthy of the student's time and energies.

Student-centeredness, comprehensiveness, are not terms with which to connote attitudes of softness, vagueness, and permissiveness. On the contrary, this represents a total and disciplined dedication to the greatest of all callings - assistance to a fellow human being as he seeks maximum and optimum achievement of an almost limitless potential.

Ladies and gentlemen, a plan for the reorganization of the administrative structure of this college has been prepared, and will be submitted to the Faculty Senate and the Student Government for their consideration, and, hopefully, approval. Under this plan for organization, the members of the faculty and student body will, of necessity, take major leadership in guiding the institutional affairs of this institution, especially in the area of policy formulation and determination. When this organization becomes functioning, ladies and gentlemen, I submit to you, the future of this institution, its degree of comprehensiveness and student-centeredness lie in your domain. It is the teaching faculty, with the help of students and administrative and counseling faculty that will chart the path of this institution during the next decade. The excitement, challenge and rewards of the community-junior college - the responsibility to be responsive to student needs lie in your hands - it's a noble job - I look forward to our cooperative development of this institution's comprehensiveness.

Charles M. Greene, President
Muskegon Community College
Muskegon, Michigan

Address given to faculty - opening of 1970-1971- August 18, 1970

ACCOUNTABILITY

There is no one in this room who does not know of the pains and torture this institution has faced in the recent months at the hands of our critics.

Let me suggest that these events and these criticisms are not much different, in essence, from those facing all higher education in America - only that these criticisms are more vocal, more harsh, more frequent and - unfortunately - more misleading.

What we all in education are facing is - accountability. Accountability is a new word that has come into the educational scene within the last decade, and whether it is right, or whether we find it a comfortable condition of employment, we must come to realize that accountability is a part of the educational picture in this decade. Dr. James Holderman, Executive Secretary of the Illinois Board of Higher Education, has stated, "There are some who are just now discovering that the unparalleled attention and support given to education carries with it a stipulation: it must produce! In the minds of many, it has produced. But, in the minds of sufficiently large numbers, education has not necessarily produced the "right" things in the "right" way, or with the "right priorities." Some commentators have noted that the honeymoon is over. There are many who feel we should be glad of it. But, now higher education is subject to the intense scrutiny that may not be beneficial to an institution upon which rests so much of the national destiny. "School boards," says Dr. Holderman, "lay boards, legislators and public bodies of all kinds are asking and indeed demanding to see the results of huge outlays for education. These results require justification before the critics, who argue that it is time that American higher education examine and justify itself before the American people."

Current literature is virtually filled with conclusions about the steps higher education is compelled to take if it is to survive. Several, which reoccur frequently, are worthy of note. First, we read, the concept of accountability needs to be an integral part of the decision making process of the college at every level, and that underlying all decisions in an institution of higher learning should be a clear, first commitment to accountability: to its constituents, to its sponsors, to its personnel and to society. We read that the direction of faculty talent and the channeling of student energies must be justified as to ends sought and ends achieved. We are told that structures of higher education should be modified whenever necessary to permit the operation of this principle.

President Nixon in his address, "Education for the 1970s," has said, and I quote, "the need in the colleges of the nation is to begin the responsible, open measurement of how well the educational process is working. It matters very little how much a college building costs; it matters a great deal how much a student in that building learns." The President continued, "In doing so it should pay as much heed to what are called the immeasurables of schooling (largely because no one has yet learned to measure them) such as responsibility, wit and humanity, as it does to verbal and mathematical achievement.

President Nixon has suggested, as it relates to accountability, that we must accept the concept of accountability as inevitable, and I quote, "College administrators and college teachers alike are responsible for their performance, and it is in their interest as well as in the interest of their students that they be held accountable." Success should not be measured by some fixed national norms, said the President, but, rather by the results achieved in relationship to the actual situation of the particular college and a particular set of students. In his message, the President of

the United States has suggested that although there has been a fear of "national standards," appearing on the horizon, that the very problem is that in opposing some mythical threat in national or state standards we have too often been avoiding accountability for our own local performance. Mr. Nixon says, and I quote, "we had as a nation too long avoided thinking of the productivity of the schools, especially at the local level"; and he concludes that this is a mistake because it undermines the principle of local control of education.

Accountability in educational practice takes two forms:

1. Fiscal accountability
2. Educational accountability

Stated in terms of our most severe critics, these concerns are twisted into:

1. Fiscal mismanagement
2. Educational mismanagement

This morning I would like to talk to you about certain aspects of accountability - especially to point out to you some of the changes that are going to have to take place in our institution if we are to successfully overcome the tests applied to our educational practice during the decade of the 70s.

Planned Program Budgeting System, the "Pentagon Approach" to business management has entered into education. This means we are going to have to show and justify just exactly what it costs to teach one full year equated student (FYES) per credit hour in each and every course we teach.

This is a nationwide movement - Michigan is lagging behind the nation in its development - compared to New York, Florida and California - but is far enough into it so that initial results will have tremendous effects upon us during the next budget year.

