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**COMPARATIVE PERCEPTIONS OF PLANNERS OF FOUR MICHIGAN  
COMMUNITY COLLEGES**

**By**

**Meshack Mairura Sagini**

**A DISSERTATION**

**Submitted to  
Michigan State University  
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## **ABSTRACT**

### **COMPARATIVE PERCEPTIONS OF PLANNERS OF FOUR MICHIGAN COMMUNITY COLLEGES**

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**This research sought to establish the extent to which planning techniques, planning participants, planning parameters and planning products were used by planners to make decisions concerning effective allocation of resources at four community colleges in Michigan. The researcher used the Strategic Planning Theory of Management in light of the rational planning model. Since the research viewed planning to include leading, directing, evaluating, controlling, budgeting, and programming, it was intended that data would be collected and analyzed to judge not only the relationship between means and ends, but also how this relationship brought to bear on major environmental trends which influence decision making approaches that determine the direction of each institution and vision of its leadership.**

**Data were collected on the basis of informed opinion, interviewing, and tape recording. It was analyzed with the use of non-parametric statistics and interpretive commentary. Having been a product of data analysis and interpretation, the findings of the study addressed planning and management concerns in the areas of demographics, formal planning, strategic planning, decision making, and the degrees of success of goal implementation. One paramount finding was based on the**

understanding that urban institutions used different planning models as compared to those used by rural institutions.

In conclusion, and for the purpose of maintaining anonymity, the colleges were named A, B, C, and D. From the analysis, it was evidently clear that the rational model was perceived as a good planning technique by planners of College D only. The planners of Colleges A, B and C used the consensus or democratic approach in decision making. Overall, planners who neither used the rational nor the consensus did not decisively use other planning models (anarchy, compromise, bureaucratic, and political.)



## DEDICATION

I unreservedly dedicate this monumental dissertation to my wife, Rachel Nyabate and my children – Paul Mairura, Dennis Onkoba, Eileen Moraa, and Kathy Bosibori.

I also thank them wholeheartedly for their love, patience, and support during my many and long hours of absence from them, my intentional and frustrating disregard for attending to their needs, for providing me with the warmth and strong family ties which were a source of strength for many literary accomplishments, and for supporting me financially in order to complete this dissertation.

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# **CHAPTER I**

## **INTRODUCTION**

This study concerns comparative perceptions of planners in four institutions of higher learning in Michigan. The strategic factors of institutional environments of the 1970's and early 1980's have caused a far-reaching impact on national life and indirectly on the four and many of America's institutions. Externally there were economic recessions, oil embargoes, tax limitation initiatives, and the erosion of constitutional legitimacy – Watergate scandal. Evidently, these economic and political conditions made their environment to be extremely confusing. The oil embargo and the fuel crisis of the 1970's produced a painful blow to the American economy. "With the geometric increase of fuel prices, the relationships that served as the bond of the entrepreneurial system were shattered" (Hoverland, McInturgg, and Rohn, Jr., 1986, p. 2). The result of these conditions was chaos, bankruptcies, and a terrible recession. The loss of business life eroded the tax base and forced the taxpayers to resist taxation formula; the local, state, and federal legislature to cut budgets, review them, and restructure them.

The impact of budgetary cuts on socioeconomic life including educational institutions was severe. First, all governmental units reduced their expenditures. Second, the budget cuts or reductions limited initiatory possibilities for future growth and long-term projections and budgets.

Internally, since taxpayers resisted taxation measures, governments imposed unit budget cuts, and the total situation looked chaotic, growthless, and hopeless;

enrollments cripplingly declined, tensions increased, and made decision making a nebulous endeavor; and finally, the struggle for institutional survival and maintaining open door policy was not only further challenged by the disruptive internal and external forces, but these forces caused the death of some institutions whose resurrection remains a great uncertainty. The forces caused organizational structures to experience conflicts.

The external and internal conditions which created problems in national and educational life were or are trends of the environment which impact(ed) on institutions and influenced institutional managers (planners) to react perceptivity, rationally, or irrationally in order to maintain the status quo or change it. Such reactions became the genesis of polemical or controversial debates geared to making the right choices as they sought for answers. Since these debates were and are based on differential perceptions of planning reality by community leaders, legislatures, administrators (planners), faculty, students, and board members, these groups try to articulate the issues for purposes of seeking better solutions.

The continuous attempt by institutional planners to seek strategic, tactical, and operational measures of institutional effectiveness has necessitated for many the use of the rational planning model to delve into or intellectually to probe institutional mechanisms for administrative (planning) efficiency, and effectiveness.

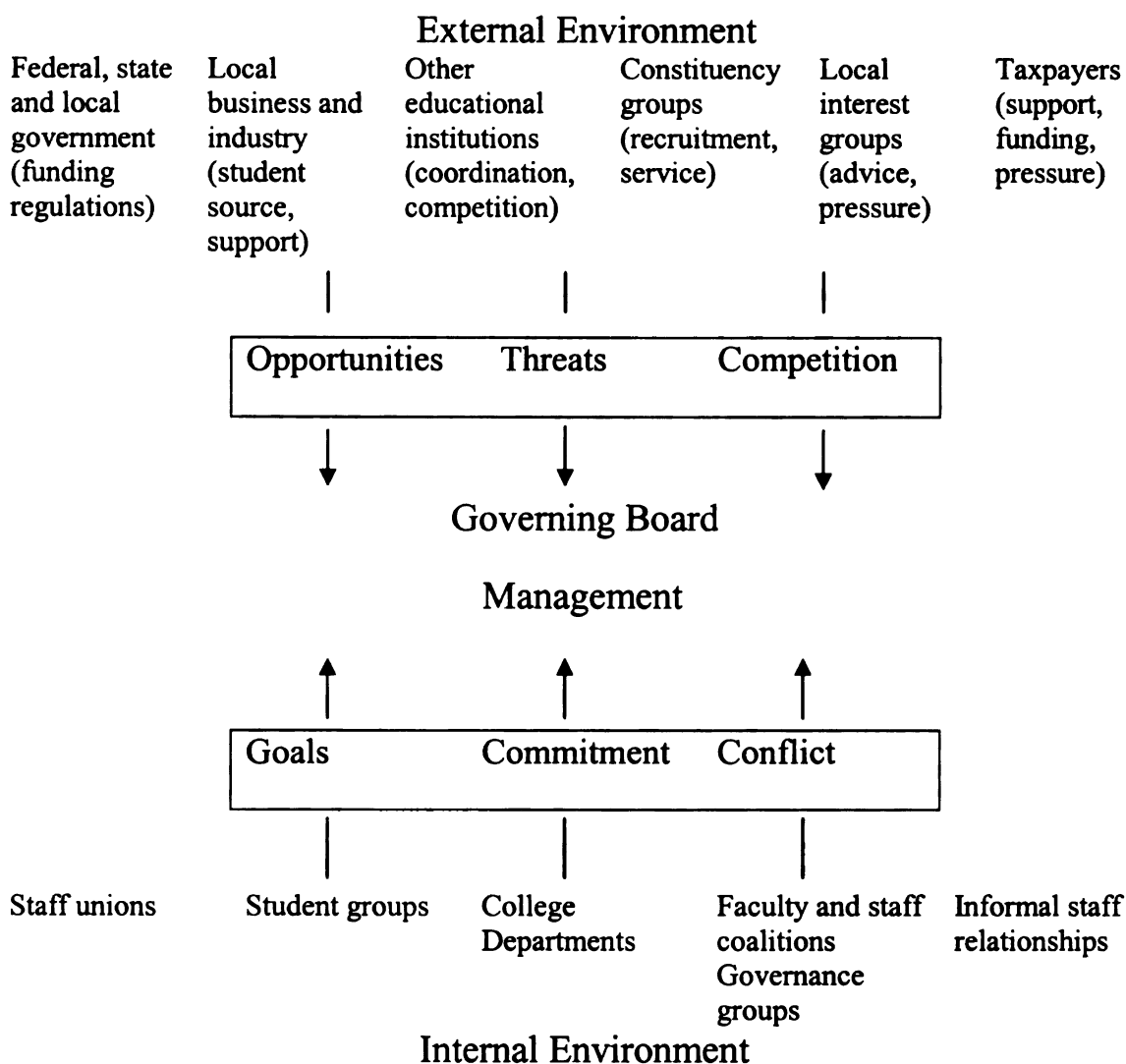
In other works, as Moore (1983, pp 75-76) points out:

...any reasonably alert educator knows, critical and fundamental shifts are occurring in the American society and economy, and colleges are being pressed to cope with their ramifications, acceleration of technology, shifts in values, economic uncertainties, blurring of sex roles, tightening of resources, and changes in demographics – all these factors are altering the fabric of American life. The inexorable change

in society creates an imperative need for change in education. That imperative may be strongest for community colleges, precisely because they are – and should be – both in and of their communities. That being the case, they have a dual responsibility: to shape their environment and to be shaped by it.

