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Grand Rapids Junior College Major Internship

Kenneth P. Diller  
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GRAND RAPIDS JUNIOR COLLEGE
MAJOR INTERNSHIP

by

Kenneth F. Diller

A Project Report
Submitted to the
Faculty of The Graduate College
in Partial Fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1975
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There are many individuals who deserve credit for the provision of a myriad number of fruitful experiences enjoyed by the intern. First, I want to thank Mr. James Bogdan, Acting Dean of Instruction for the leadership qualities he has displayed, and for the planning of many of the experiences. Next, the intern would like to thank the Division Chairmen, the Directors of Special Programs, and the Counseling Department. Special thanks to Mr. Jack VanAartsen, the Social Science Division Chairman; Ms. Anne Mulder, the Coordinator of Women's Programs; Robert VanderMolen, the Director of Counseling; Dr. Robert Riekse, the Director of the Senior Citizens Programs; Ms. Maureen Munger, Director of Dental Auxiliary Programs; Ms. Betty Robbins, Acting Director of Student Services; Mr. Albert Smith, the Division Chairman of Fine Arts; and Dr. Thomas Deschaine, Director of Occupational Supportive Programs. The intern would also like to thank Dr. Robert Hellenga, and Dr. Kenneth Simon who have contributed to the realization of this internship. Finally, I would like to thank my wife, Judy, for her patience and understanding during the internship.

Kenneth F. Diller

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SECTION I

INTRODUCTION

The internship in Grand Rapids Junior College was designed to provide a broad understanding of the administrative structure and process, to enlarge the interns understanding of the role and function of the Division Chairman, to obtain a greater understanding of the role of Student Services, and Activities relative to students educational development, and the role of Community Education Programs in two-year colleges. The internship was arranged with Mr. James Bogdan, Acting Dean of Instruction at Grand Rapids Junior College for a period of sixteen weeks.

During the sixteen weeks, the intern engaged in many rewarding experiences in the following areas:

1. Developing rapport with administrators, faculty, and students.
2. Developing an understanding of the range of the duties of the Division Chairman.
3. Developing an understanding of the decision-making process.
4. Acquiring knowledge of the conditions necessary to promote innovation in education.
5. Acquiring knowledge of the supportive services necessary for the provision of quality education, and student fulfillment.
6. Developing an awareness of the administration of the Community Education Programs and Services.
7. Developing questionnaires on the role of the Division Chairman, and student attitudes on their college experiences.


9. The development of course outlines.

10. Developing an understanding of the human matrix through which these functions must be telescoped to achieve their purpose.

The internship also allowed the intern to develop rapport with the Acting Dean of Instruction, Divisional Chairmen, the Coordinator of Women's Programs, the Director of the Senior Citizens Programs, the Acting Dean of Student Services, the Director of Counseling, the Director of Dental Auxiliary Programs, the Director of Special Services, and the Director of Occupational Supportive Programs. As a result of the internship experiences the intern has a deeper understanding of the administrative process of the two-year college, an enlarged view of the services needed to provide quality education, and of the innovations possible in the context of the two-year college.
SECTION II

PROSPECTIVE STATEMENT

The Internship

The major internship for the Specialist Project will be served in Grand Rapids Junior College. The college is a part of the Grand Rapids Public School system. The main objective of the college is to provide quality higher education for the people of Grand Rapids, Michigan. The college is undertaking a structural reorganization in recognition of its adaptation to community college concepts. It is an especially exciting time for the internship, and will no doubt prove very beneficial to the intern. The internship will be for a period of sixteen weeks to begin the week of March 5, 1975, and to end the week of June 16, 1975. The Supervisor for the internship will be James Bogdan, Acting Dean of Instruction.

Main Objectives

The following objectives will receive the main emphasis.

The primary objective will be to receive an enlarged view of the administrative process. The intern will obtain the necessary background of the administrative pro-
cess through research in related materials.

The intern will observe the decision-making process in terms of the planning, organization, and implementation of the proposed reorganization of the college, and in terms of curriculum development within the Instructional Council.

The third objective will be to observe the interrelationship between student services and the educational objectives of the college.

The fourth objective will be to observe the planning, organization, and administration of the community education programs.

The fifth objective will be to observe the role and function of the Division Chairman in the two-year college.

The intern will review the available information pertaining to the goals and objectives of the Grand Rapids Junior College. He will observe the day-to-day working relationships, and discuss the process of decision-making with the administrative, faculty, and student members of the college community. The intern will analyze the faculty recruitment procedures and the student and faculty orientation process. The internship will also allow the intern to acquire an understanding of the student counseling procedures and the role of the counseling personnel in the Junior College. He will also acquire an understanding of the faculty evaluation procedures.
SECTION III

RATIONALE

The intern has special reasons to serve his internship at Grand Rapids Junior College. First, because the college is presently engaged in a structural reorganization. The intern will be able to observe the process of change in goals and structure to meet its growing commitment to the community college concepts. Since the intern is an advocate of the community college concept this development is met with satisfaction by the intern.

Secondly, in the process of change the college has recently developed several new programs in community education, and the intern will be able to observe the expansion of these programs.

Thirdly, the intern has some considerable experience in a private college. The internship will allow the intern to compare a private and public educational institution.

The present internship is structured to permit the intern to become familiar with the specific duties of the Division Chairman, and to engage him in the act of participation in the administrative and decision-making process of the Junior College. In the course of this internship experience it is expected that the intern will ac-
quire a general knowledge of (1) the range of duties of the Division Chairman; (2) the factors that contribute to a climate conducive to learning; (3) the conditions necessary to promote innovation in education; (4) the decision-making process; (5) the supportive services needed to provide community education; and (6) the human matrix through which the above functions must be telescoped to achieve their purpose. Added to these experiences will be the important experience of working in and with a large, educational administrative structure—the central administration of the Grand Rapids Junior College.
SECTION IV

ADMINISTRATIVE STRUCTURE

Many scholars who have analyzed social organizations have done so within the format of the bureaucratic model pioneered by Weber. Merton has cited the essential aspects of this type of organization as:

"A formal, rationally organized social structure, in which, ideally - every series of actions is functionally related to the purposes of the organization. There is an integrated series of offices, of hierarchical statuses, in which there are inherent obligations and privileges, defined by limited and specific rules. Each office contains an area of imputed competence and responsibility. Authority, the power of control derived from acknowledged status, is inherent in the office, and not in the person who performs the function."

Most higher education institutions follow the bureaucratic organizational model. They also utilize the theory of scientific management. Argyris has summarized the principles of scientific management as:

1. Specialized work with the scope of responsibilities for each employee kept as narrow and uncomplicated as possible.

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2. Responsibility for establishing objectives and determining how they shall be reached is placed primarily in the hands of administration.

3. Responsibility for determining the scope of an employee's activities, his place of work, and for issuing directives governing the work to be performed is in the hands of administration.

4. The responsibility for evaluating performance and for distributing rewards and penalties rests with the administration.

5. The responsibility for employment and dismissal rests with administration.

Scientific management, the utilization of the bureaucratic model within a pyramid structure, insures the greatest influence over people, information, and procedures by those at the top of the structure. According to Argyris, this concentration of authority in the hands of the few creates a gap between them and those lower in the hierarchy. The gap is psychological and social. The psychological need for self-actualization is thwarted and deprives the subordinates of psychological, intellectual, and social growth. The lack of opportunities to meet these needs grows wider as one descends the hierarchical ladder. There is therefore a lack of congruency between organizational demands and individuals needs. The consequences are frustration, failure, and conflict. The more closely the two-year college reflects the bureaucratic model, the more apparent it is that the faculty con-
stitute the lowest stratum in the hierarchy. In the bureau­
reaucratic model the authority of the faculty can be un­
dermined in matters related to their area of competence. In such a system it would not be surprising to find a great amount of dissatisfaction among faculty. If they are alienated from the decision making process that af­
flects their need for self-actualization, for control over their conditions of work, and their ability to determine instructional methods, then frustration, failure, or con­
flict must naturally result. This would lead to apathy, conflict, and division, the development of cliques, and other behaviors that would lower their effectiveness, and affect the quality of education in the institution.

In the typical bureaucratic model the external influ­
enences are interpreted through the administrative structure. Moreover, the administrative structure defines priorities, allocates resources, issues directives governing faculty and student performance, and controls the decision making process. According to Richardson et al the results are:

1. Communications are predominantly downward.

2. The structure resists change introduced from the bottom because of the poor quality of up­
ward communication, and status differentials which depreciate the value of the recommenda­
tions originating at lower levels of the hier­
archy.

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3. The lower levels are passively resistant to change from the top because of attitudes of faculty members and students toward administration.

4. Objectives are established at the top of the organization with various methods used to secure acceptance of these objectives at lower levels.

5. Differences of opinion, if recognized, are usually resolved along lines of authority.

6. An informal organization is present and may frequently be engaged in attempting to defeat the objectives of the formal organization.

7. Specialization is predominantly along functional lines with inadequate provision for overcoming the communications and status problems that may result.

8. Leadership is predominantly authoritarian, although it may be disguised through the use of committees which give the appearance of participation without endangering administrative control over decision making.

9. Objectives concerning human behavior relate to the enforcement of standards and the weeding out of the incompetent. There is little real opportunity for individual growth, nor is this considered a primary objective of the institution.

In sharp contrast is the participatory model of organization. In this model the same influences are at work, both external and internal, however their relationships are not the same. The external influences are the community, the Board of Trustees, and State government; the internal influences are the administration, the faculty, and the students. Here the resem-
blance ends. The external influences do not affect the administration alone but also affect the faculty and the students. The axiom is that if the constituencies of the college are all affected by the external influences than all of them should be included in the decision making process which is reacting to, or heading off, or otherwise manipulating the external influence. Since all the constituencies receive information they can all contribute in the decision making process.

Within the institution all the constituencies have responsibilities and influence. These overlap causing an interdependency of function. Because of this the old single authority pattern must give way to decentralized authority, and participatory decision making. The definition of goals and objectives, the allocation of resources, and the determination of roles can be determined through group participation.

Communication can and must occur at all levels, and in all directions within the institution. The limiting factor for participation should only be the nature of the topic or task, in the interests of those who wish to participate, and the time factor or immediacy of the situation. The focus of the participating groups should be on problem solving. This may occur between administrators and faculty, or faculty and students, or administrators and students. Involvement must be the theme and the tone
of the institution. Participatory decision making demands an established communications flow network and involvement. It is not less work than the old authoritarian procedures but rather more involved and demanding on all concerned. Richardson et al have stated it in this manner:

"The organizational structure is pliable and changes frequently to coincide with new requirements or conditions. Consequently, there is substantial congruency between the formal and informal organization, with both working to promote the objectives of the institution. Objectives are developed jointly, with the result that there is substantial commitment to their achievement by all members within the organization, and corresponding satisfaction when they are achieved. Thus, access to the satisfaction of higher-level needs is not exclusively the province of administrators but is shared with faculty and students."