You may want to know how this could affect you - let me show you some examples. Table 1 indicates the effect that this type of budgeting could have on our instructional processes in the laboratory areas. There is a marked savings by utilizing the cost of a lower level employee to handle the routine laboratory supervision and management. This would free the regular academic teacher to cover more classroom assignments and lecture sessions, but, of necessity, would require changing present teaching practices to permit the advent of programmed laboratory material.

TABLE 1
LAB/INSTRUCTION COSTS

Laboratory and lecture class with enrollment of 67 students in first semester, teaching load of 15 contact hours, instructor salary of \$11,700 for two semester contract.

3 lab sections X 4 hours	= 12 contact hours of lab
\$12/15 = 4/5 full-time instructor	= \$4,680 per first semester
\$4,680 instructor cost \div 67 students	= \$69.85 per student

If laboratory supervisor with salary of \$7,000 for two semesters was utilized:

4/5 full-time lab supervisor	= \$2,800 per first semester
\$2,800 lab supervisor cost \div 67 students	= \$41.70 per student

When other colleges report that they are successfully being able to teach students in laboratory situations with this type of laboratory assistant arrangement, the state legislature can cut back funding at this college to force us into this type of operation. Therefore, planned program budgeting systems can change our approach to instruction, good or bad, whether we like it or not.

Another example of fiscal responsibility is our utilization of facilities.

Table 2 shows dramatically to the layman that we have space to spare, and he'll never be convinced that before we can "fill" it we'll need 4,000 more students and 100 more faculty members.

TABLE 2
ROOM UTILIZATION - FALL, 1970

WEDNESDAY									
HOUR	CLASSROOMS			LABS			LIBRARY		
	Available	Used	% Use	Available	Used	% Use	Available	Used	% Use
8:00	55	33	60	11	6	55			
9:00	55	33	60	11	7	64			
10:00	55	38	69	11	6	55	294	100	34
11:00	55	38	69	11	6	55			
12:00	55	26	47	11	5	45	294	105	36
	<u>275</u>	<u>168</u>	<u>61%</u>	<u>55</u>	<u>30</u>	<u>55%</u>	<u>588</u>	<u>205</u>	<u>35%</u>
1:00	55	34	62	11	7	64			
2:00	55	20	36	11	6	55	294	41	14
3:00	55	5	9	11	2	18			
4:00	55	2	4	11	1	9	294	17	6
5:00	55	-	-	11	-	-			
	<u>275</u>	<u>61</u>	<u>22%</u>	<u>55</u>	<u>16</u>	<u>29%</u>	<u>588</u>	<u>58</u>	<u>10%</u>
ENS	55	40	72	11	3	27	294	15	5
LNS	55	29	53	11	1	9	294	19	6
	<u>110</u>	<u>69</u>	<u>63%</u>	<u>22</u>	<u>4</u>	<u>18%</u>	<u>588</u>	<u>34</u>	<u>6%</u>
TOTALS	660	298	45%	132	50	38%	1764	297	17%

Third, there are some other aspects of fiscal accountability which may affect each of you - what I would like to call "Division Accountability."

Cost/student/division courses will be established - and each division may have to "pay for itself" - that is, keep class size X the established figure equal to all costs of instruction and instructional support in the division. This would have a serious effect on holding small classes - and perhaps would require wholesale "large lecture" and seminar discussion approaches to learning, with, perhaps, teaching assistants or perhaps a greater emphasis on programmed learning - individual study - more uses of audio-tutorial equipment, the devices of educational technology.

Fourth in fiscal accountability - we need to have - in writing, and clearly understood by all - established procedures and policies for everything we do.

For example - there are some in this room who feel I stopped payment to several instructors in the humanities for an honorarium for lecture service to foreign language classes. This is not the case - rather, there exists:

1. No policy
2. No procedure
3. No precedent

And, this matter is not covered under the Master Agreement - it is not a condition of employment - so I merely requested that the board of trustees delete these items and refer them to me so I could have the matter reviewed by the Business Affairs Council, and recommendations made, - a policy written if necessary.

"In-house" procedures such as Faculty/Administrative travel and payment of same will come under closer scrutiny. I have asked Mr. Van Eerden to adopt an "authorized signature approach" to payment of all division bills, including faculty/staff travel. What this means to you is a new form that you will use to request both travel

and payment. The Business Office will not pay any of these bills until your signature has been co-signed by your division chairman and college dean.

Nit-picking, yes - tougher, yes - but that's the penalty we must pay for our "coming of age." And a very small one it is - when we consider the tremendous increase in personnel, professional and economic status of the profession.

Another effect fiscal accountability could have overwhelming effect upon teaching practice - requirement for twelve month utilization of facilities - or year 'round operation. In many ways this would not be bad. For example, if we could persuade the state to adopt Senator Zollar's current formula and operate under a three term schedule from September to June, limiting all students to a maximum of twelve hours (three four credit hour courses or four three credit hour courses) this would have a tremendous effect on current funding. Table 3 shows this opportunity very clearly.