In the process of making attempts to fulfill the dual responsibility, the organizational structure (see Figure 1) and the strategic forces (main external and internal factors which contribute to the formation of viable strategic policy) (Myran, 1983) generate organizational conflicts which by themselves are essential for change.

Figure 1.1 Organizational Structures



## **PROBLEM**

The study sought to establish whether or not planning models exist in four different Michigan community colleges as perceived by college planners. In other words, whether the colleges' planning models existed or not was scientifically an unverified fact subject to investigation. Secondly, if the colleges had planning model(s), the study sought to identify and verify the model(s), and examine or analyze them in light of a formal planning model.

The study examined and assessed the relationship between planning by the officials of the four colleges in Michigan and execution of plans and the extent to which the colleges were held accountable for carrying out their stated goals and objectives. Data were collected, analyzed, and assessed to judge the relationship between perceptions of planning and actual outcomes of the planning process at these colleges.

In these colleges, and perhaps in many other colleges and universities around the world, the planning function is an everyday activity of institutional management. However, oftentimes little attention is given to the rational planning model as a major element of institutional management. A careful investigation of this process was the purpose of this inquiry.

## **PURPOSE OF THE STUDY**

The purposes of the study were fourfold:

1. To determine whether goals and objectives of the colleges were clearly identified and effectively implemented in consonance with institutional mission
2. To determine whether programs were developed to achieve institutional goals and objectives
3. To observe, analyze, and reflect on the role of institutional research to the planning process
4. To determine whether goals, objectives, and research were articulated in the context of a formal planning model

## **RATIONALE FOR THE STUDY**

The questions, which this study intends to answer, are:

1. How do planning techniques used by college planners help them to solve their urgent problems?
2. What characteristics of the planning techniques, planning, and the decision setting contribute to the outcomes as perceived by the planning team?
3. Does the rational model of decision-making have any relevance to their planning?
4. Are there generalizations that can be drawn from their experiences that are reasonable hypotheses for use in other colleges and universities?

## **RESEARCH ASSERTIONS**

The major theme underlying the study is that institutions changeably use planning models to improve their institutional management operations. Based on this assumption, institutions will tend to use planning models which enable them to operate more efficiently and effectively.

Assertion 1: Planners who display authoritarian decision-making styles in their colleges are more likely to use rational planning than other planning models.

Assertion 2: Planners who successfully use any one of the other commonly known decision-making styles are less likely to use the rational planning model in their colleges.

Assertion 3: Planners who neither use the rational or any one of the more commonly known planning models tend to use more than two of them.

## **THEORETICAL FRAMEWORK**

Formalized planning is the degree to which a system or an institution is pre-specified in terms of its membership, responsibilities, authority, and discretion in decision making. In the context of strategic management, the degree of formalized planning is effective because it correlates with cost, comprehensiveness, accuracy, and successful planning (Johnson, 1975).

The three basic organizational structures of formality, which graphically display different distributions of authority, are the classical pyramid, the matrix, and the team. Although it is found in most organizations, the pyramidal form is

a product of classical organization theory in which both the team and the matrix are inextricably intertwined. The team theory places emphasis on participatory management in which leaders and followers have authority to contribute to decision making. This collective decision-Making approach motivates personnel to be productive because they professionally and psychologically get satisfaction. The team approach evokes feelings of belonging and ownership. Both belonging and ownership are manifestations of group solidarity and unity.

The formal planning model is attractive because it is believed that it prevents ad hoc and random decision making which unnecessarily and expensively narrows choices for the future. Formalized planning gives the institutions a structural framework of objectives, goals, and the strategies for decision making. Such a formal planning structure provides a two-way channel of communication whose actions help to maintain interactive, iterative, and hierarchical consistency (Johnson, 1975).

## **DEFINITION OF TERMS**

Data: Numbers that identify entities such as races, sex, or program level of students. Data result from observation or measurement. Data may be raw facts from which information can be produced. The quality of data is determined by their validity, accuracy, and reliability.

Information: Composed of data that have been combined and given a form in which they convey to the recipient user some useful knowledge. Information is created when data are selected, organized, analytically

manipulated, and the result is given a form that informs and serves the needs of users. The quality of information is determined by its relevance, timeliness, and acceptability.

Matrix: An organizational/structure in which immediate subordinates have power and authority to make and implement decisions independent of the chief executive.

Management database: Are a set of data used to support strategic decision-making. The data are an aggregate, updated less frequently, and may originate externally.

Management control: Is the process by which planners (administrators) assure that resources are obtained and used effectively and efficiently.

Pyramid (hierarchy): When the whole organization is controlled from one center of authority (chief executive).

Operational (transactional) database: Is data generated internally for the support of the daily repetitive process of the institutions.

Operational control: Is the process of assuring that specific tasks are carried out effectively and efficiently.

Efficiency: The amount of resources (personnel, fiscal, facilities, and time) used to reach ends of time.

Grand Strategy: Is the combination of centrally activated strategies that define the driving force of the organization in a climate of competitive growth and qualitative productiveness.



Master strategy (master plan): Is a group of strategic plans formulated to achieve the institution's strategic objectives as it manages the institution's relationships with the major constituents of its internal and external environments.

Mission: It the institution's historic purpose, its reason for being. Mission statements describes the institution's major areas of interest, its scope of intended actions, the basic market needs it intends to satisfy, its primary values, current performance and vision of the leadership, and its distinctive competencies.

Organizational policy: Comprises broad forms of guidance established to aid administrators (planners) in determining strategic objectives (goals) and in formulating, implementing, and controlling the master strategy.

Operational information system: Data stored for daily use in management.

Outcomes: Ends, results, or changes in condition or state that accrue to any entry as a consequence of the programs.

Planner: Manager, administrator, leader, academic expert, consultant, professional, physical planners, decision maker, policy maker, senior executive officer, budget director or controller.

Purpose: Internal or external conditions to be changed or maintained. Purposes are synonymous with intended outcomes or objectives.

Resources: Refers to human, financial, facilities, and time, which are allocated, used to provide particular programs.

**Strategic decisions:** Are those concerned with questions of institutional policy, purpose, or direction. They are above operational or control decisions. They may concern programs rather than courses, tenure policy more than a person's tenure related problem, long-range strategic planning rather than objectives. Strategic decisions involve executive rather than operational judgments. The decisions require information produced by a decision-support system and a management database.

**Strategic management (planning):** Is the process of managing the pursuit of the institutional mission, which manages the relationship of the institution to its environment.

**Strategic objectives:** Are major, comprehensive objectives for accomplishing the mission of the institution. They define the mission in more specific, measurable, and achievable terms.

**College:** Organization institution, school.

**Management:** Is the process of making decisions on economic and non-economic resources in the organizational context and within a market and non-market environment that changes continually.

**Governance:** Is the structural and procedural means by and through which interested individuals, groups, agencies, and governmental units participate to make policies for the college or institution.

## **METHODOLOGY**

To fulfill the practical and theoretical purpose of the study, this study was conducted as follows:

1. The research conducted an extensive literature review (Chapter II) on planning in two-year colleges and other institutions of which colleges and universities, business, public administration, military, and industry are organizations, which utilize similar management planning techniques, theories, and models. Those, which were relevant and applicable to higher education management, were emphasized by the study. The review of the literature is found in Chapter II.
2. With advice of a higher education professor and research director, two rural and two urban colleges were selected for the study. A group of 42 top and middle-level college administrators (planners) were identified and selected on the basis of informed opinion from each of the four colleges. In other words, all the planners were selected for the study not only due to their planning experience, position, and acceptance, but because the chief planning official of each college recommended them to inform the study.
3. Measurable responses from the sample (college planners, who included members of the president's cabinets or administrative council, presidents, vice presidents, deans, directors, controller, and recorders). The study examined available and accessible planning documents too. These documents included past master plans, official institutional facts, and minutes

or agenda, college history documents, calendars (bulletins), missions, goals, and objectives, and management reports.