Decision making then becomes a shared function, each group contributing to the final solution and each deriving need satisfactions. Another corollary of the model is that each group should be allowed to govern in its own spheres of responsibility if the interests of other groups are not involved. The outcome will be a spirit of cooperation instead of adversarial. Individual growth and personal dignity will be a direct result of participatory decision making.

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DISTRICT ORGANIZATIONAL CHART

BOARD OF EDUCATION

SUPERINTENDENT

ASSISTANT TO THE SUPERINTENDENT

DIRECTOR OF FEDERAL STATE RELATIONS

PUBLICATIONS AND COMMUNICATIONS COORDINATOR

ASSOCIATE SUPERINTENDENT FOR EMPLOYEE RELATIONS

ADMINISTRATIVE ASST TO THE SUPT. FOR EQUAL EDUCATIONAL OPPORTUNITIES

DIRECTOR OF SCHOOL FACILITIES PLANNING

GENERAL ASSOCIATE SUPERINTENDENT

DEAN OF JUNIOR COLLEGE

DEPUTY SUPERINTENDENT

CONTROLLER

CHIEF OFFICER OF OPERATIONAL SUPPORT SERVICES

ASSISTANT SUPERINTENDENT OF INSTRUCTIONAL SERVICES
The organizational chart is a common form of representation of the structure of institutions of higher education. They provide a pictorial representation that enable newcomers to visualize the functions and relationships within the structure. They are an aid to staff members enabling them to locate their position within the hierarchy. But, charts do have limitations. We might be led astray if we assume they are an accurate picture of influence and authority. If relied on too heavily by the novice the result can be quite uncomfortable. For instance, organized groups of faculty, students, and staff may form an informal power structure between themselves and the administration. This can happen in the development of cliques, through collective bargaining, and the formation of Senates and Forums. Friendships and personal diplomacy can ignore and replace the organization chart.

The organization chart represents the official channels of communication flow and authority. Informal communications do develop and can distort the official channels. When the official channels of communications and the chart do not serve their original purposes they should be updated or revamped. The organization chart is useful only if it retains credibility and accurately represents the operations of the institution.

Since most educational institutions have made many additions, in offices and personnel, during the '60's the
charts, unless they are updated probably do not represent the present reality. Too often the growth of the institutions have been haphazard and this also distorts the value of the organizational charts. Too often positions are added to fill temporary needs rather than a long term commitment or objective. Many of the CETA positions have been added in the past few years because the government funded them. Colleges hurriedly construct a rationale and a purpose for the use of government funds. The charts cannot reflect the quality or depth of the positional relationships. When new people occupy the positions outlined on the charts, the authority and influence of the positions may grow or deteriorate depending on the personality of the individual currently occupying the position. The Dean of Instruction may be dynamic and influence faculty and the President, or he may be passive and allow his authority to dissipate and undermine his personal prestige and power.

Earlier the intern represented the possible forms of administrative structures by the classic bureaucratic model and the newer participatory model. The models represent the right and left extremes of structures possible on a continuum. Most colleges do not fit either category perfectly. The reality of human relationships would probably cause such structures to fluctuate between several modified forms of these models.
For instance, at a private college in Grand Rapids we find a structure that quite closely reflects the bureaucratic model. The private college is a profit making institution. The rights and privileges of the faculty, staff, and students are those allotted to them by the executive administration. Yet, the administration recognizes that it is dealing with human beings who have a need to develop expertise, and a need to autonomy in their area of competence. Most of the time the administration has allowed this autonomy to the faculty. The faculty were seldom overruled in matters pertaining to instructional methods, classroom procedures, or materials. This was the real situation for the first three years that the intern taught there. On the other hand the faculty did not have a great deal of input into curriculum development. The Educational Policies Committee consisted of the President, the Dean of Instruction, the Dean of Students, the Dean of Women, the four Department Chairmen, three elected faculty, and three students appointed by the Student Senate. If educational policies had been determined by this body then it would be fair to say that the faculty and students did have input, although not a decisive decision making power. However, most policies were actually decided in the Instructional Council. This body was and is composed of the President, the Vice-President for Administration, the Vice-President and Treasurer, the Dean of Women, the Dean of Students,
and the Dean of Instruction. The President and Vice-
Presidents set the tone and the agenda of the Council
and therein resides the real authority. The actual de-
cisions are made in the Executive Council which is made
up of the President and Vice-Presidents. When the deci-
sions were made to reorganize the college, it was deci-
ded upon in the Executive Council.

After the decision to reorganize was made the facul-
ty became aware of this decision in small bits of data
presented to them in Departmental Meetings. It began with
discussions about the possibility of utilizing performance
objectives in classroom teaching, and discussions on the
desirability of credit by examinations. Along with these
discussions were economy drives which persisted for the
next two years. There were also other attempts to regu-
late classroom procedures. The faculty countered by or-
organizing a Senate. As administrative intrusion into the
classroom became more persistent the faculty formed a Se-
nate to enable them to increase their voice within the Ed-
ucational Policies Committee. In a brief statement, the
faculty deemed it necessary to form a bureaucracy of its
own and imbue it with adherence to a collective authority.
A closing of the ranks for faculty ensued. The adminis-
tration also closed ranks. Communications became more for-
mal and authoritarian in tone and fewer in number. The
channels of communication were breaking down.
During the next year plans for three new curricula were introduced by the administration, and several curricula were dropped from the catalog. The new curricula were vocational and technical, whereas two of those dropped were liberal arts and transfer curricula. The administration had decided to shift emphasis from a community college orientation back to its former purposes, i.e. to a vocational and business institute. Some faculty were dismissed at this point, and the next year the structure was revamped to two Divisions thus eliminating two Departments and incorporating some of their curricula into the two Divisions. The system became more rigid, a vying for power left the administration as victor on the field and cost some of the faculty and Department Chairmen their positions.

During this period the faculty had tried to propose economy measures which would have been sufficient to allay the financial problems of the college. However, the faculty and administration were working at cross purposes. The faculty did not have any idea of the direction assumed by the administration. The faculty offered a proposal drawn up in the context of the goals as they knew them, not in light of the goals as determined by the administration. Therefore the faculty were bewildered and in disarray when the administration turned down all the proposals, even though the faculty had been willing to sacrifice quite
heavily to ensure the financial stability of the college. Communications had become distorted, channels which had previously existed were no longer sufficient to ensure understanding. Two antagonistic poles existed within the structure. Two years after the reorganization the faculty had less power, a new structure had been formed representing a move further to the right on the continuum.

At Grand Rapids Junior College the intern found the college engaged in a reorganization. It is difficult at this time to conjecture whether it will represent a move to the left or right on the continuum. Perhaps some of the interns observations can offer suggestions as to the direction of the change.

Grand Rapids Junior College was established in 1914 by the Board of Education. This represents a local district system. According to Reynolds the two-year colleges which have popularly elected boards are increasing in numbers. In 1931 they accounted for 63% of the enrollment of all students in two-year colleges, and in 1967 they had increased in numbers to include 9019% of the total enrollment. This represents a decline in the development of the proprietary colleges and a growth in the development of public community colleges. Grand Rapids Junior College represents a typical local district system. It has a high commitment to

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transfer and non-transfer curricula. The college offers liberal arts transfer programs, pre-professional programs, a general degree non-transfer curriculum, as well as programs in vocational and technical programs.

Like other colleges the Grand Rapids Junior College is functioning within the context of a tight economy. According to Lombardi local district two year colleges receive approximately 90% of their operating income from tuition, fees, and from property taxes. The remainder comes from state subsidies, private gratuities, and investment profits. Public support for all levels of public education has fallen off since the middle 1960's. In the late 1960's voters began refusing bond issues and voting down millage assessments. The voters have stressed accountability for educators. Concern for tighter budgets and more state control have become common place in education. Probably, most college administrators would prefer the local-state funding combination rather than rely on one source.

The Grand Rapids Junior College is undergoing a reorganization, perhaps for several reasons. One, to enlarge the student base. At present it can recruit from the Grand Rapids city area, but other students must pay a higher tuition. Enlarging its district would enable the college to lower its rates to an increasingly large segment of its stu-

dent body. Whether or not enlarging the district would head off encroachments into the city by Grand Valley State College remains for conjecture but this might also be a factor in the reorganization plan. Other factors could be administrative reform, a change in image to a community college, and competition from other colleges in the area.

When we look at the organizational chart we find a hierarchy typical of the local district college. The college received its structure and incorporation from the Public School Board of Education. The board allows semi-autonomy in matters of policy, curriculum, and recruitment of faculty. However, the board does finalize all of the above. Action cannot be taken without authorization from the Board of Education. The Dean of the College is under the jurisdiction of both the Board of Education and the Superintendent of Schools. At present, just prior to reorganization there is a four divisional administrative structure. The heads of the four divisions are the Assistant Dean of Instructional Affairs, the Assistant Dean of Continuing Education, the Assistant Dean of Occupational Education, and the Assistant Dean of Student Services.

The Division of Academic Instruction consists of the six Departments comprising the curricula for the Liberal Arts Transfer Degree, the Pre-professional Degree programs, and the new General Associate Degree program. The Department Chairmen represent academically oriented curricula.
New programs have been added in recent years, such as the Women's Programs under the Coordinator, Ms. Anne Mulder, and Special Services under the Director, Mr. Richard Bezile, and the Senior Citizens Programs under the Director, Dr. Robert Riekse. The organization chart represents these programs under the Assistant Dean of Continuing Education. Although this could represent a tight control policy, the Assistant Dean does not in fact exercise that type of control. The Coordinator and Directors' of these programs are the effective administrators of their respective areas. They have planned, organized, and implemented their programs under a minimum of direction from the Dean. In these areas a more relaxed monitory control is exhibited. The interdivisional communications are mainly for informational purposes. For instance, when Ms. Mulder reported in the Counselors Meeting on April 25, she was not seeking justification of her actions, or seeking affirmation for what she was accomplishing, but rather informing the counselors about an aspect of her program which would aid them in the counseling of students. However, if she wanted to set up new courses she would have to receive authorization from the Instructional Council. The Instructional Council consists of the Assistant Dean of Academic Affairs, the Assistant Deans of Continuing Education, Occupational Education, and Student Services, as well as the Registrar, and the Department Chairmen. Also present are the Directors
of the Division of Occupational Education which constitute another six persons. The chart has a very limited use in the determination of relationships between individuals.