TABLE 3

CALENDAR - FULL YEAR EQUATED STUDENTS (FYES)

A. Semester basis, average student carrying 11.2 credit hours

$$\frac{\text{August-December}}{11.2} + \frac{\text{January - May}}{11.2} = 22.4 \div 31 = .723 \text{ FYES}$$

B. Experimental basis, student limited to 12.0 credit hours

$$\frac{\text{September-December}}{12.0} + \frac{\text{January-March}}{12.0} + \frac{\text{April-June}}{12.0} = 36.0 \div 31 = 1.61 \text{ FYES}$$

C. Experimental variable

$$1. \frac{\text{September-December}}{12.0} + \frac{\text{January-March}}{12.0} + \frac{\text{April-June}}{12.0}$$

$$2. \frac{\text{September}}{6.0} + \frac{\text{December}}{6.0} + \frac{\text{January}}{6.0} + \frac{\text{March}}{6.0} + \frac{\text{April}}{6.0} + \frac{\text{June}}{6.0}$$

Educational accountability is just as involved - and has just as many implications:

1. Our goals and purpose both as a college and for individual courses will have to be stated in terms that are obtainable, observable and measurable.
2. Superfluous "interest" courses - whether they be "pet" course of teachers or "nice" extras for students, will require greater justification.
3. Retention and learning achievement will go hand in hand.

Failures will be expected to be reduced - placing more emphasis upon learning specialists to diagnose, treat and help students overcome learning difficulties. Teachers, in this situation, will of necessity become, in addition to other things, a diagnostician, and the relationship to students in class will become more of a commitment to help them succeed. This is similar to a patient "relationship" to the medical profession. Very few of us select an attending physician who "gives up" on patients or who fails to cure disease in the patient. Let me ask you - is there any teacher in America who would knowingly allow a surgeon to "practice" on his body, if he knew that the surgeon's "practice" during the previous eighteen weeks had resulted in the "deaths" of as many patients as the teacher failed to teach successfully during the same period? The medical profession has pushed forward during the past thirty years to overcome and improve its high surgical mortality rate. New drugs, new techniques, concentrated up-dating of equipment and in-service programs are common place. Bringing this right home, how many new techniques, new equipment and the like are evident on this campus today. Has our mortality rate decreased in the past twenty years? Table 4 indicates that while the numbers have significantly risen at this college, there has been no appreciable decline in the number of students who have failed to achieve satisfactory grades in the fall semester in the past twenty

TABLE 4
MORTALITY STATISTICS

	FALL, 1970		FALL, 1950	
	No.	%	No.	%
A	1642	15.3	150	11
B	3141	29.3	357	25
*Credit			41	3
C	<u>3252</u>	<u>30.3</u>	<u>456</u>	<u>32</u>
	8035	75.%	1004	71.%
*Physical Education				

D	952	9.	117	8
E	545	5.	78	6
I	201	2.	29	2
WP	296	3.		
W	576	5.	187	13
WF	<u>118</u>	<u>1.</u>	—	—
	2688	25.%	411	29.%

Educational accountability also takes on even newer dimension - accountability to students. I firmly believe that there is a parallel between the teacher's relationship with the institution and the student's relationship to the teacher.

Teachers - understandably - under the Master Agreement require, even demand, a clear, honest contract, which clearly spells out every condition of employment, fully stated with strong rights of grievance.

In my estimation - so also should students have a clear contract with teachers - with rights of grievance. The students should be given - on the first day of class - a syllabus which explains in detail what is expected of him, what the course is about, what the activities of the course involve, what his outside assignments are, when they are due, what type of examinations he will be expected to sit for, what examinations carry the strongest weight, and how he will be evaluated in terms of emphasis of various activities of the course. But how many students are given a complete syllabus describing the requirements of the course he is forced to take? Table 5 is a sample of a syllabus outline.

TABLE 5
SAMPLE SYLLABUS OUTLINE

-
1. Purpose served by this course
 2. Text(s)
 3. Suggested supplementary bibliography
 4. Design of the course
 5. Course objectives
 6. Course assignments and student responsibilities
 7. Special projects, if any
 8. Course calendar
 9. Appraising, evaluating, grading

Grading policy and practice must represent consistent fairness and honesty toward the student.

Traditional practices - regardless of what we say otherwise, show that we expect failure of students - yes, really reward it. For we say, in practice, get what you can and we'll reward you accordingly - even if you fail to reach minimum standards that have been set for a course. For example; Table 6 outlines current practice in American schools, utilizing for the sake of example a theoretical traditional scale.