4. Three techniques were used to analyze data and display results. First, the researcher interviewed all potential respondents from the colleges and selectively tape recorded responses, which were used for analytic induction and interpretative commentary. Second, cross-tables (histograms) containing tabulated sets of numbers and their percentages were displayed. In addition, the scientific calculator and computer were used for the purpose of data reduction and more accurate computational analysis. The attempt to use these analytical methods was not only an introduction to the researcher's methodological eclecticism, but it was also an appropriate way to try to approximate the truth more accurately.
5. Finally, comparative analysis on the intra- and inter-institutional management theory and model was reflected on the colleges' planning theory(s) and model(s). Such an analytic comparison enabled the researcher to evolve a suitable planning model for the colleges. The evolution of the model was a product of comparative analysis of the long-range traditional and the strategic management models. Through such analytical comparison and contrasts, or similarities and differences, clarifications were made.

## **LIMITATIONS OF THE STUDY**

Although the sample was designed to allow comparisons that yield statistical reliability, the size of the colleges and the economic and logistical capability of the researcher had a considerable influence on the study.

Limitations were a function of a lack of internal validity. They were considered when the researcher drew conclusions about the validity of the study. The major sources of the limitations included the imperfections in the measuring instrument itself, interpretations arising from reading or scoring of the instrument information, and inconsistency in the subjects who were interviewed. For example, the respondents may not have used or known the concept of the model as the researcher's.

The survey sample used in this study was limited to four of the 29 public community colleges in Michigan. The names of the colleges can be seen in Appendix F, in which those, which participated in the study, are asterisked. They study is an illustrative example of the planning styles and strategies of these four higher education institutions. The institutions should not be viewed as classic models for emulation: however, each college's planning style is a product of it's and unique evolutionary development. Although it might be expected that an analysis of the comparative planning approaches of the four colleges may be beneficial to other institutional planners, not all planning styles of these colleges may be suitable and emulative in other planning institutional environments.

## **OVERVIEW**

The entire study has five chapters on this study. Chapter I is composed of the problem, purpose, and a brief summary of theoretical and methodological underpinnings of the study. In addition, the chapter contains a list of definitions followed by a precise overview of literature and summary.

Chapter II contains a review of literature on conventional and strategic perceptions of planning.

Chapter III presents the methodology, which formed the basis for data, collection and analysis.

Chapter IV is based on data analysis and display of results.

Chapter V gives summary, implications, conclusions, and recommendations.

# **CHAPTER II**

## **REVIEW OF LITERATURE**

### **INTRODUCTION**

This chapter, in principle, is based on the review of the literature on community and other colleges and universities, and strategic planning and decision making in many organizations. The central themes articulated include: (a) history, philosophy, governance, and planning structures of community colleges; (b) planning and strategic planning; and (c) consensual rationality. The major areas of this chapter are:

1. Historical development of the community college
2. Philosophical bases of the community college
3. Governance of community colleges
4. The theory of strategic planning
5. Perceptions of strategic decision making
6. The rational model

Although the colleges are currently faced by a variety of problems of which retrenchment, inflation, recession, and apparent difficulty to strategically adjust to new high technology demands, these problems have not reached a paralyzing phase. Creative and innovative attempts for reassessing and modifying their mission and goals can be sensed on campuses, in the press, and in scholarly and professional literature. The articulation of such problems will not be fruitless in addressing synergistic change in the community colleges.

In Michigan these problems have not only been publicly articulated, but such an articulation has raised issues related to compensation of full and part-time faculty, open-door policy, definitions of quality in the face of retrenchment, millage politics, matching institutional goals, business and community needs, community college relations, and whether or not colleges should collaborate with business, government, industry, labor, and the press in providing resources for training and retraining of workers who need relevant and marketable skills. Economically, a well-trained working force will revitalize the productive capacity or the “economic engine” (LaTarte, January 29, 1987) of society. On the other hand, a strong economy helps to promote people’s standard of living, health, education, ability to pay taxes and credits, and strong communities, state, and nation.

The public articulation and justifiable rationalization of these issues, according to Wing (1982), does not only create avenues for the exploration of further and more complex issues and alternatives, but the emergent complexity of issues and alternatives becomes the springboard for identifying opportunities and constraints and weaknesses and strengths. Through this dialectical process of sensitizing and articulating reality, missions, and goals emanate from such interacting institutional and community dynamics. Such dynamics in structure and content impact on institutional planners to plan for institutional change. The nature and character of change will be discussed in this chapter. Table 2.1 shows the relationship between needs and specific issues. Normally, needs are translated into institutional goals (see Appendices A, B, C and D).



## **HISTORICAL DEVELOPMENT OF THE COMMUNITY COLLEGE**

The public community college received its evolutionary roots from the elementary and secondary school system during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. The principles and traditions upon which the public schools were built guided public community colleges. Of the classical traditions, three have been outstanding as they have been applied in the past, and as they apply presently (Monroe, 1976).

1. Universal opportunity for a free public education without distinction based on social class, family income, ethnic, racial, or religious backgrounds
2. Originally, local control and support of free, non-tuition educational systems; however, today local control remains to be true, but students pay a relatively low tuition in most community colleges all over the country
3. A relevant curriculum designed to meet both the needs of the individual and those of the community, state, and nation.

In Michigan the First College (Grand Rapids Junior College) started in 1914; Jackson, 1928; Lake Michigan, 1946; and Montcalm, 1965. In 1945, the state had eight community colleges. In 1960 Michigan had sixteen. As of 1987 there were 29 (Research committee: The Impact of Community Colleges on Michigan and Its Economy, 1984, page 8). The growth and expansion of these institutions is a recent development of post-secondary education in Michigan and the United States. The whole country has about 1,224 community, technical, and junior colleges in which more than 5 million students attend. These statistical estimates show that the community college movement plays a significant role in the higher education system of the United States (Parnell, 1987).

In the first place, as Monroe (1976, page 14) argues, it is apparently clear that the rapid expansion of the colleges in question started after 1945. This phenomenon of growth was attributed to:

1. Growing demands of business and industry for technically trained employees
2. The existence of local communities which had and have both sufficient taxable wealth and population willing to support community colleges
3. Most important, a body of parents and citizens who aspired to have their children enjoy fulfillment of a dream for a college education, but who were financially unable to afford the luxury of an education at a private college or a state university, where tuition, room and board, and other expenses were and are beyond the reach of even the most animated parents.

Secondly, parents, local civic leaders, governmental commissions, and educational organizations popularized the community college movement by making recommendations and by supporting legislation for the colleges. The arguments of these public and private groups, according to Monroe (1976), articulated three claims, which were popular with the 19<sup>th</sup> century elementary and high school evolutionary transition. The claims suggested that:

1. National income increases in proportion to the increase in educational investments
2. The national security is made more secure from the ravages of illiterate, uneducated citizens who might be inclined to be disruptive to public welfare
3. The pursuit of freedom for individual and the promise of the good life for all could be best secured by extending secondary educational opportunities

“These three arguments are the ones used in support of free elementary schools in the 1830’s and 1840’s and for the public high school in the period from 1870 –1900” (Monroe, 1976, page 14).

It is noteworthy to say that the development of the colleges became more and more complex with the increase and expansion of higher education, industry, and automation. This development changed the role of the community colleges from being merely academic and literary institutions to one which also provides service, vocational/technical, remedial, and transfer functions.