The practice at the Junior College seems to be to develop new positions, to develop job descriptions, hire someone competent to administer it, and then to let them do so. Control is limited, one is free to develop his department in one's own particular way. A collegial atmosphere is therefore the result of policy. Much reliance is placed on informal communications and informal day-to-day contact. This is as true for the Dean of the College as it is for others in the hierarchy. The prevailing attitude is that of the 'Collegium'. It assumes that the members of the academic community will participate in the management of affairs that are of particular interest to them. It supports the thesis that this community can and should administer its own affairs. The concepts of community and democratic decision making are ideals to be striven for, and are given credence by the leadership of the Dean of the College. The result is a democratic atmosphere, a climate conducive to learning. There are bureaucratic power plays and conflicts resulting from power politics in governance. As long as educational institutions contain the human matrix the possibility for tension will also exist. The Department Chair-
man seeking growth for his department at the expense of others, the Dean of Student Activities seeking more funds, the Director of Dental Programs insisting on new equipment, or a Director of a program hoping to implement new procedures, all compete for a larger share of the budget. Democracy is not tension free.

There are some disconcerting evidences of tension. Question: Has the need for tighter economies placed tighter controls over the affairs of the Directors and Chairmen? Will the new reorganization result in less autonomy for the Departments? Has the establishment of the Faculty Forum been the result of tensions created between faculty and administration? Was the Faculty Forum instituted by the faculty or the administration? For what purpose? Is it the beginning of a formation of a new intermediary bureaucracy? A new channel of communications? The intern cannot answer any of these questions definitively. From informal discussions the intern has developed the opinion that it represents a cooperative development. Both the faculty and administration felt a need for a new communications network. This may be a result of the growth of the college. There are a number of new programs. Perhaps faculty felt a need to play a greater role in the planning and development of the college during the reorganization. But, the fact that there are three administrators on the forum with the same voting power as six faculty seems to indicate that initial-
ly the idea may have been presented by the administration to the faculty. Since it is not a body authorized to make decisions, but only recommendations, the need for equal voting seems rather curious. As a communication device it would not need to formalize parity of voting power. Perhaps it is an administrative presentiment to head off future antagonisms. If true, this may represent an atmosphere of doubt and tension. Perhaps tight economies, and the move toward reorganization have created suspicions. Perhaps collective bargaining has contributed to the development of adversarial relations. Again the intern cannot state definitively if this has happened. The intern can state that expectations are changing, some faculty perceive the development of reorganization as meaning less control over affairs they have traditionally considered their bailiwick. Some Department Chairmen also believe they will become more a part of administration than they have been in the past. The intern perceives that autonomy of the Departments and Directorships will become subject to more controls from the Divisions. The intern regrets that he has sat in on so few of the Faculty Forum meetings, because his observations may be biased by the atypical atmosphere. However during those meetings the intern has observed the following tendencies:

1. The agenda seems to represent administrative control.
2. The tendency of the Chairman to control the rules of procedure in favor of the administration.

3. Student's proposals seem to receive short shrift.

4. The forum seems to represent a communication device for the administration to the faculty rather than a forum for discussion of the merits or demerits of an issue. It is not a problems solving mechanism. It is a communication vehicle.

The intern concludes that the Grand Rapids Junior College represents an institution changing from a 'bureaucratic-collegial' structure, to a 'scientific management-bureaucratic' structure. If true this represents a move to the right on the continuum. However, the move may be temporary. The intern has observed the institution during the process of change, when tensions are expected to be at a high level, and when central coordination of effort is necessary. The institution is fluctuating at present.

The finalized form for the reorganization may represent a tightening of the structure. There will be three instead of four Divisions. However it does not represent a complete change in structure, therefore the dislocation of elements within the system will be less than at first imagined by the intern and by the faculty and the college community. The tensions may have been aroused by the expectations of greater, far more reaching changes. For most people job specifications will remain
the same. No one below the level of Assistant Deans will actually be threatened by the reorganization. Positions at those levels will remain intact. The intern believes that dislocations will be minimal. Very soon tensions should reduce. The intern believes that the traditional pattern of governance will be reestablished and that faculty can once again expect to play a part in the process of governance. They will retain authority in their areas of competence. However since tight economies are likely to continue for the next five or more years it is imperative that the administration and faculty utilize the Faculty Forum as a problem-solving device, and as a two-way communications vehicle.
SECTION V

THE DIVISION CHAIRMAN

The community college is dedicated to the concept of community service. Community service is based on the premise that education should meet people's needs, whether these are vocational, academic, social, or recreational in nature. Community education expands the role of the traditional college from that of a formal learning center primarily for young adults concerned with cognitive change, to that of a human development center. It provides for a wide variety of educational opportunities without restriction to clientele to be served. A full range of programs is developed to fill the unmet needs of people of all ages. Essential to the performance of this goal, the administrator must be cognizant of his role as a leader. He must be aware of the goals of his institution and strive to fulfill them. If he cannot in good conscience serve the goals as seen by the community he must either attempt to change the goals of others to his, or accept the goals of the community and override his own personal goals, compromise, or leave. The administrator must remember that he is not an isolated figure in the development process, but rather a part of a team striving to fulfill the overall goals.
The goal of any educational institution is to accord the means of self-fulfillment. To educate to the full potential of every student. To recognize, and help the student recognize that all potentials are not the same, but that a rewarding life can be built on any and all potentials. As a team member, the administrator must be cognizant of the operation of the college, of his role in the institution, and of the relative influence of his position vis-a-vis subordinates and superiors. The Division Chairman is a part of middle-management and as such he is in a particularly important and sensitive position. Depending on the philosophical nature of the college; whether it is run on an autocratic, laissez-faire, democratic, or managerial principles, he has influence of greater or lesser extent. In any of these situations he has influence on the atmosphere, staff, curricula, and student development. The key to his success is how he perceives his role; is he a facilitator, mediator, manager, or does he dominate. If he is all of the first three he is contributing to the atmosphere needed for cooperative effort.

In their article, Blocker and Koehnline contend that since the purposes of the community college are different from the four year college and the university their structures should also be different. For them the Division is more appropriate for the community college than the depart-

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1 Blocker, C.E., and Koehnline, W.A., "Division Chairman in the Community College." Community and Junior College Journal, XL (February 1970), 9-12.
The Division is more diversified and larger than the traditional department. Since this is the case there would be fewer divisions than departments. This seems to be a more rational approach because the personnel in each subject area are fewer in the community college than in the large university. According to the authors the divisions should include both 'pure' and 'applied' courses. They would include both transfer and terminal programs.

The reason for this is to remove the possibility of developing hostile groups in the college. Also for the same reason the teaching faculty and counseling faculty should be included in each division. Under this structure the Division Chairman's duties would become broader, he would be an Assistant Dean of Instruction, an Assistant Dean of Students, and an Assistant Dean of Administration. The Division Chairman would also teach. This would enable him to remain in contact with students and faculty. Needless to add, he must be dynamic and flexible. At present the views of Blocker and Koehnline do not represent the reality found in most community colleges. In reality most divisions are glorified departments. If divisions were constructed along the lines suggested by Blocker and Koehnline the Chairman would have to be full time administrators.

This would probably make the position less ambiguous, even though not less complicated, than it is at the present time.
In another article, Leslie suggests that the recent National Labor Relations Board rulings will have the effect of defining the role of the Division and Department Chairman in the community college and the university. He states that this eventually will stem from the increasing number of cases brought before the NLRB by the process of collective bargaining. At present the concern of the NLRB is to determine, in each case, whether the department chairman has a primary supervisory or non-supervisory role. But, the number of cases will probably result in the need for a general ruling. It is crucial, as the outcome of each case will determine whether the department chairman has authority in his office or not, and also the nature and scope of his office. For the author the central concern is one of "authority" - How much and - What kind of authority does the department chairman have? He raises a third question. Can we characterize the department or divisional chairmanship as a standard role in a system of authority distribution? Through his own research and the studies of others Leslie has concluded that the authority of the department/division chairman varies with college size, departmental/divisional size, the complexity of the administrative structure, departmental/divisional prestige, and institutional prestige. In some stud-

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ies Leslie found that the department chairman is seen to possess very little power, the faculty see them as having less power than they possess, and most department chairman see themselves as faculty rather than as administrators. He is seen and he sees himself as carrying out policy as defined by administrators. It is obvious from these studies that the forces that determine how a department chairman runs his department are complex. Based on my observations of two year colleges - a limited sample - I would venture the opinion that the division chairman is in a less ambiguous position and exercises more authority over faculty than the department chairman in the university. This article and the questions posed led the intern to develop a Division Chairman Questionnaire for further research, (see Appendix A). For the NLRB the main question is: Is the department Chairman exercising his authority in the interest of the employer? Out of the findings cited the author establishes some criterion which may be used to determine an answer to this question. These are: (1) What are the formal responsibilities delegated to the chairman by the institution? (2) Which interests does he defend most of the time? (3) What is his relationship to the faculty? (4) What is the scope of the issues in which he engages when he makes decisions? The author began by hoping to determine a more rational and efficient method for the determination of the department Chairman's role, one which would
be generalizable to the whole range of institutions and departments found in the United States. His final conclusion is that this cannot be done and that the definition of the department chairman's role is to remain the purview of the National Labor Relations Board.

In attempting to clarify the position of the chairman most community college administrators have published a position specification sheet in their Faculty Handbook. The outline on page thirty-five is from the Grand Rapids Junior College Faculty Handbook. In order to determine the degree of consensus existing across the nation it would require a survey of the job specifications published by a representative sample of the community colleges in the United States. This would be a fruitful exercise to determine such consensus and if a high correlation exists might lead to the determination of the questions asked on the preceding pages concerning the chairman's role and his authority. In lieu of this the intern has surveyed some literature published on the role of the chairman. The following description of the chairman's role was found by the intern in a book edited by Brann and Emmett. The authors have divided the chairman's responsibilities into four categories; general, instructional services, student

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Duties of Divisional Chairmen

I. Duties pertaining to total college instructional affairs.

A. Act as member of instructional council in decisions that pertain to total college instructional program as brought before the council by its chairman at regular meetings of the council during the college year.

B. Act as liaison person in certain matters that come up in creating cooperation and coordination between the division and other colleges -- two- and four-year.

C. Represent the college at conferences and conventions and other meetings at the divisional or department level as they occur regularly each school year.

D. Represent the official college position with respect to divisional affairs in correspondence that is directed to the divisional chairman which comes from other institutions and agencies.

II. Duties pertaining to faculty affairs.

A. Schedule time, room, day, instructor for all day classes within the division.

B. Cooperate with the evening and summer college deans in scheduling the evening and summer classes.

C. Assign Faculty offices.

D. Evaluate faculty according to provisions set forth in the Faculty Handbook.

E. Assist in faculty recruitment.

1. Seek out faculty
2. Interview and sit in on dean’s interview when asked.
3. Make recommendations.
4. Assume part of responsibility to evaluate first-year and second-year perfor-
mance of new faculty as well as assist them in in-service training so they mature in their teaching capabilities.