TABLE 6
CURRENT GRADING PRACTICE

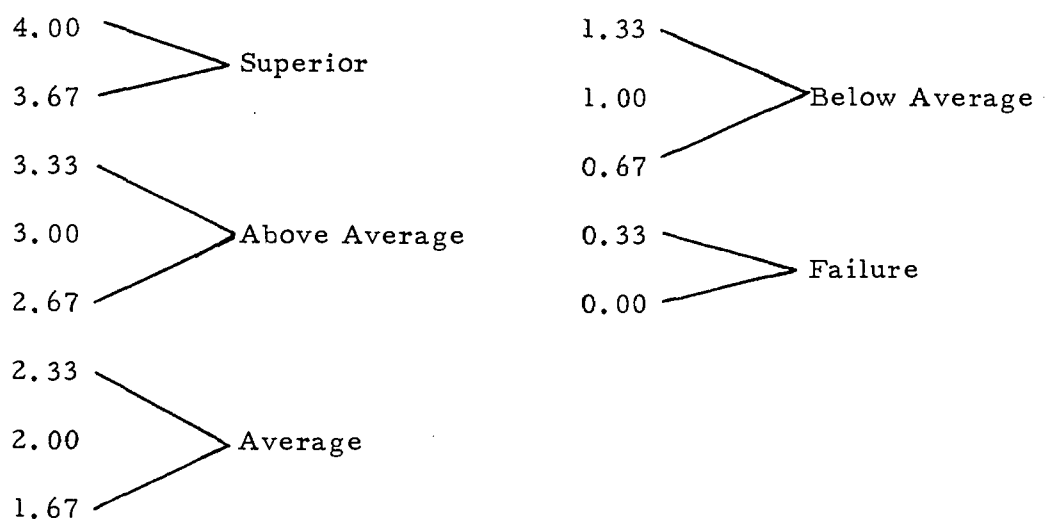
	A = 90 - 100	
	B = 80 - 90	
	C = 70 - 80	
	Minimum - - - - -	
	D = 60 - 70	
	F = -- - 60	
Student A		Student B
75		70
75		70
75		70
<u>50</u>		<u>25</u>
4/275 = 68 = Passing		4/235 = 58 = Failure

What we admit in Student "A" - three averages and one failure - we are not consistent with in Student "B" - student A goes on; student B is "out" - and yet, neither achieved the minimum the teacher established. Students see this type of practice as an injustice, an unfairness. Taxpayers see it as a great waste of their

money.

This brings me to the final point I wish to discuss about grading with you - the proposed new grading system. If we are to adopt it there should be some "grievance procedure" for students. Table 7 includes the proposed grading system and rationale and illustrates the need for a "grievance procedure" for students.

TABLE 7
PROPOSED GRADING SYSTEM



RATIONALE: "The instructor can more accurately evaluate the student by means of the numerical system, because he can record the student's numerical grade from 13 possible choices.... it allows flexibility to accurately evaluate students.

"The instructor will use the numerical scale or the parts of the scale which will allow him to most accurately evaluate the students in his classes."

Finally, educational accountability also relates to others than taxpayers and students - to accrediting agencies.

There is no doubt in my mind that there is a great deal of excellent teaching taking place in this institution; and as much as I would like to dwell upon the good points that I am personally aware of, I feel it is in the best interest of all of our professional growth and the growth of the college in the community, if we zero in on those areas that I feel are our weaknesses and will cause us not only difficulty when it comes to interpreting to our public, but also will cause us difficulty in justifying some of our practices at the time of the revisit of the North Central Association.

I believe one of our biggest weaknesses in the institution is that in many areas it appears to be that we are extremely "textbook" oriented when it comes to the instructional process. Whether or not this is a valid assumption, let me site for you some of the observations that lead to this conclusion which I feel make this obvious:

1. Student schedules are bunched together where students take three and four classes consecutively and then leave the campus.
2. The library is not utilized heavily in either resource material or as a study area to any degree that would be comfortably and respectably reported to anyone.
3. Responses by many faculty members on their ability to cover or not to cover significant material during the term have usually been couched in terms of, "I'm two chapters ahead," or "I'm one chapter behind."
4. Lastly, there is an observable lack of definitive course outlines, course objectives, course organizational material for any visitor, evaluator or student to really understand what is going on.

What I am saying specifically is that it is my honest opinion that we have certain practices at this institution which are questionable in the light of current trends in American education, and should we be able to overcome problems of administration and administrative/board/faculty relationships that existed during the last North Central visit, the North Central investigators will zero in on the real needs of the institution - instruction; and their comments and recommendations could be uncomfortable unless we prepare ourselves to at least be able to say that we have honestly explored and considered different approaches to education.

Charles M. Greene, President
Muskegon Community College
Muskegon, Michigan

January 8, 1971

EVALUATION

The topic for this portion of this morning's session concerns probably the most difficult and controversial subject that exists in education today. I do not think it an incorrect generalization to say that little causes more animated discussion among faculty and administration alike, than the process of evaluating instruction and staff, whether it be for purposes of improving instruction, purposes of retention, promotion or tenure, or, and here I must speak softly, purposes of merit pay determination.