Table 2.1 Issues for Community Colleges Serving Specific Needs

<b>NEEDS</b>	<b>SPECIAL ISSUES</b>
1. Provide access to higher education	Enrollment base is declining. New clientele to maintain enrollment levels will require new programs and strategies.
2. Serve local business and industries	Tailor-made programs may require tailor-made financing arrangements for both colleges and students.
3. Provide alternatives to local unemployment	Individuals debating between job and college will choose college in times of unemployment.
4. Provide low cost, local options for access to higher education	Commuter options are a big advantage for community colleges. This option may become increasingly important.
5. Provide remedial education	Lack of clarity exists about where remediation should take place: secondary programs may be more cost effective. Caution must be exercised not to undercut higher education standards.
6. Provide education for adults	Vocational and noncredit programs will move toward self-sufficiency: tuition or fees will cover direct costs.
7. Training and retraining for business, industry, labor	Close working relationships with local business may provide critical markets for community colleges in the 1980s.
8. Provide high quality in whatever mission and program mix selected	Poor or good quality will eventually come to the attention of students and cause enrollment decreases or increases.
9. Provide occupational training	New technologies, particularly in electronics, will cause significant changes in both curriculum content and teaching methods.

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SOURCE: Paul Wing, "Emerging Relations Between Community Colleges and State and Local Agencies", New Directions for Community Colleges 10 (1982)

## **PHILOSOPHICAL BASES OF THE COMMUNITY COLLEGE**

In light of the educational thoughts of the founding fathers, the needs of the individual and nation, America was forced to democratize education and eliminate barriers based on class, poverty, race, and cultural deprivation. President Truman's 1947 Commission on Higher Education expressed similar concerns, but in a more emphatic manner. The Commission stated:

Equal educational opportunity for all persons, to the maximum of their individual abilities and without regard to economic status, race, creed, color, sex, national origin, or ancestry is a major goal of American democracy. Only an informed, thoughtful, tolerant people can maintain and develop a free society. Equal opportunity for education does not mean equal or identical education for all individuals. It means, rather, that education at all levels shall be available equally to every qualified person... The commission does not subscribe to the belief that higher education should be confined to an intellectual elite, much less a small elite drawn largely from families in the higher income brackets, nor does it believe that a broadening of opportunity means a dilution of standards either of admission or of scholarly attainment in college work ... The danger is not that individuals may have too much education. It is rather that it may be either the wrong kind for the particular individual, or education, dominated by inadequate purposes. (Community, Technical, and Junior College Journal, 1987, page 3).

The Commission's document on higher education and Monroe's monographs may be paraphrased to clarify that:

1. Democratic society cannot exist wholesomely without a well-educated citizenry
2. Universal availability of public education through the 14<sup>th</sup> year was essential
3. Since the social purpose of education is also an individual purpose, higher education should allow those with potential abilities, who desire it, can afford it, and can profit from it, to develop their talents for social and self-service

4. The admission policy was or is “open door”. Its purpose is to make sure that every person is granted the opportunity to succeed or to fail by his or her own efforts
5. A diversified curriculum (comprehensive) which has five main aspects:
  - a. development of techniques of introducing students to the life of intellect
  - b. education for transfer to senior colleges and universities
  - c. the curriculum has diversity occupationally or vocationally
  - d. the educational needs of the part-time adult student are taken care of
  - e. colleges must adjust their missions to meet the high tech needs of business, industry, state, and government

In short, what these authors imply is that community college education is excellent education because it is designed to meet the needs of the students and individual communities. Secondly, the teaching approach is eclectic, and it makes higher education available and attractive to students of all ages, all social classes, and all varieties of ability. To make the curriculum more relevant and manageable, colleges provide counseling and guidance and encourage students to become higher achievers. To the extent that the community college will make these principles realities, it will justify its growing importance in the structure of American higher education.

## **GOVERNANCE OF COMMUNITY COLLEGES**

The governance of a community college is both internal and external. Those who exercise governance over the community college are persons who are legally responsible for the management tasks of the institution. Faculty governance (internal governance) is not part of this type of management. However, external governance agencies, such as the state legislature, governor, State Board of Higher Education, Association of American Community and Junior Colleges, AAUP, AFT, NEA, SCUP, ACCT, and the Board of Trustees are external management agencies which contribute to decision-making mechanisms, policies, laws, and procedures which enhance the smooth functioning of the community college.

Internally, the chief executive (President), his vice presidents, deans, and department chairpersons are individually and collectively managers of their areas of responsibility in the institution. Their chief functions include planning (programming, organizing, leading, coordinating, controlling, and evaluating).

It should be made clear, however, that is a public setting, and internal governance activities are delegated from the external section of management. Since boards are either elected or appointed from the external sphere, they cannot be an internal management agency for institutions. They are an external management agency.

In the case of Michigan, for instance, the state has three major legal responsibilities in regard to community and junior colleges. These include:

1. to provide leadership and supervision through the Superintendent of State Education

2. to generally plan and coordinate education
3. To advise the legislature on the financial requirements for the colleges

(Constitution of the State of Michigan, 1963, pp. 65 and 67).

In brief, both internal and external governance structures for the community college carry out their tasks in the light of the law. Each of the 50 states has its own unique governance structure, laws, policies, and procedures. No two of them are alike in every respect; however, similarities and differences between and among them exist and such are not the subject of this topic.

## **THE THEORY OF STRATEGIC PLANNING**

One of the ways the topic and problem could be related to its purpose and objectives is to attempt to define “planning” as a term, frequently used in higher education management. In this regard, it may be said that planning is a campaign to move an institution toward its image of the future, on a timetable that is both desirable and feasible. Planning ideas emanate from “individuals, institutions, and society” (Jedamus and Peterson, 1981, page 114). At the institutional level, planning may be viewed as a separate and analytically oriented institutional function, as an integral part of the decision making and control function, or as a more politically oriented policy making function. The planning function identifies possible future states of the university, and develops relevant strategies, policies, and procedures for selecting and getting to one or some or all of them.

Planning is a broad topic in organizational management. It has many definitions and meanings reflected in those organizations and their individuals. “To



some, planning is synonymous with perspective on management and decision making that emphasizes rationality, utilization of information and control of influence of future events” (Lee, 1979, page 2). Executives in business organizations call planning strategic planning. Government officials call it “policy analysis”. It may refer to a set of techniques used for organizing and analyzing information. Examples of such techniques include Management Information systems, MBO, Simulation Modeling, and Resource and Expenditure Forecasting. Planning may imply an organizational model, an ideal state of the organization, a blueprint for the future condition of an institution or organization. The notions may or may not be stated in a master plan, an institutional mission statement or a document of organizational goals and assumptions.

Planning is associated with people working in an office of planning and/or institutional research and with the organized process conducted by these offices, such as incremental budgeting, program planning, and budgeting and program evaluation.

Planning is “a process which establishes objectives; defines strategies, policies and sequences of events to achieve objectives; defines the organization for implementing the planning process; and assures a review and evaluation of performance as feedback in recycling and process” (Johnson, 1975, page 51).

Planning may be considered as a philosophy of “projective thought” (looking ahead). In this sense, planning is an attitude or state of mind, a way of thinking, or process of making plans.

Planning may be viewed in terms of structure. Long-range planning refers to the development of a comprehensive and reasonably uniform program of plans for the organization, reaching out over a long period of time. IT is an integrating framework within which each of the functional plans may be tied together and an overall plan developed for the entire institution (page 51).

Technically, “planning determines the objectives of administrative effort and devises the means to achieve them” (Halstead, 1974, page 2). The planning strategy enables administrators to react perceptibly to probable and possible future events and changes which affect the institution. Because it is a cyclical and continuous process, it increases the opportunity to identify issues and alternatives which are consistent with established goals. The identification of issues and alternatives increases the changes of securing maximum returns with minimum cost.

The planing process is different from a plan. “A plan is a document which outlines a complete program of action to follow in attaining goals and objectives” (Planning Universities, 1974, page 18). It is possible, but not desirable, to have a document which has the appearance of a plan without reflecting the planning process. A master plan, proposal, or a goal, are examples of plans. By itself, or without being used, reviewed, and continually evaluated, a plan is a static, rather than a dynamic document (Figure 2.2 shows one example of how to strategically formulate a master plan goal (objective) and determine policy).

On the other hand, regardless of its depth and comprehensiveness, a plan is a temporary guide, not a final solution. To be effective, the plan has to be responsive to the needs of the institution, individuals, private and public institutions, and the general public which morally and materially support the institution. In spite of its limitations and strengths, the uniqueness of the master plan (plan) is based on its multiple elements each of which is functionally distinctive and mutually interdependent.