F. Be the first one to receive faculty complaints not covered by grievance provisions. Be first one to act as arbiter in student-faculty differences of opinion. Be first to give advice to faculty who are in need of help.

G. Be aware of changes which are taking place in the disciplines within the division, and help keep faculty abreast of these changes.

H. Hold necessary faculty meetings at divisional level for proper intra-divisional communications.

I. Give first approval to all faculty leave--or refuse leave requested--and arrange for substitute instructors where and when necessary.

III. Divisional curriculum activities.

A. Provide leadership in curriculum revision and improvement.

B. Provide leadership in text selection.

C. Provide leadership in in-service education for division.

IV. Miscellaneous duties.

A. Assist in facility planning where needed.

B. Prepare devisional budget along with any proposals which are necessary to apply for government grants under various titles.

C. Serve as liaison between the college and other colleges where needed. Act as spokesman for the division in intra-college correspondence and communication.

D. To meet with, plan with, and cooperate with community groups and committees in various ways, dependent upon and related to changes which may occur within the divisional framework.
services, and administrative services.

In the Spring of each year the division chairman should prepare an annual report of the activities of his division. This should include an accounting of the budget as expended for that year as well as the development of the budget for the coming year. This type of reporting is essential during a period of tight economy but also is desirable management practice at all times. The report should also include activities concerning faculty leaves, in-service training and a projection for in-service for the up-coming year. This will allow the concerned administrators to evaluate in-service for the purpose of offering suggestions on an evidential and rational basis. The report will also serve as a means to evaluate the productivity of the division and the chairman.

The chairman should also take an active part in public relations for the college. He should be an active member of his community and neighborhood. This should not be a facade, his temperament should be such as to make this a true expression of his personality. The chairman should belong to civic groups and take part in community improvement. Because of his affiliations he can serve the community and the college in ways that help meet community needs. He will be in a better position to detect and alleviate needs. Because of this barometer activity in the community he can enable his division and the college to change to meet changing con-
ditions. The intern has had the opportunity to witness this at Grand Rapids Junior College. Dr. Robert Riekse has planned, organized, and implemented the Senior Citizens Program to meet the needs of the isolated and ignored elderly. The following quotation is taken from the project proposal.

"Many of our senior citizens are victims of a society that has passed them by, leaving them with feelings of fear and isolation. Their problems include a standard of living reduced by galloping inflation to below poverty levels; a society self-indulgent to the extent that the needs and problems of aging citizens are not widely discussed, recognised, or solved; a society which increasingly intimidates older people, resulting in apprehensions and even fear as they relate to others; a society that has become increasingly complex and confusing with ever expanding industrialization, urbanization, and the conflicting claims of competing sectors of the economy."

To meet these needs Dr. Riekse has established a program which is free to the elderly. He has received some federal funding for the initial phase of operations, and has received assistance from pastors and ministers of the Protestant and Catholic faiths, in the form of provision of facilities; from schools, in the provision of facilities; from businessmen, in the form of donations and guest speakers; and from services already established to serve the aged. One of the spin-off benefits of the program has

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Riekse, Robert, Mobilizing Community Resources For Senior Citizen Education Programs: A Consortium Project of Calvin College and Grand Rapids Junior College. pp 1.
been the wide publicity it has received and the consequent awareness of the public of the plight of the aged. Also, businesses have established discounts for the elderly in a majority of the Grand Rapids stores. To date the Senior Citizens Program has been instrumental in the education of over seven-hundred 'golden-agers'. The program provides the elderly with information about the services available to them in the community, with legal information, purchasing information, tax information, on food purchasing and nutrition, on personal safety and home protection, on medical care, housing alternatives, and recreational opportunities. The persons contacted to provide this information are lawyers, doctors, businessmen, in short, people who have specialized in that particular field and who have a special concern for the problems of the 'golden-agers'.

Dr. Riekse is energetic and a respected member of the community. Another individual might have undertaken the objective and not attained the same results. This is a good example of the public relations that the faculty and the division chairmen can and should engage in. It has had a very salutary effect on the image of the college in its relationship to the community.

The chairman should also maintain the security of confidential matters entrusted to the division. The prior example of the college reorganization is a case in point. If the administration decided to entrust the chairman with the de-
tails of the reorganization and had placed restrictions on the persons to receive this information, than the chairman should not violate that trust. This would be difficult because of the chairman's tendency to regard himself as a faculty member, but it is this type of fence-walking that makes the position crucial and yet tedious at times. The same situation would apply if he were a union member entrusted with the details of the members negotiating stance. It would be a breach of trust for him to inform the administration. If either of these things actually happened the chairman would lose his credibility with the administration and the faculty. Neither side would trust him and he would have negated his usefulness to them. It would then be in his best interest to resign in favor of someone else.

His position can also become tedious because of the administrative minutiae with which he is encumbered. He must maintain the official records of his division; the students grades, absences of the faculty, make decisions concerning the leaves of the faculty, delegate authority to faculty for the recommendations for texts and materials for the classes, and for the resource center. He must allocate faculty rooms, assign classes, help the Dean of Instruction schedule classes, and make classroom assignments, and also review and revise the class descriptions in the college catalog. All the while he must maintain vigilance lest another department or division attain higher prestige and a greater percentage of
the budget. These are rather general responsibilities of the division chairman.

The intern views the division chairman as a leader. As a leader he must have the ability to make decisions and be able to express them in a clear and concise manner. He must be able to see what needs to be done and take the initiative to see that it is accomplished. He must recognize that he is a team member and that he must use tact and not run roughshod over the opinions of others. His task is easier if he has a reputation for integrity, good judgment, and fairness.

The division chairman and faculty members can play and ought to play an important part in the development of curricula. (See Appendix B entitled "Course Outlines". These have been developed by the intern as a result of his experiences during the internship.) First, because any major changes that are instituted without faculty participation can be nullified by the manner in which the policy or programs are carried out. Secondly, if faculty have participated then they are carrying out policies and programs they have helped develop and thus help ensure its success. When faculty and chairmen are playing a vital role in this manner they are committed to the success of the program and the institution. Morale is also likely to be much higher than if the policies are dictated. Faculty are reasonable and recognize that there are times when the exigencies of the sit-
uation call for immediate decisions. When these situations occur than it is best to communicate the factors mitigating against their participation at that moment and the reasons for the decisions that were made. In this situation the vital factor is not that they were excluded but that communications were kept open.

The intern views curriculum development as an area open for suggestion, the faculty, students, chairman, the Dean of Instruction and other administrators all have a stake in the development of sound curricula. The various publics can make sound suggestions and help ensure that all factors and alternatives are considered. Moreover, it helps to develop a consensus on the direction the divisions and college are taking and may keep them from wandering down separate paths. Each college has determined how much voice the faculty, students, and administration should have in these matters. In colleges of the interns past experience the faculty have had input prerogatives through Instructional Councils. In one college the faculty had several voting members on the council, but not equal representation. This helped to maintain input but left the administration the final authority on decision making. Another college did not have direct faculty representation. The faculty were represented by their Divisional Chairmen. Since the chairmen enjoyed a collegial relationship with the faculty the intern believes that the faculty are fully represented. The situation depends on
the rapport with the chairmen, the administrative style of the administration, and the expectations of the faculty. If there are few serious dissensions, then the situation can be viewed as a resolution on which consensus has been determined. When this is the case then the system is working and should not be tampered with. My view is that faculty and student input should be allowed and some channel of communication established. The intern suggests that faculty ought to have a great deal of input in the instructional methodology they will use in the classroom. At one college of the interns acquaintance there are a wide variety of methods followed by the instructors. It is their decision. However, if the instructors methods are not working well he should be encouraged to try other methods, this should be a part of the chairman's role. Also the chairman should encourage experimentation with many methods of instruction. Often methods such as team teaching are institutionalized and may become a precondition of employment. When this is the situation the instructor should make every effort to accommodate himself to the methods favored by the institution. The chairman must decide whether or not the style of presentation and the instructor are suited to one another. If not he can juggle the teaching loads so that the person can find his favored approach. When the conditions are such that the individual cannot accommodate himself to the approach
of the institution the chairman and the instructor must have consultation as to the desirability of the instructor remaining with the institution. Whenever possible the intern believes the instructor ought to be allowed to find and use the style appropriate for him. The main consideration should be his effectiveness with the style selected by him. The chairman should encourage experimentation, and this should be a part of evaluation and staff development.

According to Miller evaluation and staff development should be mutually supporting activities. He states that student evaluations for first year instructors should serve diagnostic purposes for improvement. He encourages chairmen to use the instrument twice or more per semester, first to encourage teachers to compare it with their own self-appraisal, and secondly, so that there will be ample time for modification of the instructors techniques if it is indicated. This procedure also allows for comparison between student evaluations of the class as it progresses. As a second method of evaluation Miller encourages classroom visitation by the chairmen and senior faculty. This procedure should include discussion with the instructor before the visitation to find out what is projected for

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the class for that day. He should also find out how this relates to the previous history of the class instruction. The chairman should stay for the full period and not let a few moments bias his final decision. If he has doubts he should make arrangements to visit the class again, and if not he should communicate his evaluation to the faculty member as soon as possible while the impressions are still fresh. These should also be committed to writing and the faculty member should receive a copy. The chairman should consider the style of teaching and recognize that there are many effective styles possible. The faculty member should also be allowed to visit the chairman's or senior members class as well. The chairman has a responsibility to examine the quality of course outlines, assignments, and examinations, as well as the quality of student papers. He should also not ignore informal positive or negative feedback. The key to evaluation procedures as seen by Miller is the instructor's self-evaluation. This procedure encourages introspection. Faculty who are thinking about improving their methods usually do. What is needed are chairman who want to help their colleagues grow, who enjoy enriching their division, and who like to translate their ideas into practice. This should hold true in the area of inservice training as it does in the area of evaluation.
According to Hoem, faculty at community colleges need more academic training than high school teachers, and more attention to teaching methodology and curriculum than university faculty. He suggests a program designed to meet these twin needs. Under the Mount Hood Community College staff-development program each faculty member is guaranteed funding for one advanced course in his field of specialization each year if he wants it. There is also provision for funding for short term projects; conferences, seminars, workshops, or national conventions that entail out-of-area travel. There are also paid sabbatical leaves provided for in the program. The Faculty Resource Development Board, made up of three administrators and four faculty, determines how the five figure budget will be spent.

As a division chairman the intern would favor the systems approach to education. The underlying purpose of any education system is to bring about change in students. This means a change in attitudes and behavior. This occurs regardless of whether one adopts a systems approach or not, the difference is that change is planned systematically rather than the result of happenstance or the imperfect integration of systems that are not planned. The systems app-

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roach provides for the planned interrelationships and integration of the administrative, and curriculum aspects of the college. Direction is necessary and the systems approach provides direction. Some attempt to specify goals and objectives is and must be made. The true systems approach accepts responsibility for the education of students openly and in a planned manner. Direction is supplied and an evaluation-revision cycle is maintained to perfect the system and to enhance education. It is more accountable for its actions than less rigorous approaches to education.