There is almost universal agreement that the single most important ingredient determining the success or failure of any educational institution is the quality of its instructional staff in higher education. This is especially true in the community-junior college, for emphasis is upon teaching rather than research. But, how is instruction to be evaluated? While the data for techniques of evaluation have filled educational journals, there is still no agreement on the validity of the various methods and not much information on the degree to which they are utilized. In fact, the evaluation of instruction remains one of the crucial problems facing educational institutions in America today.

We might raise the question, "Why should we evaluate the instruction?" I would like to propose at least three reasons, and I am certain that you could add others.

1. To obtain improvement of instruction and all that that implies.
2. To determine if the instructor or the administrator should receive tenure status or continuing appointment.
3. To satisfy our constituency and ourselves that this college meets still another test of accountability.

There is no doubt that the rationale needed to support the first two of these reasons is obvious to all of us. The support for the third item is much more questionable. Evaluation, it seems to me, is closely related to implementing an observable accountability system. There are those who speak strongly against evaluation. To many it is an infringement on the rights of the individuals. Professor Frank Rausa, a social studies instructor at Salk Valley College in Illinois, has written, "In a day and age when most Americans are aware of dissent, it is ironic that in the name of the law and order, stability, tranquility or even peace, many individuals are perilously close to being denied due process. It is even more unfortunate that within the walls of institutions of higher learning, the intellectual community, traditionally the vanguard of any significant political, economic or social movement, is similarly faced with situations whereby the rights of individuals are seriously infringed upon, in some instances violated, when it comes to the process of evaluation of professional staff. To me," says Professor Rausa, "the heart of any evaluation program is the implementation and adherence to a definite evaluation policy and a grievance procedure where the rights of the faculty... are closely safeguarded and encouraged." I could not agree more with Professor Rausa's comments, because I personally feel that evaluation, unless carefully planned and carefully handled, can be a very dangerous tool in the hands of the evaluator.

Before any effective program of instructional evaluation can be implemented there are some obstacles that have to be overcome.

First, the growing communications gulf between faculty and administrators must be bridged. Such a gulf obviously fosters misunderstanding, suspicion and distrust of evaluation. Junior college administrators and faculty members are not, of necessity, natural enemies. They have many common interests, and hopefully, a common goal - the provision of quality instruction for students. If indeed, evaluating instruction is a common concern, the first step, it seems to me, would be to seek a means of improving communication and establishing the rapport that is a prerequisite to any fruitful effort toward effective evaluation.

Second, administrators must provide leadership in developing viable policies and procedures for evaluating the faculty. In too many instances, administrators really fumble around in this area, and much of the faculty's historical distrust of evaluation must be attributed to the inept administrative leadership. Any system of evaluation involves good faith. Sound decisions are impossible unless honesty prevails. It seems equally inappropriate for administrators to misuse evaluation of these teachers as it is to lack the strength of conviction necessary to prevent incompetent instructional staff members from gaining tenure. There is no place for cronyism in education. Personal relationships must not be permitted to interfere with evaluation of instruction. The instructor must know and believe that the evaluation system does not violate his academic freedom. He expects that it should be instructive.

The third major obstacle which has to be overcome is closely related, and here I am referring to the widespread belief that teaching cannot be adequately evaluated because it does not lend itself to any tangible method of evaluation. Because teaching does involve many intangibles, there is a general tendency to ignore the problem. Admittedly, there are no definite answers to the question,

"What is effective teaching?" Absolute precision and objectivity in faculty evaluation are almost certainly unattainable, but the need to evaluate is undeniable. The major emphasis of teacher evaluation should be to promote means of improving instruction.

Just as any college administrator should carefully review the college policies and operational procedures before the advent of negotiations bargaining sessions, I believe so should the faculty "get their house in order" by reviewing and if necessary altering their approaches to students and instruction, before the adoption of any evaluation plan of their teaching ability.

There are many types of evaluation that exist in the practice of education in America today. Peer group evaluation and self-evaluation perhaps are the most common in established colleges and universities. In these situations also, the use of division or department chairmen to evaluate instruction, as it is here, is common place and fairly well organized. There is, however, a growing recognition in education today that student evaluation should play an important part in the whole process. To this point, let me suggest that student evaluation of instruction is not coming in the near future, but it is here now! I am personally convinced that from the third grade on, most of the students are able to select the outstanding instructors in their particular grade or classroom. In addition, they are able to determine which instructors are the most effective. Furthermore, it has been my experience that their evaluations were not too different from my own. True, from that big middle group of instructors, students probably cannot evaluate quite so accurately, but then, neither can we as professional people.

Dr. Raymond Schultz, Florida State University, has written, "there is a pronounced disagreement as to whether and how students should be involved in the evaluation of instruction. The real issue," says Dr. Schultz, "is whether students can make valued judgments on the quality of instruction. Some," he goes on to say, "who object, base their disapproval on cases where students have been used inappropriately as evaluators."