Effective planning is strategic planning. Strategic planning deals with a new array of factors: the changing external environment, competitive conditions, strengths

and weaknesses of the organization, opportunities for growth and sensitivity to changing environment. In a sense, “strategic planning is a management activity designed to help organizations develop greater quality by capitalizing on the strengths they already have” (Keller, 1983, page vii). “Strategic planning does not deal with the future decisions, but it deals with the futurity of present decisions” (Lall and Lall, 1979, page 74). Drucker’s (1970) definition of strategic planning asserts that it is a continuous process of making present entrepreneurial (risk-taking) decisions in a systematic way and with a fairly accurate prediction of their futurity. Efforts needed to carry decisions out must be systematic; their results must be measured against the expectations through the process of organized and systematic feedback.

Strategic planning involves participatory and adaptive management. It has two major purposes: to obtain agreement on specific long-range institutional goals and to provide advice to the president and the College Board concerning activities that should be given priority in annual budgets. Notwithstanding its purposes, there are four structural performance phases of strategic planning: “(1) the analysis phase which includes the assessment of external and internal environments, (2) the mission and goals phase, (3) the objectives and action plan phase, and (4) the resource use, needs analysis, and expenditure strategies phase” (Uhl, 1983, page 2).

Regardless of the variety of planning concepts, and for the purposes of this inquiry, the study will articulate planning in three major ways:

1. emphasis on goal setting, goal evaluation, and goal achievement (this view is policy or decision oriented)

2. emphasis on the effectiveness of planned and implemented objectives  
(emphasis is on strategic planning)
3. the role of the feedback mechanisms of planning goals and objectives  
(emphasis is on the planning model)

For purposes of this review of literature, goals and objectives may be perceived as ends, while budget resource allocation activities are viewed as means for the achievement of goals and objectives. The study views research as a source of valid, accurate, and reliable data needed for appropriate planning technicalities, details, and strengths rather than planning superficialities which may be symbols of mediocrity and weakness. Finally, the feedback mechanism of the planning process maintains the balance between goals and objectives on the one hand, and budget-resource allocation, implementation, and course review and evaluation nexus on the other. All information and activities related to planning can theoretically be put into eight components which characterize the study (Halstead, 1974, page 17):

1. determining goals
2. identifying problems
3. diagnosing problems
4. establishing premises (assumptions)
5. searching for possible solutions
6. selecting the solution
7. implementing the solution
8. evaluating the results of the solution

## **ASSUMPTIONS FOR EDUCATIONAL PLANNING**

There are eight major assumptions related to planning and higher education management. The assumptions, according to Greneman and Finn (1978) generally focus on the internal and external environments of the college which management needs to articulate in order to identify possibilities and constraints. Identification of potentialities and constraints enables planners and faculty to determine what issues and alternatives should be explored before selecting objectives for implementation. The eight major assumptions are:

1. A society's goals whether economic, cultural, political, social, or technological can be achieved only through the development of human resources. In doing so, the social needs of citizens and individuals will be addressed more effectively.
2. The strength of a national program of higher education will depend on the quality of program and services offered by individual institutions. Therefore, the primary purpose of a national system of planning, coordination, and control is to encourage all individual institutions within the system to attain optimum strength.
3. The presence of one or more well-performing institution or institutions will not necessarily insure an effective national program of higher education. All institutions in the system must be encouraged to perform better.
4. Strength in an institution of higher education is closely associated with autonomy in the making of essential decisions affecting institutional operations. It is difficult to be a strong institution unless the institution is given maximum self-determination in its operations. Self-determination does not, ipso facto, insure quality; it is only a necessary prerequisite for building quality.

5. The coordinating function should be assigned to a single central agency (Accrediting Agency) that does not have responsibility for the operational control of any individual institution. By contrast, the control and management of internal operations of the institution is the prerogative of the chief executive (President).
6. Coordination functions can be carried on with what hopefully will be construed as minimal interference with essential institutional autonomy. Among the necessary functions of coordination are:
  - a. devising plans for the orderly development of higher education in the nation
  - b. collecting and analyzing pertinent data concerning institutional programs, facilities, and finances
  - c. giving advice and/or recommendations concerning the role and functions of institutions in the national system
  - d. reviewing institutional requirements for appropriations and making recommendations to the legislature regarding the financial needs of each institution
  - e. reviewing new programs; degree offerings; and physical facilities to ascertain their consonance with national plans
7. The increasing complexity of the society requires human talents of a wide variety and achievement at many levels. The needs of society and the needs of individual self-fulfillment are both well served when a wide diversity of educational opportunities is made available in a manner that encourages their widespread use.
8. In America, students have the freedom and opportunity to attend a higher institution of learning regardless of cost.

In brief, assumptions are a theoretical web which looks like guidelines or idealistic situational principles through which the validity of higher education practices, policies, and parameters are continually refined and replenished. The assumptions also relate the scope of national and state institutional expectations to individual institutions and their constituents.

## **ORIGIN AND DEVELOPMENT OF STRATEGIC PLANNING THEORY**

The term strategy means “strategos” (Cope, 1981, page 5). Strategos was a military leader or general. The verb stratego means to plan. Originally, planning was a process used by individuals, families, armies, and small groups; as societies evolved is social organization and technological complexity, planning became a science as well as an art of leadership and management.

Although the intellectual roots of strategic planning are three centuries old, its educational theory and practice are only 25-50 years old. Intellectually, strategic planning drew the wealth of its ideas from five main sources; geopolitical theory, marketing, field theory, general systems, and contingency theory and management schools of thought. Five areas of strategic planning identified by Cope (1981) are:

Establishing the mission, role and scope of the institution; analyzing data on the internal operations; analyzing data on the external environment; matching institutional mission and strengths in order to capitalize on opportunities for alternative formulations of policy; and choosing the strategies that are consistent with the institution’s values, are economically justifiable, are politically attainable, and are consistent with serving social needs.

Pearce II and Robinson (1982) assert that strategic management connotes a set of decisions and actions which result in the formulation and implementation of

strategies designed to achieve the objectives of the organization. As viewed by these two authors, strategic management concerns nine critical areas (1928, page 4). These are:

1. Determination of the mission of the organization, including broad statements about its purpose, philosophy, and goals.
2. Development of organizational profile which reflects its internal condition and capability.
3. Assessment of the organization's external environment, both in terms of competitive and general contextual factors.
4. Interactive opportunity analysis of possible options uncovered in the matching of the organization profile with the external environment.
5. Identification of the desired options uncovered when the set of possibilities is considered in light of the organization's mission.
6. Strategic choice of a particular set of long-term objectives and grand strategies needed to achieve the desired options.
7. Development of annual objectives and short-term strategies which are compatible with long-term objectives and grand strategies.
8. Implementation of strategic choice decisions based on budgeted resource allocations and emphasizing the matching of tasks, people, structure, technologies, and reward systems.
9. Review and evaluation of the success of the strategic process to serve as a basis of control and as an input for future decision making.

Sensitivity to dimensions of strategic decisions, issues, and concerns, as the authors argue, require top management decision makers. The responsibilities of the top management decision makers may include setting the mission, establishing objectives, planning strategy, establishing policies, planning the organization structure, providing personnel, establishing procedures, providing facilities, providing capital, setting standards, establishing management programs and operational plans,



providing control information, and activating people in the light of the organization's mission.

According to Higgins and Vincze (1986, page 4), strategic management is principally concerned with executive actions that involve:

1. The determination of the organization's mission, strategic policies, and strategic objectives.
2. The formulation of a master strategy to accomplish those objectives. This strategy is most often based on a grand strategy combining basic actions and marketing considerations.
3. The formulation of policies to aid in the implementation and control of the master strategy.
4. Management through subordinates, the process of implementation, which translates strategic plans into action and results.
5. The practices of evaluation and control to determine whether the mission and objectives have been achieved and whether the plans and policies for reaching them are functional (see Figure 2.2).

Recently, Peters and Waterman (1980) wrote In search of Excellence. The document is a study of 17 excellent companies in America integrated into eight by scholarly organizational theorists (March, Mintzberg, Pfeffer, Scott, Salancik, and Weik). The principal conceptual theme for which the authors of the book are untied is the organizational culture. They view culture to be consisting of:

Shared values and interpretations of social activities and commonly held definitions of organizational purpose and work orientations, all embraced by the normative perspective taken by members of the organization... (W) hence culture is strong and cohesive; it provides a sort of multiplier effect for individual work efforts. Individuals are supported, guided, and given identity by a social web which moves them toward common goals (page 2).