The following ideas relating the systems approach are taken from a U. C. L. A. Junior College Leadership Program Occasional Report published in 1966.

The systems approach defines instructional objectives in terms of observable changes instilled in students through the education process. The outcomes are stipulated and performance objectives are developed which bring all curricula and course content into focus. The objectives stipulate what will happen in the classroom, the circumstances under which change will occur, and even the degree of accuracy one can expect the change to be assimilated by the student. This is a very responsible position to take and one which will help ensure progress in education by the student.

In defining objectives there are many variables to consider. One must consider the relevance of the objectives to the overall college goals, and must also consider the relative importance of one objective to another. Since the college draws support from outside publics the objectives must be considered in light of their goals or they may withdraw support from the college. One must also consider the abilities of the students who are entering the college. Wherever possible this consideration is best solved by an individualized approach. Programmed instruction as exemplified by Oakland Community College is in the interns opinion best suited to meet individualized needs. Another consideration should be the overall relevance of the objectives for the student, not only in terms of his present education, but also in terms of relevance for him in the future. Will his education be beneficial to him in the next five or ten years? Will he be able to meet the challenge and stress of change in the modern society and world?

There are many advantages of the performance objectives and programmed instruction approaches. Some of these are:

1. The systems approach provides for a continual evaluation and revision of goals.

2. Education becomes more accountable for its actions.

3. Learning can be assessed and the overall impact of the curriculum can be assessed.
4. Gaps in curriculum can be reduced. Curriculum redundancy can also be reduced.

5. Educational outcomes are based on actual outcomes that can be measured. This provides data for student progress and for accountability.

6. Instructional methods that have proved worthwhile can be maintained. Experimentation can be established on a rational basis.

7. Student grades are more relevant to the actual defined accomplishments.

8. Evaluation of faculty and administrators performance can be established on a more rational and less subjective basis.

Programmed instruction has been slow in being accepted, but research does indicate how new innovations can become acceptable. First, one has to involve the intended user. It is preferable to have faculty participation in the planning stage onward. Secondly, if the system is introduced slowly then it can and will grow as the faculty learn to use the system. Perhaps the computerized system should be utilized for routine data collection or administrative functions at first. This will allow faculty to become used to the equipment gradually and they will also see the acceptance of the computerized system by the administration and also see the inevitability of its use for student instruction.

As a future chairman the intern would like to comment on decision making. There are spheres of influence in decision making and the patterns are varied among community colleges. The interns statements are therefore quite general.
in this regard. A rule of thumb, if the system is working don't rock the boat. In general faculty should have the expertise to determine textbooks and supplemental materials if these are within budgetary reason. They should also have the right to set conditions of work when these do not violate the rights of students, and if they are within budgetary reason. Such conditions should be set with or in consultation with the administration and the chairmen. If there is an overall contract with the faculty the conditions of work clause should be and is subject to negotiations. The contract should be the determining factor and should require strict interpretation. In situations of dis-sensions the matter should be worked out on the lowest level of administration practicable. The faculty should have full knowledge of the institutions long range policies as well as short range policies. They should have input in the establishment of both policies but not the decision making power. The administration should listen seriously to the input of the faculty and if persuaded by the arguments adopt the faculty position. The intern believes that faculty that are brought into discussions of the budget and the long term objectives are more likely to understand the administrations positions and decisions. This can foster mutual understanding and higher morale. The division chairman should explain the faculty positions to the administration and clarify the administrations positions to the faculty. In this endeavor
the rapport the chairman has nurtured with the faculty will enable him to be successful. The chairman should have the strength to maintain his viewpoint under pressure, but he should not endeavor to have his way in spite of all evidence to the contrary. The chairman must recognize that the welfare of the college is not always synonymous with the welfare of his division. Compromise is necessary. This does not mean that he should neglect his division. Innovation does not always cost more money. The chairman should develop the best division he can and take pride in the achievement.

It is the responsibility of the chairman to develop evaluation methods. The intern personally believes that evaluation ought to be individualized. The chairman ought to discuss with the faculty member privately the method of evaluation. The college may use an overall method of evaluation, when this is the case the chairman should explain the evaluation procedure to the faculty. Where the evaluation procedure is in the contract then this contract should govern the process. The faculty, students, and administration have rights in this area. Likewise a contract should govern tenure and promotion procedures. Where there is not an overall contract the local custom and power influences will dictate the procedures to be followed. If there is consensus on the procedures than the intern does not believe they ought to be changed. If the faculty have
input on the promotional and tenure procedures than this should be maintained. The intern has merely scratched the surface on the topic of spheres of influence in decision making but he felt that the topic should be addressed.

In summary, the division chairman has the duty and the privilege to enhance the image of the college and to serve it in terms of its goals and the needs of the community. The chairman should also help formulate educational policy with administrators, faculty, and students on the Instructional Council. In this endeavor all sectors of the college should be participants. The chairman is also the budget manager for his division and this should be seen as a serious and thoughtful portion of his position. He also assists the Dean of Instruction in the formulation of schedules for courses. The chairman teaches and enjoys the interaction of the classroom and the interaction outside of the classroom. He exemplifies the teaching he wishes to instill in others by his example. He will welcome the opportunity to counsel students on academic, career, and personal problems. He should support the efforts of his faculty and evaluate their progress. The chairman assists in the selection of new faculty and in their successful orientation to the college. Moreover, the chairman must be aware of the conditions creating change and be innovative enough to inspire change when it is indicated. Another way the chairman can help is to facilitate communications within the division and with others in the administration. He should
help plan and carry out staff development in forms sanctioned by the college. This is an important ingredient of quality education. He should plan his own personal development and encourage the faculty to do the same. Most important, he must accept responsibility for the kinds of education and activities generated by his department.

(See Appendix C for a composite interview with Division Chairmen at Grand Rapids Junior College.)
SECTION VI

LOG OF EXPERIENCES

Week of March 3, to 7, 1975

This week the intern met with Mr. Bogdan, the Acting Assistant Dean for Academic Affairs and mutually agreed that the internship should begin with an orientation phase. The objective; to become familiar with the layout and capabilities of the Learning Resource Center, the location of the divisions, and the equipment housed in the various campus buildings. The intern also became familiar with the student organizations, and the student services provided by the college. The intern also interviewed students concerning their attitudes about the curriculum and courses offered, the quality of instruction, and their general attitude about their education with Grand Rapids Junior College.

Week of March 10, to 14, 1975

The intern met with Mr. Bogdan and observed the process of the formation of the Spring Schedule. The intern discussed the formation of the schedule of classes and the course descriptions with Mr. Bogdan. This entailed a discussion of the relationship of the Director of Continuing Education, and Division Chairmen with his office. The in-
tern also met with the Acting Director of Student Activities, Ms. Betty Robbins. The discussions centered on the purposes, variety, and the philosophy of the college concerning the student organizations and activities. The intern also interviewed students concerning their instruction and counseling. The intern also outlined several articles:


Week of March 17, to 21, 1975

This week the intern met with Mr. Jack VanAartsen, the Social Studies Division Chairman. The discussions covered the duties of the division chairman, and the Faculty Forum. The intern also met with Mr. Larry Mitchell, the faculty union chairman. The intern also spent several hours reading the faculty union meeting minutes for the academic year. The intern was also interviewed by students.
Week of March 24, to 28, 1975

This week the intern did not engage in activities at the Grand Rapids Junior College. This was due to the Spring break. The intern did outline several more articles:


Week of April 1, to 4, 1975

The intern interviewed students concerning their attitudes about their curriculum, the college, organizations, instructional quality, and counseling. The intern also visited the student art show in the Learning Resource Center. The intern was particularly impressed with the work of Art Lawrence entitled 'Ferris Wheel', and the cubistic art of G. Crowe. The intern discussed the programming of classes with the Social Studies Division Chairman. The intern also studied the meeting minutes of the Faculty Forum for several hours.

Week of April 7, to 11, 1975

This week the intern participated in the programming of classes for students for the Spring semester.
tern had the opportunity to meet faculty and students and observe the scheduling process and problems. The intern also continued reading the Faculty Forum meeting minutes.

**Week of April 14, to 18, 1975**

During this week the intern met with Ms. Anne Mulder, the Coordinator of the Women's Programs. The discussions concerned the various programs offered and the position in the educational hierarchy. The intern also visited the preschool center for children of working women students. The intern also studied the materials available on the above programs and on the Senior Citizens Programs. The intern studied the annual reports of the Women's Programs.

**Week of April 21, to 25, 1975**

This week the intern attended the Counseling Day functions held at Grand Valley State Colleges. The intern met the Grand Rapids Junior College team, Mr. VanderMolen, Mr. Marinus Swets, Mr. Bogdan, Ms. Betty Robbins, Mr. Jack VanAartsen, and Ms. Maureen Munger, and discussed the activities with them. The intern also discussed the counseling quality with students, and the Director of the Counseling Services at Grand Valley State Colleges, and with counselors. During the week the intern
met with several division chairmen. These included Mr. Chanter, the Chairman of the Business Division; Mr. Myer, Chairman of the Division of Life Sciences; and Mr. Albert Smith, the Chairman of the Division of Fine Arts. The intern was allowed to stay and discuss the Division of Fine Arts with the Chairman, and to observe his relationships with students and faculty. Mr. Smith and the instructors also allowed the intern to observe several classes and utilize interaction analysis in the evaluation of the instructors. The intern also attended a concert of the Michigan State University Saxophone Quartet held for the students and faculty of the Division of Fine Arts. Also during this week the intern interviewed students, and discussed the Counseling Services with the Director, Mr. VanderMolen. The intern also attended a Counselor's Meeting, which focused on the explanation of the Criminal Justice Program as presented by the Coordinator of the program. Problems were discussed and solutions determined.

Week of April 28, to May 2, 1975

The intern met with Ms. Pelissier, the Director of Practical Nursing and the interim Director of the Associate Degree Nursing programs. The Director explained the history and difference in the philosophies of the programs, and the difference in the coursework and purposes of the programs. Present day students get more specialized course
and lab work, and work experiences specifically scheduled to coincide with educational needs of the students. The Director also explained the experiences she had in developing the programs and in the design of the facilities the students are using. The facilities are modern, and provide the students with up-to-date materials, equipment, and instructional techniques.

This week the intern also developed the Division Chairman Questionnaire entitled Appendix A in this report. The intern also met with Mr. VanAartsen at the General Motors Alpine Plant and observed his extension class, and interviewed students during the class break. The intern also discussed the Grand Rapids Community Education Program with the General Motors Coordinator, Ms. Helen Bultman.