Perhaps the major reason that I am suggesting that we take a look at our teaching activities and prepare for student evaluation, is that this evaluation in my opinion, lies at the very root of any "total institutional evaluation program." I do believe, however, that this should be a confidential matter between the faculty member and the student. What I am saying specifically is, that I do not believe that student evaluation should be compiled, published, in a booklet which rates instructors as, "1, 2, 3," nor, should these evaluations be referred to administrators for whatever use they wish to make of them. I am suggesting that the teacher's activity as it relates to the student is one of mutual trust and respect as it relates to the teaching-learning situation, and therefore, the student as recipient, can make comments and observations which would be valuable to the instructor as he seeks to improve in his role in the learning process.

Traditionally, it has been assumed that teachers prepare and teach material and evaluate student progress toward stated or implied goals. The idea that students can have anything to say with respect to the instructor in evaluation was considered sheer nonsense. This traditional practice is not dissimilar to or different from the practice that existed with some administrative circles prior to the advent of the public act that permitted teachers to bargain for conditions of employment.

Rather than spending hours of energy trying to rationalize how to avoid student evaluations, faculties at large should spend their energies in attempting to define the areas and to develop the instruments that can be most beneficial to provide honest and sincere evaluation of teaching by students and promote an institutional move toward the improvement of instruction.

The movement toward any institutionally developed and utilized evaluation system should be a slow one, and one that is carefully developed, piloted, reworked, analyzed, and finally, accepted as being the best possible system that the individual institution can develop. I believe that development of a fair honest and meaningful student evaluation instrument is the best base from which to move toward developing a total institutional evaluation package.

I do not believe that students want to evaluate every course and every instructor every term. Secondly, I do not believe that tenure teachers should require continuous evaluation, but, frankly, I think tenure teachers should receive periodic evaluation by students for their own benefit and their own interest.

Getting together on this topic today gives us a chance to explore some of the concepts that appear in student evaluations that now exist. I ask each and every one of you to actively consider, in these moments, reviewing your teaching activities along these suggested patterns. This is not a "how-to-do-it" session, but rather, I would like to attempt to outline one way in which this faculty could proceed to cooperatively develop a student evaluation technique which will be comfortable for you, and one which you will be most pleased to participate in.

What I am suggesting, therefore, is that we specifically take a look at what is being done at other institutions - to see if we can develop some common denominators... and if so, to use these as a basis of not only relating them to the development of an evaluation instrument, but also, if necessary, to reorganize certain approaches to the learning activities with students in such a way that student evaluation can appear at this college in a welcome and meaningful manner.

Please refer to the following examples attached herewith.

- 1 - Purdue
- 2 - Purdue Modified
- 3 - Student Response

From these samples, it appears that there are aspects of instruction that some feel students can judge better than anyone else. These include how well the instructor organizes and presents his course; the interest which he generates on the parts of students, whether significant learning is occurring, and the extent to which students already know what is being taught. By contrast, students are not qualified to make valid judgments as to the importance of a given course in the curriculum, the knowledge possessed by an instructor or the appropriateness of the content of a course. These are matters on which an instructor's departmental colleagues are best able to pass judgment.

The point of our getting together then on this topic, has not been to argue or to persuade you that student evaluation is particularly good or bad, or it should be developed immediately, but was to review some evaluation instruments of teaching activity which will affect each of you professionally some time in the near future.

You see, if we are going to accept the concept of accountability, we will need, also, a process whereby students would evaluate instruction. I think we should take a long look at the types of data that students could very well provide for us in a meaningful manner. If we do this, then we find that there are certain areas within the processes of teaching that can be further clarified to make your relationship more clear for students to understand and so that they will be more able to understand what their relationship is to you during the time that they are in your classes.

Furthermore, as I stated earlier this morning, students will, and I believe, should, have much greater respect for a faculty member who lays it on the line the first day of class, gives him an outline of what is to be expected and what his achievement would be and provides an opportunity for student feedback.

Let me review my position again: student evaluations of an instructor can be overdone, as is the case when students formally evaluate each faculty member and each course each term. It is my hope that a system for student evaluation would be developed at this institution which would be used systematically on relatively inexperienced faculty members, and by that I mean from one or two classes a term over the first year or two. Beyond that periodic evaluations once every year or two involving the entire faculty should suffice. This, of course, would not rule out the more frequent voluntary use by individual faculty members. For an excellent treatment of student evaluation, I would like to recommend the recent book edited by Calvin B. T. Lee, Improving College and University Teaching, and especially the article, "The Evaluation of Teaching Performance," pages 259-343.

In closing, let me reemphasize that our gathering together this morning has not been to argue or persuade you that student evaluation of teaching is particularly good or bad, but rather, bring this topic to your mind and ask you that you search your professional conscience and turn your professional thoughts to this important task and develop it with your own good speed, and your good judgment at a time when it can be appropriate. Let me emphasize again, that there will be no edicts, no demands, no rush on my part or any other administrator's part for you to cooperatively work with each other in the development of a student evaluation instrument.

I place this entirely in your hands and ask you to accept the challenge as a professional commitment of the first order!

Thank you.