Peters and Waterman believe that excellent organizations possess organizational cultures that are filled with value systems – usually around content such as the importance of people, superior quality and service, innovation, informality, and detail. The cluster of values that are the foundation of culture given meaning to the life of the organization. This meaning enables individuals to find purpose in the organization and for their own lives. The role of the administrator of an excellent institution (corporation) is to manage the value system. Typically, the management of culture is implemented through consistent behavioral examples enacted in close proximity to those who perform the essential work of the organization. As culture develops over years, organizational members come to believe in and act in the light of values that undergird and direct their behavior, and once employees are fully uncultured, the need for volumes of specific rules disappears. As a result, members become free to act autonomously, to experiment, innovate, and even fail. Planners who integrate cultural values with management tasks plan strategically.

In relation to schools, Peters and Waterman consistently view the whole organization to be the unit of culture. Schools culture can be used as an integrating conceptual framework for increasing the social interaction evidenced in effective schools. The social interaction of effective schooling is more likely to increase the level of cultural change from the base rather than from top-down initiatives.

Although the literature on effective schools does not demonstrate how effective schools and cultures arise, are sustained, and decline, Peters and Waterman

suggest that effective schools (organizations) are those which know the needs of their clientele and devise strategies for addressing them effectively.

Upon visiting many campuses, educators, and planners George Keller (1983) resolved to write Academic Strategy: The Management Revolution in American Higher Education to address the causes and effects of the perilous new era of declining enrollments, inflated costs, and shifting academic priorities – in other words, retrenchment. To address retrenchment, he examines the new role of strategic planning and how it is changing the role of professors, trustees, and presidents.

Keller (page 81) defines strategic planning as:

A new development of great potential. This type of planning is not the same as the mechanical and deterministic long-range planning that was tried a decade or two ago. Strategic planning deals with a new array of factors: the changing external environment, competitive conditions, the strengths and weaknesses of the organization, and opportunities for growth. Strategic planning is an attempt to give organizations antennae to sense the changing environment. It is a management activity designed to help organizations to develop greater quality by capitalizing on the strengths they already have.

What Keller emphasizes in his strategic conception is not only the prioritization of institutional resources, but the use of participatory management techniques and decentralized decision making strategies of faculties, academic managers, and trustees. Such an approach will motivate institutions to become innovative, cohesive, productive, and effective.

## **Strategic Imperatives**

William C. Giegold (1978) Professor of Management at Virginia Polytechnic Institute and State University says that three questions may be asked in relation to strategic planning. The questions are:

1. Why are we here?
2. Who are we?
3. Where are we going? (Pages 68 and 79).
4. Where are we? (Neff, 6-29-87).
5. How do we get there?

Giegold has articulated the above mentioned questions to sensitize the ability of the organization to establish standards for assessing its strengths and weaknesses.

Giegold suggests that at any point in time, people, structure, and technology are crucial entities for organizational survival. Analogically, George Keller believes that planning, people, and quality are the crucial organizational imperatives.

In terms of contributions, people have skills, attitudes, experience, interpersonal competence, supervisory styles, and other strengths and weaknesses which characterize the human resources of the organization.

The structure in which people function in order to fulfill their organizational roles and obligations is composed of objectives, goals, procedures, policies, and controls which give purpose, direction, interpersonal constraint and discipline, for the realization of the organizational mission.

Technology consists of the products, processes, facilities, design concepts, patents, and functional know-how which are used by members to carry out the purposes of the organization.

In brief, the three terms (people, structure, and technology) serve as the foundation for identifying strategic activities and serve, in general terms, as criteria for measuring effectiveness by articulating the needs of social, economic, political, cultural, and technological environment.

## **STRATEGIC VERSUS TACTICAL PLANNING**

It is useful to show the distinction between strategic and tactical decisions because they differ in ways they are formulated and implemented. To demonstrate the comparative distinction between the two planning theories, George Steiner's and John Miller's (1984 pages 2-3) dichotomy will be used:

1. Importance. Strategic decisions are significantly more important to the organization than tactical decisions. ... Doing the right thing is more important than doing things right.
2. Level at Which Conducted. Due to their importance, strategic decisions are made by top-level marketing managers while tactical decisions are made at the level of product and functional managers.
3. Time Horizons. Strategies last for long periods of time, while tactics have short durations. Strategic plans might have a ten-year horizon, in contrast to annual marketing plans that deal primarily with tactical issues.
4. Regularity. The formulation of strategy is continuous and irregular. The ongoing process of monitoring the environment might trigger an intense strategic planning activity when new opportunities or threats appear. Tactics are determined on a periodic basis with a fixed time schedule, typically designed to correspond to the annual budgeting cycle.
5. Nature of Problems. Strategic problems are typically unstructured and unique. Hence, there is great uncertainty and risk associated with the formulation of

strategies. Tactical problems, such as setting an advertising level or selecting salespeople, are more structured and repetitive in nature, so the risks associated with tactical decisions are easier to assess. In addition, strategy formulation involves the consideration of a wider range of alternatives than the formulation of tactics.

6. Information Needed. Since strategies represent an organization's response to its environment, the formulation of strategies requires large amounts of information external to the organization. Much of the information is related to an assessment of the future and thus is quite subjective. Tactical decisions rely much more on internally generated accounting or market research information.
7. Detail. Strategic plans are typically broad statements based on subjective judgments, while tactical plans are quite specific, supported by much more detailed information.
8. Ease of Evaluation. Strategic decisions are much more difficult to evaluate than tactical decisions. The results of strategies might become evident only after many years. In addition, it is difficult to disentangle the quality of the decision from changes that might have occurred in the forecasted environment. In contrast, the results of tactical decisions are quickly evident and much more easily associated with the decision.

Although it has been possible to thematically differentiate between strategic and tactical planning, there is no generally accepted definition to strategy. Hofer and Schendel (page 3) define it this way: "An organization's strategy is the fundamental pattern of present and planned resource deployments and environmental interactions that indicate how the organization will achieve its objectives."

This definition creates the awareness that strategic decisions are concerned with resource allocation that is based on an analysis of the interaction between environmental factors and organizational capabilities. In this case, strategic decisions determine where an organization places its efforts which identifies markets and submarkets it chooses to participate in, and what products (students in case of schools) it attempts to produce for its clientele (markets). These strategic

decisions provide direction for the organization's effort, while tactical and operational decisions are needed to implement strategic decisions.

When an organization (institution) experiences growth, it makes decisions incrementally. However, during periods of uncertainty, crisis, and retrenchment, the organization finds difficulty to make immediate and effective adjustments. The difficulty arises because the institution finds itself in a position where there exists debate concerning whether it should fund old programs or it should discontinue them or replace them with new ones; whether the scope of new programs is consistent with institutional expansion or not, and whether it is rationally logical to cut or retire tenured faculty and staff, cut funds, and programs in order to prioritize alternatively and still maintain the mission of the institution. The dynamic, rather than the static, awareness of institutional adaptability is called the "strategic window" (Abell, 1984, page 395). Abell's decision regarding the strategic window concept can be formulated when the institution analyzes its external environment and relates the condition of that environment to its master goals and objectives – the grand strategy. For the organization to be safe and effective, the strategic window should perpetually remain open, rather than closed. It must help the organization to protect itself against entropy. As it remains open, the strategic window potentially provides an avenue that will propel the institution into the future and "keep the ship of the people afloat."

Writing about Corporate Planners who do things in the opposite way, Professor Hayes, (1985, page 111) of Management of Technology at the Harvard Business School said the following about strategic management:

With all the time and resources that American Manufacturing Companies spend on Strategic Planning, why has their competitive position been deteriorating? Certainly not because the idea of doing such planning is itself misguided. Nor because the managers involved are not up to the task. Drawing on his long experience with the nuts and bolts of operations deep inside American and foreign companies, the author propose a different answer. Perhaps the problem lies in how managers typically approach the work of planning: first by selecting objectives or ends, then by defining the strategies or way of accomplishing them, and lastly by developing the necessary resources or means. A hard look at what the new industrial competition requires might suggest, instead, an approach to planning based on a means-ways-ends sequence. Such a change in strategy makes the organization to compete progressively by experiencing incremental improvements in the form of “strategic leaps”.