The intern also interviewed students at the Grand Rapids Junior College. One of the students was the Veteran's Club representative to the Student Forum and this conversation enlightened the intern as to the purposes and activities of the Student Forum.

The intern also kept an appointment with Ms. Maureen Munger, the Director of the Dental Auxiliary Programs. This was a very rewarding experience, Ms. Munger has developed the most innovative programs in the state with the highest degree of compatibility with the training the Dentists receive in the universities. She also related
her experiences in designing the programs and the layout for the equipment and floorspace. The intern learned a great deal about the methods of developing, and implementing a program and curriculum.

The intern also attended a Faculty Forum meeting. The discussion included a presentation by the Dean of the College of the programs offered by Grand Valley State Colleges on the Davenport College of Business campus, and the efforts of the Grand Rapids Junior College to forestall future developments. The agenda also included a discussion of the college reorganization proposals. The last item on the agenda included the new proposed Associate Degree in Liberal Arts.

The intern attended the College Night activities of the Grand Rapids Junior College held at Burton Junior High School. The recruitment person was Dr. Thomas Deschaine who is an acquaintance of the intern. The intern participated in the program and met the recruitment personnel from Grand Valley State College and Davenport College of Business.

The intern outlined several articles this week.


**Week of May 5, to 9, 1975**

This week the intern met with Mr. VanAartsen, the Social Science Division Chairman. The conversation, over lunch, concentrated on the Faculty Forum meeting, and the position of the chairman in the context of the faculty bargaining unit. The Chairman is a member of the faculty, he belongs to the bargaining unit, and he represents the faculty in the Instructional Council, and to the administration. The position of collegial relations is becoming more difficult to maintain as contract implementation becomes a greater proportion of the problems confronted by the chairman. The faculty has the power to curb the influence of the chairman, and the influence to cause him to resign. Because of this, evaluation of faculty is not rigorously pursued. Many of these statements are conclusions of the intern.
This week the intern developed a paper suggesting a new Advisory Council for the college. The council would be composed of representatives from the Divisions, the membership would alternate every semester. Its purpose would be to research new knowledge in every field in the theoretical and applied sciences. It would feed their findings back to the divisions in the form of reports. The divisions would be kept up to date in new developments in all areas of knowledge and provide a basis for staff-development. This would provide information and the psychological shift necessary for the development of interdisciplinary curricula and courses. It would speed up the process of information dissemination and reduce knowledge lag between discovery and application. It might also lead to synthesis of knowledge in some areas and thus lead to the development of new disciplines. The curricula could also include courses in synthesis of knowledge applied to particular problems in society and thus force the integration of knowledge by the students.

The intern also talked with Mr. Bogdan about the ideas contained in the paper mentioned above, and he has placed the intern on the agenda of the next Instructional Council meeting.

The intern contacted Dr. Riekse, the Director of the Senior Citizens Program. The program and its devel-
Development was discussed thoroughly.

The intern also talked with Dr. Tom Deschaine of Special Services and Vocational Services. The services offered are academic counseling, tutorial services, and remedial education. Recruitment takes place within the system. The Director is the coordinating agent for the services offered to the student by the college. The funding is both State and Federal for the programs. The immediate chain-of-command includes the Dean of Continuing Education and Dean of Vocational Education. The services operate most of the time without direction from either of these offices.

The intern visited a Senior Citizens Program session held at Kelloggsville High School Auditorium. The speaker was Mr. Norman P. Foley, a Vice-President of Old Kent Bank and Trust Co. He has also taught Real Estate classes for fourteen years. The topic was on the options open to Senior Citizens in the area of housing. Mr. Foley pointed out the advantages and disadvantages of owning their own home, renting an apartment, mobile homes, condominiums, living in retirement villages, or in public housing. Mr. Foley is interested in performing this civic service and in the people.

The intern sat in on a Student Congress meeting. The student representatives to the Faculty Forum reported in detail the minutes of that meeting. They also responded to
the Associate Degree in Liberal Arts proposal. There was a lengthy debate on the issue of establishing standing committees for the Congress. The idea of establishing committees was finally rejected. After the meeting the intern interviewed some of the students.

During this week the intern also participated in an Instructional Council meeting. The council consists of the Deans of the college, the Directors, and Division Chairmen. The agenda included a discussion on a new Independent Reading study course. This turned out to be divisive and the motion was tabled. The Media Services also came under discussion. Dean McCarthy presented information on the revised plan for reorganization of the college. The Bicentennial Committee reported, and a common definition on the Humanities was presented, discussed, and tabled. The new course, Psychology of Adjustment, was discussed and tabled. This action was taken because of its similarity to the regular Applied Psychology course. The intern also presented his views on the proposal for structural change he had developed. The ideas were accepted for future discussion.

The intern also outlined the following materials:


Week of May 12, to 16, 1975

This week the intern participated in the College Day activities. The activities were aimed at the 'New' student, those between the ages of 26 and 65. The intern met many unique and diverse students. The activities included a get-acquainted time for students, administration, and faculty, a welcome speech by Dean McCarthy, an orientation to the college presented by the counseling staff, a presentation on the advantages and disadvantages of returning adults to college, admissions and financial aids information, and a question and answer period.

The intern also interviewed five students and drew conclusions about the interview method. The results indicate that, (1) students tend to form cliques based on the areas of study they pursue, (2) students tend to drop out of cliques as they take up new educational directions and form new cliques, (3) good students are generally more satisfied with the education they are receiving than the poorer students, (4) good students are more likely to seek advice from the
counselor's, and (5) good students are more likely to get involved in activities and organizations.

The intern also attended a Faculty Forum meeting. The agenda included an up to date report on the college reorganization, the acceptance of the new Associate Degree in Liberal Arts, the adoption of a proposal to be sent to the City of Grand Rapids Board of Education concerning the development of an Affirmative Action Office, and the presentation by the representatives of the Student Congress of a proposal which was placed in sub-committee for consideration during the summer.

The intern also outlined the following materials:


*Week of May 19, to 23, 1975*

This week the intern participated in the orientation and registration of students for the Fall Semester. The students were introduced to the activities, and organizations of the college, and were introduced to the registration procedures, and financial aids information. The remainder of the week the students were registered. The mode consists of individual counseling appointments, and the
scheduling of classes on the computer.

The intern also outlined the following material:


Week of May 26, to 30, 1975

This week the intern discussed the division chairman's role with the Chairman of the Business Division, Mr. Chanter. The discussion included the probable effects of the college reorganization, and the position of the chairman as a member of the faculty union.

The intern also developed a composite interview of a Division Chairman as a result of the interviews he has had this semester, (see Appendix C).

The intern also outlined the following book:


During the last three weeks of the internship the intern developed and has completed the paper entitled, *Grand Rapids Junior College Major Internship*. The paper was composed during the weeks beginning June 2nd, and ending June 20th, 1975.
SECTION VII

RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP

The internship has been of considerable benefit to the intern. However, the experiences could have been improved in the following ways:

1. The internship should have been undertaken at the beginning of the Winter semester rather than in March, 1975. This would have allowed the intern to participate in more activities, organizations, and would have resulted in more indepth relationships with the Grand Rapids Junior College staff.

2. The intern believes that the internship should involve intensive participation during the full period of the internship. The intern was not financially able to participate fully until the week of April 21, to 28, 1975. From March 5, to April 15, 1975 the intern could participate only on Wednesday mornings of each week. The intern was able to complete the hours requirement for the internship.

3. The intern believes that there must be more intensive relations between the advisors from the university, and the project advisor in the field. This would provide more direction, and more relevant experiences related to the objectives of the internship.

4. The intern believes that the university and/or participating institutions should provide the interns with stipends for the duration of the internship. The intern found it necessary to leave his place of employment and borrow heavily to enable him to accomplish the objectives of the internship.
APPENDIX

A. Division Chairman Questionnaire

B. Course Outline: Modern Social Phenomena

C. Composite Interview of the Division Chairmen
DIVISION CHAIRMAN QUESTIONNAIRE

PURPOSE: (1) To determine the role of the Division-Department Chairman in Michigan Community Colleges.

(2) To determine the interactions of the Division/Department Chairman with students, faculty, and administrative personnel in Michigan Community College structures.

(3) To determine the affect of collective bargaining on the position of the Division-Department Chairman in Michigan Community Colleges.

*Note: All questions pertaining to structural positions are to be answered by listing the formal position, not by the persons name who occupies the position.

Community College

Division/Department

Number of Faculty: Fulltime ________, part time ________

Number of Students: Fulltime ________, part time ________

1. List the responsibilities, as you perceive them, of your position as Division/Department Chairman.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. How much time per week do you spend on each activity listed above?

[Blank lines for listing activities]

3. Which of the above activities do you regard as most important to your position? List the above in hierarchical order of importance.

[Blank lines for listing activities]

4. How many hours do you spend per week on administrative duties? __________, in teaching? __________.

5. Which of the following were most important in your selection as Division/Department Chairman? Rank them in order of importance. Add any criteria not shown.

Teaching experience ______
Teaching ability ______
Degrees' earned ______
Ability in dealing with other people ______
Relationships with administrators ______
Experiences outside education ______
Productive scholarship ______
Divisional seniority ______
Administrative ability ______
other - specify ______

6. What was the method and process of your selection as Division/Department Chairman?

[Blank lines for description]
7. Do you receive compensation for the performance of your duties as Division Chairman? yes ____, no ____
   a. What form does compensation take? Check appropriate items.
      salary increase ____
      released time from teaching ____
      other - specify ____

8. What community college standing committees are you a member of?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

9. Will the administrative duties of your position expand in the future? yes ____, no ____
   a. If yes, in which areas do you believe these changes will occur?
      __________________________________________________________
      __________________________________________________________
      __________________________________________________________

10. Who is responsible for the preparation of the Division/Department Budget?
    __________________________________________________________
    __________________________________________________________

11. With whom do the people responsible for the budget consult in its preparation?
    __________________________________________________________

12. Who has the final authority in determining the Division/Department budget?
    __________________________________________________________

13. What is the process for budget revision upward and downward?
    __________________________________________________________
14. Who or what body ratifies the budget as proposed or revised?

15. Is the faculty informed about the finalized budget?
   yes ____, no ____.
   a. If yes, who informs the faculty?
   b. Are the faculty informed in a:

   Division meeting _____
   Faculty Senate _____
   Written communiqué _____
   Informal oral communiqué _____
   other _____

16. What position in the administration has the most authority in the recruitment of new faculty?

17. What positions in the administration are involved in the hiring of new faculty?

18. Who screens and interviews applicants for faculty positions?
   Screening process _______________________________
   Interviews _______________________________

19. What position in the administration has the most authority in the evaluation of teachers?

20. How are evaluations utilized? Rank order the following:
   for determination of merit _____
   for purposes of self-development _____
   for determination of dismissal _____
   for purposes of staff-development _____
   OTHER, ___________________________ _____
21. Do you encourage faculty to publish? yes ____ no ____
22. Do you encourage faculty to join professional associations? yes ____ no ____
a. If yes, does the Division pay for membership dues? yes ____ no ____
23. What type of activities do you encourage your faculty to engage in?