January 8, 1971

Charles M. Greene, President
Muskegon Community College
Muskegon, Michigan

PURDUE - Instructor Evaluation

Name of Instructor _____ Course _____ Date _____

This rating is to be entirely impersonal. Do not sign your name or make any other mark on the paper which could serve to identify the rater.

1. Interest in Subject Always appears full of his subject. Seems mildly interested. Subject seems irksome to him.
2. Sympathetic Attitude toward Students.. Always courteous and considerate. Tries to be considerate but finds it difficult at times. Entirely unsympathetic and inconsiderate.
3. Fairness in Grading..... Absolutely fair and impartial to all. Shows occasional favoritism. Constantly shows partiality.
4. Liberal and Progressive Attitude..... Welcomes differences in viewpoint. Biased on some things but usually tolerant. Entirely intolerant, allows no contradiction.
5. Presentation of Subject Matter..... Clear, definite and forceful. Sometimes mechanical and monotonous. Indefinite, involved, and monotonous.
6. Sense of Proportion and Humor..... Always keeps proper balance; not over-critical or over-sensitive Fairly well balanced. Over-serious; no sense of relative values.
7. Self-reliance and Confidence..... Always sure of himself; meets difficulties with poise. Fairly self-confident; occasionally disconcerted. Hesitant, timid, uncertain.
8. Personal Peculiarities..... Wholly free from annoying mannerisms. Moderately free from objectionable peculiarities. Constantly exhibits irritating mannerisms.
9. Personal Appearance..... Always well groomed; clothes neat and clean. Usually somewhat untidy; gives little attention to appearance. Slovenly; clothes untidy and ill-kept.
10. Stimulating Intellectual Curiosity..... Inspires students to independent effort; creates desire for investigation. Occasionally inspiring; creates mild interest. Destroys interest in subject; makes work repulsive.

11. Suitability of the method or methods by which subject matter of the course is presented (recitation, lecture, laboratory, etc.) 5 == 4 == 3 == 2 == 1 ==
12. Suitability of the size of the class (consider the subject matter and type of class—lecture, lab, etc.) 5 == 4 == 3 == 2 == 1 ==
13. The degree to which the objectives of the course were clarified and discussed 5 == 4 == 3 == 2 == 1 ==
14. The agreement between the announced objectives of the course and what was actually taught 5 == 4 == 3 == 2 == 1 ==
15. Suitability of the reference materials available for the course 5 == 4 == 3 == 2 == 1 ==
16. Suitability of the laboratory facilities available for the course 5 == 4 == 3 == 2 == 1 ==
17. Suitability of the assigned textbook 5 == 4 == 3 == 2 == 1 ==
18. The use made of tests as aids to learning 5 == 4 == 3 == 2 == 1 ==
19. Amount of freedom allowed students in the selection of the materials to be studied (considering the subject matter) 5 == 4 == 3 == 2 == 1 ==
20. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals) 5 == 4 == 3 == 2 == 1 ==
21. Range of ability in the class (are there too many extremely dull or extremely bright students?) 5 == 4 == 3 == 2 == 1 ==
22. Suitability of the amount and type of assigned outside work 5 == 4 == 3 == 2 == 1 ==
23. The weight given to tests in determining the final grade for the course 5 == 4 == 3 == 2 == 1 ==
24. Coordination of the tests with the major objectives of the course 5 == 4 == 3 == 2 == 1 ==
25. Frequency of tests 5 == 4 == 3 == 2 == 1 ==
26. The overall rating of the instructor 5 == 4 == 3 == 2 == 1 ==

PURDUE MODIFIED .

INSTRUCTOR EVALUATION

This questionnaire is administered to help us determine your attitudes, interests, and opinions related to this course and the way the course material was presented. It is hoped that through procedures such as these, improvements in instruction, course material, and methods of teaching may occur. It is essential, therefore, that you respond to each questionnaire item carefully but frankly.

PLEASE CHECK ONE IN EACH CATEGORY. DO NOT SIGN YOUR NAME. DATE _____
SUBJECT _____ SELECTION OF COURSE; _____ REQUIRED OR _____ ELECTIVE

THE LEARNING PROCESS

A. STIMULUS TO THINKING

_____ I was frequently stimulated to THINK
_____ I was occasionally stimulated to THINK
_____ Little or no thought was required of me

B. RESPECT FOR STUDENT THINKING

_____ Ideas of students not welcomed
_____ Ideas of students accepted but not encouraged
_____ Free expression of ideas encouraged