The implication of this type of strategic thinking on the provision of higher education can be far reaching. The institution needs to devise strategies for securing resources (funds, personnel, time, and facilities) before it can strategically convert goals, strategies, and programs into ends (objectives) through research, instruction, and service. Since Hayes co-authored Restoring Our Competitive Edge with Wiley, (1984), a book that was selected by the Association of American Publishers as the best in 1984, on business management and economics, what he said has proved to be useful.

## **TYPES OF STRATEGIC PLANNING**

Ackoff (1970, pages 6 – 22) described three organizational postures for strategic planning: satisficing, optimizing, and adaptivizing. By assessing an organization’s historic posture toward strategic decision making, planners are better able to understand the opportunities and pitfalls of undertaking strategic planning



within the institution. The characteristics of each of Ackoff's postures are discussed below.

**Satisficing** Ackoff's first philosophy of planning is that of satisficing – attempting to do well enough, but not necessarily as well as possible. (Ackoff (1970, page 7) noted:

The satisficer normally sets objectives and goals first. Since he does not seek to set those as 'high' as possible, only 'high enough', he has to revise them only if they do not turn out to be feasible. Once the objective and goals are set, he seeks only one feasible and acceptable way of obtaining them; again, not necessarily the best possible way.

Satisficers seldom formulate and evaluate sets of potential strategic alternatives since any feasible set will satisfy them. They are more apt to identify past deficiencies produced by current policies than to define future opportunities. Satisficers tend to focus on the financial aspects of their operation, neglecting such elements as manpower planning, physical plant, and services. Financial forecasting and budgeting dominate their planning efforts. Satisficers shy away from organizational changes because of their potential for controversy and conflict. They typically deal with only one forecast of the future as if it were a certainty. This type of planning seldom produces a radical departure from the past, usually leads to the comfortable continuation of current policies, and appeals to organizations more concerned with survival than with development and/or growth. Satisficing seems to be the traditional approach to strategic planning in higher education. It is not difficult to deduce, however, that this approach is not of much value in a dynamic environment. Change, 'in itself', demands that an organization look not to the past but to the future in order to define opportunities and threats and the means to deal with them. Therefore, academic organizations which continue to operate from a

satisficing posture will surely find themselves left behind by the rapid changes and economic pressures of today's environment. Preoccupation with budgets, bottom lines, and risk avoidances – all characteristics of the satisficing posture, breeds mediocrity and ultimately organizational decline. Satisficers are conventional rather than strategic planners.

**Optimizing** An alternative to satisficing planning is optimizing planning.

Optimizers make an effort not just to do well, but to do as well as possible. They are constantly searching for a better way, a better product, and a better environment.

Optimizing is based on the use of mathematical models of the systems being planned for, which attempt to translate organizational goals into quantifiable terms and combine them into a single performance measure.

Optimizers tend to take many elements of the organization and its environment into consideration when developing optimization models and therefore often have a deeper understanding of their organization as a system. However, they assume all parts of the system are programmable, and therefore, fail to control for unanticipated environmental responses. For this reason, optimization is more useful in shorter-range tactical planning than in longer-range strategic planning.

The planning models and systems of optimizers can be of immense value in providing data for the strategic planning process. However, it must be repeated that strategic planning is an intellectual exercise, not an exact science. Models provide useful data, but the well informed opinions and even hunches of experienced managers and professionals must be taken into account as well.

Planners who attempt to rely only on the results of quantitative analyses of organizations and environmental scenarios are well advised to note the cautions of Peters and Waterman (1982, page 23), who reported that the nation's most successful organizations have a "bias for action". An organization preoccupied by quantitative analysis and data-based decision making stifles the creativity and entrepreneurial spirit described above. In a dynamic and highly competitive environment, higher education institutions cannot afford to be overly rational. Successful organizations realize that environmental opportunities must be created, not simply reacted to. An over-reliance on optimal decision making techniques and data analysis can paralyze the development of openness and flexibility in an institution. These characteristics are essential to organizational development and prosperity in a dynamic, competitive environment.

**Adaptivizing** Ackoff's third planning philosophy, adaptivizing, has three main tenets. The first holds that the principal value of planning is not in the plans produced, but in the process of producing them. This leads to the idea that planning cannot be done to or for an organization, but must be done by the responsible managers. The second tenet holds that the principal objective of planning is the design of an organizational management system which minimizes the need for retrospective planning – planning directed toward removing deficiencies produced by past decisions. The final tenet holds that our knowledge of the future can be classified into three types: certainty, uncertainty, and ignorance, each requiring a different type of planning.

For those aspects of the future about which there can be virtual certainty, an organization can develop plans committed to particular actions or strategies with

specific policies and procedures. For these aspects of the future for which there is a high degree of uncertainty, contingency plans must be developed. This flexibility must be built into organizational policies to allow for response to the opportunities presented when “the future makes up its mind”. Finally, for those aspects of the future which cannot be anticipated (for example, technological breakthroughs or radical economic shifts), responsiveness, which allows the organization to quickly detect and adapt to environmental deviations, must be built into the organizational planning system.

Adaptive responses to the two later situations can be of two types: (1) passive adaption, in which the organizational system changes its behavior so as to perform more efficiently in a changing environment, as may be seen in current efforts to bring the computer into curricula throughout higher education, and (2) active adaption, in which the organization changes its environment, perhaps by addressing new markets or designing new products, so that its own present or future behavior is more efficient.

An adaptive organization, therefore, possesses the characteristics of America’s best managed organizations (Peters and Waterman, 1982, pages 13-16): (1) a bias for action, (2) an orientation to the customer, (3) an encouragement of entrepreneurship, (4) a respect for the worker, (5) a value-driven philosophy, (6) a narrow product line, (7) a simple structure and a lean staff, and (8) simultaneous loose-tight properties. That is, the adaptive organization is always looking for opportunities within its defined scope of activities or mission. It encourages product and program experimentation within the bounds of its mission, and allows for occasional failures,

for only through such errors can new developments be generated? The focus of the organization is on the customer, not the product. Adaptive organizations realize that no matter how good a product may be, if it's not what the customer wants, it won't be consumed. Quality is the key value of the adaptive organization, and individuals are encouraged and appropriately rewarded to champion new ideas, products, and services that meet the organization's quality standards. Planning is done by the work units, not by the top managers, since the adaptive organization recognizes the value of hands-on experience in quality decision making. The structure of the organization reflects a high degree of respect for and confidence in the workers and their ability to contribute to the development of the organization. Finally, commitment is encouraged by a focus on organizational excellence and the creation of a culture that reinforces experimentation, dedication, and involvement.

## **PLANNING PARAMETERS**

The parametric criteria by which the organization's performance is evaluated are its mission, goals, objectives, internal and external environments, and operational and management databases. An institution's leadership has the power to coordinate the application of planning parameters on the planning environment and creatively to rationalize, not only the relationships among and between the parameters, but also how the mission which all the parameters embrace, can be achieved.

**Mission**      The mission of the institution is its identified, or mirror, self-concept, institutional philosophy or public image. Because the mission is the aim, reason, or purpose for the institution's existence, reason for its being, this mission is viewed in

terms of what is happening more than in terms of a general statement of intentions or purposes, or goals. In the case of a university, colleges, departments, units, position (professional ranks), and a variety of funds, facilities, and review and evaluation mechanisms are structurally and purposely designed to enhance the development of that mission.

Martha Hesse (1985), writing about Michigan State University, suggests that the mission of the university is composed of a profile of the university's history and current performances, vision of the leadership, macro-environmental considerations, and distinctive competencies. Fenske, Richardson Jr., and Doucette (1985, pages 191-192) have conceptually tried to show the hierarchical relationships between missions, goals, and objectives. They say that:

The common conceptualization of the relationship of institutional missions, goals, and objectives is that of a continuum or hierarchy of decreasing levels of generality beginning with missions and culminating in objectives. Despite this assumed relationship, numerous attempts to aggregate objectives into goals... They are fundamentally different in nature. Goal statements are abstract, qualitative outcomes that educators hope their efforts will achieve; objectives are concrete, the units of measure used in quantitatively oriented management systems.