________________________
________________________
________________________
________________________
24. What qualities are representative of your best educators? List them by rank of importance.

________________________
________________________
________________________
________________________
25. How many classes do you teach?

regular classes ______
continuing education classes ______
26. Does your Division provide released time for faculty involvement in professional association conferences? yes ____ no ____
a. If yes, are the faculty reimbursed for expenses? yes ____ no ____
27. Have you contributed articles to professional journals? yes ____ no ____
a. If yes, is this before or after promotion to Chairman? List the number before and after. before _____ after _____
28. How many faculty of your Division are presently taking graduate courses related to their discipline or objectives? _____

29. How many of the faculty of your Division have been on sabbatical in the past two years? _____

30. Are you involved in community college related extra-curricular activities? yes ____ no ____
   a. If yes, what are the nature of these activities?
   
   
   
   
   

31. How many faculty of your Division have written books or had articles published? _____

32. How many contact hours, (outside the classroom) do you have with students per week? _____

33. What is the nature of the contact you have with students as estimated above?

   
   
   

34. Does your Division/Department sponsor or have student initiated student groups, organizations, or clubs?
    yes ____ no ____
    a. If yes, specify the nature of the clubs, etc.
    
    
    
    

35. Does your Division sponsor or have student initiated activities, (course related)?
    yes ____ no ____
36. What subject areas come under the jurisdiction of your Division/Department?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

37. What subject areas have you taught in your teaching career?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

38. In which subject areas have you had formal college preparation?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

39. How long have you taught before attaining the position of Division/Department Chairman? _____

40. Do you determine the courses and sections offered in your Division? yes _____ no _____

   a. If no, who does determine the courses and sections offered per semester in your Division or Department?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

41. What is the process for course review in your college?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

42. Which administration positions or council has the most authority in the determination of new courses in your college?

__________________________________________________________________________
__________________________________________________________________________

for course review ________________
43. Who schedules classes by time, room, and faculty responsibility? ________________________________

44. Who is responsible for the academic major advisement of students? ________________________________

45. How are faculty selected for college committees? ________________________________

46. Do you as Division/Department Chairman serve on occupational advisory committees?
   yes ____  no ____  How many? ____

47. As Division/Department Chairman do you provide recommendations to employers and other colleges on behalf of students graduating or transferring from your Division/Department?
   yes ____  no ____
   a. If no, who does make these recommendations? ________________________________
   b. How many recommendations were made in your Division/Department in the past year? _____

48. Did you attain your position as Chairman within your present college system or were you selected from outside the system?
   within ____  outside ____

49. As Division/Department Chairman do you represent your college at professional association meetings and conferences?
   yes ____  no ____
   a. If yes, how many did you attend this past year? _____
   b. If no, who performs this function. ________________________________

50. Who selects the books and periodicals for the Resource Center for your Division/Department? ________________________________
51. Who assigns office space to faculty in your Division?

52. Who has responsibility for the maintenance and revision of course outlines?

53. Who maintains test files?

54. In your Division/Department, what percentage of the courses are based on performance objectives?

55. As Division Chairman do you have responsibility over non-academic personnel? yes no

56. How often do you hold Division/Department meetings?
   per week, per month, bi-weekly, per semester

57. What issues are most often on the agenda of your Division/Department meetings? List the five most frequent issues in order of importance.

58. Does your Division/Department have a Divisional/Departmental Manual incorporating the following items: yes no
   Divisional objectives
   Conditions of work
   Statements of principles governing relationships of Division/Department colleagues.

59. How are the Division/Department objectives determined?
   a. What factors are most important in determining Division/Department objectives?
60. How often (per week) do you communicate with the Academic Dean? 

a. List the five items which occupy most of your time with the Academic Dean. Rank order the five items, first by your perception of the issues importance, and secondly by the length of time involved.


61. Do you consider yourself primarily a faculty member or an administrator? 

62. Do the faculty perceive you primarily as a faculty member or an administrator? 

63. Does the Academic Dean perceive you primarily as a faculty member or as an administrator? 

64. What is the single most important function (in your viewpoint) of the Academic Dean? 

65. What Qualifications for his position should an Academic Dean possess? 

66. What are the duties of the Academic Dean in your Community College? 

67. What qualifications for his position does the Academic Dean in your Community College possess?
68. Do you have an Educational Policies Committee, or its equivalent in your Community College?
   yes ______ no ______
   a. What positions or groups are represented on the committee?
      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

69. Is the Educational Policies Committee a recommending body or does it have the final decision making authority?
      ____________________________________________________________
   a. If it is a recommending body — to whom or what body or individuals does it make its recommendations?
      ____________________________________________________________

70. Are most of the important educational policies of the college initiated by the Educational Policies Committee? yes ______ no ______
   a. If no, who or what body initiates most of the important educational policies?
      ____________________________________________________________
      ____________________________________________________________

71. How many educational policy related decisions have you made in the past month? _____, in the past semester? _____

72. How often in the past semester have you consulted with faculty over matters related to educational policy? _____

73. Describe the educational policies that each institutional group would be most likely to initiate.
   students
      ____________________________________________________________
      ____________________________________________________________
   faculty
      ____________________________________________________________
      ____________________________________________________________
Division Chairman

Academic Dean

President

Board of Trustees

74. Of the educational policies initiated by each group; which group or individual would have the final decision making authority?

Student initiated

Faculty initiated

Division Chairman initiated

Academic Dean initiated

President initiated

Board of Trustees initiated

75. Which governance model best characterizes your college?

Bureaucratic

Collegial

Political

a. On the Divisional level of decision making?

b. On the Executive level of decision making?
76. Which divisions (as you perceive them) have the most influence on administrative decision making in your college? __________________________________________

77. Describe or label those individuals in your college who have the most influence in matters pertaining to educational policy formation or decision making?

78. What types of external groups or agencies influence decision making at your college? Rank them in order of importance. _______________________________________

79. Does your college have an Administrative Council? yes ______ no ______
a. Are you a member? yes _____ no _____
b. Is the Academic Dean a member? yes _____ no _____
c. What positions are represented on the Administrative Council? __________________________

80. How long have you been Division Chairman? _____

81. How many faculty do you have in your division? _____

82. How many faculty in your division have Master's Degrees' _____, Doctorates? _____.

83. How many of the faculty in your division have previously taught in public high school systems? _____

84. What is the average length of service of your instructors at your Community College? _____, Division _____.

85. How many tenured instructors do you have on your staff? _____

86. What is the average age of the instructors on your staff? _____
87. Who initiates staff-development at your college? ____________________________________________
       in your division? ________

88. What staff-development exercises were planned and carried out in your division this past year?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

89. What percentage of your divisional budget is utilized for staff-development? ______, of the college budget? ______

90. How many instructors participated in staff-development programs, projects, courses, etc. this past year? ________, Does this include sabbatical leaves? ______

91. Characterize your divisions performance in staff-development in relation to the other divisions of your college?
    Poor _____ Above average _____
    Average _____ Excellent _____

92. How many of the instructors in your division have taken a degree in Community College Education? _____, a major ____, a minor _____.

93. What new courses have been initiated or instituted in your division in the past two years?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

94. Of the above, how many do you consider to be long term in nature, (more than two years duration)? ______, which ones? __________________________________________________

____________________________________________________________________________________

95. Who had the most influence in the approval of the recommended and approved changes in curriculum and courses?

____________________________________________________________________________________

96. What changes in divisional procedures have been initiated by your division in the past two years?

____________________________________________________________________________________
a. How many changes were approved? _____
b. Who had the most influence in the approval of the recommended changes? ___________________________

97. What percentage of the students in your division are full-time students? _____, part-time _____.

98. Does your college have a Student Senate or its equivalent? yes _____ no _____

a. List the five most important functions of the Student Senate. _____________________________

99. What are the most outstanding recent innovative programs developed in your college in the past five years? _____________________________

100. With which administrative positions do you most frequently come in contact during a semester? List them in order of frequency.

101. Have the faculty at your college joined a collective bargaining unit? yes _____ no _____

102. Are you a member of the above collective bargaining unit? yes _____ no _____

103. Has the development of collective bargaining among the faculty affected the importance of the Faculty Senate? yes _____ no _____

a. Has the Senate diminished in importance? yes _____ no _____

b. Has the Faculty Senate changed in the types of matters it is concerned with since the formation of collective bargaining? yes _____ no _____
104. Has the decision making process at your college become more formalized and centralized since collective bargaining? yes _____ no _____
   a. If yes, in what ways?

105. Has the formation of a faculty collective bargaining unit changed your relationship with the faculty? yes _____ no _____
   a. If yes, in what ways has the relationship changed? _______________________________________

106. What factors led to the formation of a faculty bargaining unit?

107. How could/or did the administration of the college forestall the development of a faculty collective bargaining unit?
a. Is this a temporary mechanism or situation or do you perceive this as a long-term change?

108. Has the faculty collective bargaining changed the traditional power structure and authority mechanisms of the college? yes no

  a. If yes, in what ways has this changed?

109. Has the faculty relations with the students changed since the introduction of collective bargaining? yes no

  a. If yes, how have their relations changed?

110. Have the functions or activities of the Student Senate changed since the introduction of faculty collective bargaining? yes no

  a. If yes, how have they changed?

111. How long has your college had faculty collective bargaining?

112. Is your college contemplating a structural reorganization? yes no

  a. If yes, what are the purposes of the reorganization?
b. What modifications will the reorganization entail?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________


c. How will the proposed reorganization affect the functions of your position?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________

113. If your college has had a reorganization in the last five years answer question # 112 a, b, and c, from that perspective. Indicate when the reorganization took place. 


114. In your opinion, what are the functions of the Board of Trustees? 

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________

115. Have the functions of the Board of Trustees changed in the past several years? yes ____ no ____

a. If yes, in what ways?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________

116. Has the advent of faculty collective bargaining changed the functions, authority, or power of the Board of Trustees? yes ____ no ____

a. If yes, in what ways?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________
____________________________________________________________________
117. Are there any questions concerning your duties, functions, etc., that you feel should have been asked that were not included in this questionnaire? yes ________ no ________

a. If yes, please list the questions or the areas omitted.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

118. Please feel free to comment at length about any or all of the areas omitted from this questionnaire, or about the content or purposes of the questionnaire.
GRAND RAPIDS JUNIOR COLLEGE

Fall 1975-1976

COURSE IDENTIFICATION

MODERN SOCIAL PHENOMENA

CATALOG DESCRIPTION

Basically a research and discussion course designed to challenge the analytical processes of the student and instructor. The class will determine the contemporary and future problems to be analyzed, then the problem will be dissected into its various subject components and the students will elect the subject area they want to research. After the research data has been gathered and compiled the students will apply the data to a solution of the problem. Different teams working on the same data and problem will develop different solutions, based on their value systems and the value systems of groups or publics which may be involved in the solutions. The intent is to develop expertise in problem analysis and to develop awareness of the value laden process of solving problems in the modern world.