C. INSTRUCTOR'S PERSONAL CHARACTERISTICS (voice, dress, mannerisms, etc.)

_____ Highly conducive to learning
_____ Somewhat distracting
_____ Highly distracting

D. EVALUATION (tests, quizzes, exams)

_____ excellent _____ satisfactory _____ unsatisfactory

E. GRADING SYSTEM

_____ very satisfactory _____ satisfactory _____ unsatisfactory

F. ORGANIZATION (of material and activities)

_____ excellent _____ satisfactory _____ unsatisfactory

G. INSTRUCTOR'S COMMAND OF SUBJECT MATTER

_____ thorough acquaintance _____ fair acquaintance _____ inadequate acquaintance

H. HOW OFTEN WERE OPPORTUNITIES PROVIDED TO WORK WITH FELLOW STUDENTS IN THIS COURSE? (either in or out of class)

_____ frequently _____ occasionally _____ very rarely

J. DO YOU FEEL THE PERFORMANCE REQUIRED OF YOU IN THIS COURSE WAS APPROPRIATE FOR COLLEGE LEVEL WORK?

_____ usually _____ occasionally _____ very rarely

***If you have answered any of the above as unsatisfactory, would you please state your reasons for the rating.

CLASS MANAGEMENT

- A. IS THE INSTRUCTOR APPROACHABLE?
_____ usually _____ occasionally _____ seldom
- B. HAVE YOU BEEN ABLE TO SECURE ASSISTANCE WITH YOUR PROBLEMSIF YOU
NEEDED HELP? _____ Yes _____ No
- C. STUDENT TEACHER RELATIONSHIP: _____ strong feeling of good will
_____ reasonably friendly atmosphere _____ feeling of hostility
- D. HOW DOES THIS INSTRUCTOR COMPARE WITH YOUR OTHER INSTRUCTORS?
_____ above average _____ average _____ below average
- E. HOW MANY DIFFERENT INSTRUCTORS DO YOU HAVE THIS SEMESTER? _____

Please use the back side of this sheet to comment on any aspects of the teaching process that you have found most helpful in this course.

II - PURDUE MODIFIED

Student Evaluation of Faculty

Please choose one answer and darken the appropriate letter on the IBM card.

1. INTEREST IN STUDENTS

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently willing to work with students on an individual basis, inside or outside of class	Usually	Sometimes	Rarely	Never

2. ABILITY TO MAKE CLASSWORK INTERESTING

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently promotes class interest	Usually promotes class interest	Sometimes class is interesting and other times boring	Class more often boring than interesting	Class consistently boring atmosphere

3. INSTRUCTOR'S INTEREST IN SUBJECT

Instructor communicates interest in subject.

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently	Usually	Sometimes	Rarely	Never

4. KNOWLEDGE OF SUBJECT MATTER

Instructor demonstrates comprehensive knowledge of his subject.

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently	Usually	Sometimes	Rarely	Never

5. ORGANIZATION

Uses an organized approach to reach course goals.

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently	Usually	Sometimes	rarely	Never

6. EFFECTIVE PRESENTATION OF COURSE CONTENT

<u>a</u>	<u>b</u>	<u>c</u>	<u>d</u>	<u>e</u>
Consistently clear, complete, and helpful	Usually communicates effectively	Generally effective but occasionally confusing	Frequently Unclear and incomplete	Consistently vague, incomplete, and unhelpful

7. ADJUSTMENT OF PRESENTATION

Adjusts rate and method of presentation according to difficulty of material.

a b c d e
Consistently Usually Sometimes Rarely Never

8. MAKES REASONABLE ASSIGNMENTS

Assignments promote students meeting of course objectives.

a b c d e
Consistently Usually Sometimes Rarely Never

9. ENCOURAGES INDIVIDUAL THINKING BY STUDENTS

a b c d e
Consistently Usually Sometimes Rarely Never

10. VALUE OF SUBJECT

The instructor demonstrates that the student can use or enjoy this subject.

a b c d e
Consistently Usually Sometimes Rarely Never

11. RESPECT

Instructor treats students with respect.

a b c d e
Consistently Usually Sometimes Rarely Never

12. GRADING

Grading policies are clear and fair.

a b c d e
Consistently Usually Sometimes Rarely Never

STUDENT RESPONSE

FEEDBACK QUESTIONNAIRE

Give your instructor the feedback necessary to improve this course.

Indicate your attitude toward each statement by filling in the appropriate box on the answer sheet.

SA	A	N	D	SD
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

1. My instructor treated me with respect.
2. My instructor communicated ideas to me in ways that I could understand.
3. My instructor acknowledged my questions to the best of his ability.
4. My instructor patiently assisted me with my problems.
5. My instructor was well prepared for class.
6. My instructor used evaluation procedures which were fair.
7. My instructor was sincerely interested in his subject.
8. My instructor attempted to develop my interest in the course.
9. My instructor motivated me to do my best.
10. My instructor was readily available for consultation with me.
11. My instructor encouraged me to think independently and intelligently.
12. My instructor organized the course well.
13. My instructor organized the lectures and class sessions well.
14. My instructor made the course content relevant.
15. My instructor exhibited a sense of humor.
16. My instructor demonstrated comprehensive knowledge of the subject matter.
17. My instructor made an effort to know the class members as individuals.
18. My instructor was generally tolerant of ideas which differed from his.
19. My instructor differentiated fact, theory, and opinion in his comments.
20. The text was useful to the course.
21. In general, I feel the course was worthwhile.

22.

23.

24.