TEXT

The leading journals of the subject area components of the problems as dissected and analyzed by the students and instructor.

PREREQUISITE

Sophomore students only, this is necessitated by the condition that the students should have had some exposure to the Social Sciences, Sciences, and Arts before undertaking a course designed to introduce a synthesis of concepts from these subject areas.

LEARNING OBJECTIVES

1. To contribute to a reasoned awareness of current and near future problems.

2. To advance responsible and serious investigations of current and near future problems.
3. To facilitate communication and cooperation among individuals interested in studying current problems and planning for the future.

4. Anticipation of possible world developments enable people to affect the future responsibly. We must design the future.

5. To promote the development of analytical thinking and problem solving in the students and the instructor.

6. To encourage the development of personal value systems in the students and instructor. By confrontation with the reality of today and tomorrow we may have to re-think our present value systems, maybe our values will stand the test of time, perhaps not.

7. To encourage the development of research techniques and data collation.

8. Since society is the milieu of the problems under consideration, the science most directly related, Sociology, will form the unifying methodology for their solution.

GRADING CRITERIA

There are a number of possible methods to grade, however, I will mention only one. The grade could be the consequence of the students methods and reasonableness. What sources did he use? How well did he present his arguments? Does the evidence presented lead to his conclusions? How much did he participate; in research, in the data analysis, in the formation of the problem, and in the contribution to the solution of the problem? An individual grade and a group grade. Since the solutions are arrived at by group effort we can, as a class, grade the groups efforts by analyzing the solutions presented by the criteria questions stated above for the individual grade evaluation.

INSTRUCTIONAL STRATEGY

The course will be research and discussion oriented. The instructor will act as a guide and suggest modes of research to be utilized, act as a mediation consultant concerning conflict of views, and in resolving jurisdictional disputes between specialties, and in aiding the students in forming a synthesis of the data accumulated pertinent to the problems under consideration.
COMPOSITE INTERVIEW OF DIVISION CHAIRMAN

During the course of the internship the intern has had many opportunities to discuss the position of the Division Chairman with the people who perform these roles at the Grand Rapids Junior College. These discussions have taken place informally and for short durations of time. The following is a hypothetical lengthy conversation with one division chairman incorporating the information gleaned over the span of the internship. The discussion will focus on the duties of the position, how they see themselves in their relations with students, faculty, and administration, as well as dealing with their administrative role. The questions the intern has asked are to be found in the questionnaire he formulated during the internship.

What was the method of your selection as Divisional Chairman?

I was selected after several discussions with the Acting Dean of Academic Affairs, and the Dean of the College. It was an in-house appointment. The Board of Education approved the selection.

What qualifications do you believe were most important in your selection as Divisional Chairman?

Well, I like to think, and I am sure it was basically my ability to get along with the other faculty. I
believe the Deans interviewed some of the faculty to find out who they would recommend or if they had objections to my serving in this capacity. I was also involved in college committees and I had quite a lot of contact with the administration before the selection.

You believe than that a second important reason was your prior relationships with the administration?
Yes.

Do you receive compensation for your duties as Divisional Chairman?
Yes, there is about a 1½ increase in pay plus released time for administrative duties. I am on a 2/3 time teaching capacity.

Do you believe the 1/3 time for administrative duties is sufficient?
I did at first, however I have to admit that at several times of the year the hours are quite lengthy, and I seem to be rushed a great deal. All in all however it is probably sufficient.

What is the process of budget revision?
The Dean of Academic Affairs asks the Divisional Chairman to formulate a budget for their Divisions. This year we have not received as much as we asked for because the college did not receive as much from the state as they had planned on. Then the Dean compiles the requests and this is given to the Dean of the College. The Deans with
the Business Officer then formulate a finished budget and this is sent on to the Board. When it is finally approved we are given a copy of the final budget.

Do you communicate the final Division budget to the faculty?

Yes, I do this in a regular meeting. We of course have to live with the finalized budget, so we do not make revisions. Of course I try to see the Dean of Academic Affairs before it is finalized to find out what the climate is. If I can influence a change in the budget as projected I try to do so, but once the Dean of the College has the finalized version we have to live with it.

Has your Division felt the pinch this year?

Yes, but not as much as other Divisions. For example, the Physical Sciences had several positions open (additions to their staff) based on enrollment projections. The Divisional Chairman had even interviewed several candidates and then found out that they would not be hired because of the budget. The Dean of the College has asked that Division to offer existing faculty overload, or to hire some part time instructors. Some divisions will also increase class size. We will have to cut down on the supplies we use.

Who interviews applicants for faculty positions?

When I was hired in as a faculty member I sent my application to the Dean of Academic Affairs. I was among those selected for interviews and I came in and talked with
the Dean of Academic Affairs and the Division Chairman, and then I talked with the Division Chairman in his office. I suppose the Dean and the Division Chairman compared notes and I was selected. I came in and discussed the contract with the Dean and then I went to see the Dean of the College, and I signed the contract. This would probably be the same procedure we would follow today. I also met some of the faculty prior to my selection, and some of them may have been asked for their recommendations.

You are saying then that the Division Chairman, Dean of Academic Affairs, and the Dean of the College select, screen, and interview the candidates.

Yes.

Which one has the most authority in the selection?

The Dean of Academic Affairs, because he receives most of the applications and screens them prior to setting up interviews. The Division Chairman also discusses the applications with the Dean of Academic Affairs and has input concerning those who will be brought in for interviews, and his views about character and subject matter qualifications probably carries weight. The Dean of the College relies on the Dean of Academic Affairs in the choice of candidates and is likely to accept his recommendation. The Division Chairman makes recommendations but he does not decide. The Dean of Academic Affairs is the decision maker.
Who in the administration has the most authority in the evaluation of faculty?

The Division Chairman. The Dean of Academic Affairs does not have the time to evaluate all instructors, so this is our responsibility. We send our evaluations to the Dean of Academic Affairs and he keeps them on file.

What are your procedures for evaluation?

We have an evaluation format we follow which is a part of the Faculty Handbook. We have a form for student evaluation. The instructor must be evaluated in two classes in three years. The first year we try and evaluate faculty several times. The faculty may request evaluation by students when they want to and of course we follow up on this. The faculty also can reject evaluation in courses he does not want to be evaluated in and this is noted on the form we send him and it is placed in his file. If an instructor rejects evaluation too often then I would make it a point to talk to as many of his students as I could to determine a picture of the situation.

I also try to visit faculty members classrooms during sessions, but I have not managed more than one visit per faculty member this year, and I do not visit every faculty member. When I was an instructor full time I was visited twice the first year and less often thereafter. I also have a form I complete on every instructor. I generally use informal methods, such as talking casually with faculty, and
students. Of course if an instructor has several problems that come to my attention during a year then I make it a point to check up on him more thoroughly.

Do you have adequate evaluation procedures?

We have had some problems with this, under the previous Dean of Academic Affairs evaluations were conducted more stringently and procedures were followed more closely. But this resulted in much dissatisfaction and consequently evaluation was taken out of his hands. I really think that informal methods are more reliable than the student evaluations and formal visitations.

Who initiates staff development?

The Division Chairman and faculty. The faculty are left pretty much responsible for their own development. They take courses, attend professional association conferences, and attend workshops offered by the universities. I may recommend to some faculty that they do one or more of these things, but I do not demand it as this would be considered a breach of collegial relations. Many avail themselves of these opportunities. We also try to share our teaching styles and methods, as well as problems in Divisional meetings and this is generally well received.

Do you compensate instructors for courses taken?

Yes, if they contribute to their teaching assignments they are rewarded in two ways. First, they can receive reimbursements for the courses taken, and after an accumula-
tion of ten hours will receive a higher contract salary based on the accumulative hours above the Bachelor's and Master's Degrees.

Do you encourage faculty to publish?

No, they are here primarily to teach and we hire people who are concerned with teaching. However, we do not discourage anyone. We have several instructors who do publish because they want to, not because we demand it.

I know the faculty have a union. Are you a member of the union?

Yes I am.

Does this present difficulties for you in performing your tasks? Have your relationships with the faculty altered since collective bargaining?

My relationships have changed. I am in the middle. In many matters I can represent the faculty to the administration and as an advocate for them I can maintain our old patterns, but, when it comes to acting as an administrator, and this happens more often, then I find it difficult being a part of the union and administration. For instance, if a faculty member has a grievance I cannot automatically assume his part. I have to be as fair as possible and yet handle it from an administration point of view. When this happens the faculty are not always pleased with the role I play. Of course tighter budgets don't help and in some ways make the situation more untenable. Some day the Chair-
man may have to be a full time administrator, if this happens then at least the role will be defined, and thus easier to maintain. The real difficulty is being caught in the middle.

Do the faculty appreciate the difficulties of your position?

For the most part, but, they can never really do so because they have not been placed in the same position. Furthermore, when they have a problem they are less likely to be understanding then when someone else has the problem.

Has collective bargaining changed the power structure and authority mechanisms of the college?

Yes, I think we have become more formalized now. The administration goes more by the contract, and many decisions are made in accordance with the contract and the expectations that may arise from policies and that may set precedent. So the administration is more employee or adversarial conscious than it used to be. Also, many decisions that might have been made at a lower level are now made at higher administrative levels. There have been other outcomes as well, such as the Faculty Forum. This body is new this year. The administration is represented by the Dean of Academic Affairs, and others. The Faculty Forum does seem to lend some credence to participatory democracy. But, I hesitate, it is more of a recommending body than an initiative body. The actual voting power is equalized. Since collective bargain-
ing and tight budgets the administration has a tendency to formulate and take the initiative in setting policies, and the direction of the college.

Do you believe that reorganization has developed as a consequence of collective bargaining?

Not primarily, it may be a contributing factor. Other factors, such as enlarging the student base, recognition for federal funding programs, administrative reform, tight economy, and competition have had a greater influence.

Will the reorganization affect your position, or the way you relate to others in the structure?

In some ways. I think it will provide the possibility for better communications with top administrators, because there will be several new administrators who will share the load. At present the administrators are too busy, and sometimes communication flow is slowed down because of this. It will also allow the new administrators to monitor the activities of the subordinates and this might result in more efficiency and bureaucracy. Rules and procedures may be more enforceable, and a measure of system budgeting and planning may be invoked. The Faculty Forum may have been organized to facilitate communications during and after the reorganization. Overall, I do not think the reorganization will affect the Division Chairman's position except to make it somewhat more administrative.
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