Looking at the historical role and place of Oxford University's 700 years of existence, Stewart (1975, page 18) says that

Oxford's notion of her purpose has seldom been clear, and often fluctuates. Some see the university chiefly as a research institution, some as a nursery of church and state empire, some as a liberation of the spirit, some as the microcosm of all society, some as a forcing-house for first-class intellects, some as a training ground for economic struggle, some as a channel of accepted wisdom, some as a probe towards new knowledge ... The progress of this university is no discipline march of intellectual legionnaires, but more the groping, quarrelsome, skirmishing

and sometimes comical advance of a posse of irregulars, blowing trumpets and jostling their way across a soggy sort of battlefield.

As Stewart indicates in these two quotations, the institution's role (expected performance or behavior); function or purpose varies from place to place over time and space. This apparent historical instability of the university's mission does not necessarily mean that the university, as it may be perceived by various academic critics and other elitist officials does not address its mission. What this means is that the servant (institution) of society strives to do things either in the right way or does the right things. Doing things in the right way is to be efficient while doing the right things is to be effective. As Cope (1981) argues, efficiency is a symbol of static, conventional, and mechanistic planning while effectiveness is symbolic of dynamism. While the former is likely to lead to entropy, the latter results in vision, progress, and change. Change brings development, while entropy results in eventual decline and death. For all the time the institution is alive, its struggle for existence is based on its attempt to make survival adjustments related to efficiency and effectiveness. When the college or university is neither effective nor efficient, it has no reason for its existence.

**Organizational Structure** There are three theories which rationalize organizational structure. First, the classical Weberian theory of scientific management views the organization to be a hierarchy (formal organization) in which labor is not only motivated by material rewards, but it is also highly specialized for efficient production. This theory which contain both the motivation and organization theories in one, receive unity of control through a centrally placed bureaucratic or charismatic

system of authority which uses mechanistic techniques to account for the efficiency of tactful purposes, processes, and satisfaction of clientele needs (Etzioni, 1964).

Secondly, the development of the Human Relations Theory (school) in America took into notice that material rewards which motivate a person to physically become an appendage of the machine did not stimulate workers well enough. As a result, the human relations school (informal organization) advocated that workers have noneconomic, social, psychological, and cultural needs which organizations should nurture and communicate if they expect workers to be satisfied and productive. The proponents of this school are Mayo and Lewin who placed emphasis in decision making. Since the critics of this school believe that the human relations school deals with the management of workers' emotions, workers are manipulated to serve the needs of top management rather than their own needs (Etzioni, 1964).

Finally, the third school is the structuralist approach which is a synthesis of the formal and informal organizations. While the human relations school recognizes organizational harmony, the structuralists recognize that organizations are in a dilemma:

There are inevitable strains which can be reduced but not eliminated – between organizational needs and personal needs; between rationality and non-rationality; between formal and informal relations; between management and workers ... between ranks and divisions (Etzioni, page 38).

In this arena, the roles of management and workers come into conflict as each group tries to fulfill their own rights and obligations, respectively. Although the conflicts alienate the workers, they can be managed and minimized, but not eliminated. The conflicts generate impetus for creativity, organizational health, and



effectiveness. By itself, this organizational arena provides a conducive climate for planning strategically.

In short, when the organizational leaders view the structure of their organization in light of the three schools of thought, they can be able to make better strategic decisions which can perpetuate the dynamism of their organizations.

## **PERCEPTIONS OF STRATEGIC DECISION MAKING**

A dynamic organization possesses a motivating organizational climate in which planning participants play diverse roles in strategic decision-making processes. The main six models (styles) of strategic decision making are anarchy (accident), compromise-consensus (collegial or team approach or group-think), mechanistic (bureaucratic or Machiavellian), conflict-resolution (debate), and rational. These decision making models are also leadership styles. Although each style has advantages and disadvantages, the rational model, regardless of its incomprehensiveness in goal and objective setting, and in spite of its narrow participatory base, is not only the ideal (Chaffee, 1983), but also the most common management style in organizational settings. However, in the above mentioned criticism of the rational model, “What is desired is not homogeneity of response, but diversity in participation.”

### **1. THE ESSENCE AND THEORY OF STRATEGIC DECISIONS**

Strategic decision making is synonymous with “strategic choice, strategic planning, or simply strategy” (Pennings, 1985, page 1). Though ‘strategy’ has its

origin in the military sciences, it has acquired organizational semantically directional, heuristic, cultural, and eclectic dimensions.

Military strategy is not only the art of war, but it is the science of “moving and disposing troops so as to impose upon the enemy, the place and time and conditions for the fighting preferred by oneself” (page 2). This military analogy is limited, however, because unlike the mobility and flexibility of armies, organizations are comparatively sluggish, inert, clumsy, and fixed in place and time. In the light of its military linguistic roots, strategy is long-term and comprehensive while tactics are short-term. Hence, strategic and tactical planning become logical derivatives.

Organizationally, strategy means:

1. A statement of intent that constrains or directs subsequent activities (explicit strategy)
2. An action of major impact that constrains or directs subsequent activities (implicit strategy)
3. A “rationalization” or social construction that gives meaning to prior activities (rationalized strategy)

On the other hand, cognitive representations of the phenomenological or interpretive “schools of thought” hold the assumption that organizations consisting of people whose collective experience lead to convictions that represent the image of their organization and its strategy. Strategy, in this case, is viewed as an external posture of the organization’s identity or mission. This external organization reality or mission is the organization’s socially constructed reality.

Strategic decisions may be formulated, implemented, and evaluated in a directional dimension within the organization (vertically integrated, horizontally diversified, and perhaps “Concentrically coordinated”).

Empirical findings from private and public institutions and management consultant firms which are involved in the praxis of strategic decision making provide heuristic reflections on the theory of strategic decision making. Five heuristic observations on the theory are evident.

First, Chandler (1962), a business historian who was associated with strategic and paradigmatic organizational structures examined the evolution of large corporations and the connection between them and the environment, strategy, and organization structure. His analytical findings “suggested that strategic diversity from one product to a multiproduct focus was more effectively dealt with through divisional organization designs” (page 15). The introduction of designs was often impeded by organizational inertia and commitments to the status quo.

Second, Nelson and winter (1982) writing on institutional economics (resources-dependence research in organization theory), concluded that organizations are “viewed as establishing favorable exchange relationships with interdependent actors in their external environment” (page 15).

Third, in industry where oligopolies exist, labor is highly specialized, and competition is predictable, the situation is viewed as a community or “niche” which is able to secure necessary external control. If the environment is volatile and highly diffuse, it will have a narrow niche width which is not very attractive. In this case, an environment which is highly competitive, has a broad niche width, and is not volatile,

will be attractive to strategic decision making. In other words, the nature of environmental posture or environmental focus, or design, will influence organizational strategy.

Fourth, Mach and Simon (1958) have developed the bounded-rationality paradigm through which they perceive strategic decision making as a process rather than an outcome. They see outcomes as secondary, treated as “a cognitive construction for retroactive sense making” (Pennings, 1985, page 16). Bounded-rationality paradigm perceives organizations to be composed of subgroups which are, from a structuralist perspective, characterized by goodness and badness, unity and diversity, loyalty and disloyalty, etc. In their subgroup dichotomy, organizations vie for power, although their interests are parochial and incongruent. In this scenario, dominant organizational coalitions try to minimize the undesirable consequences of bounded rationality and power differentials. By so doing, dominant coalitions behave strategically because rational actors (participants) in the coalition help to create unison. In addition, organizations adopt a course of action that is the result of a negotiation among internal and external interest groups. Empirical literature on public policy, especially the works of Allison (1941), has demonstrated that bounded rationality political, and rational strategic decision making models were used during the 1961 Cuban Missile Crisis.

Fifth, Pennings says that Wildavsky (1979) and his students reviewed the value of zero-based budgeting and criticized organizations for inertia. They said that:

... the inability of decision makers to dissociate themselves from their roles and to become proactive rather than reactive, and the difficulty in dovetailing the plans with their execution. The institutionalization and routine of formal planning systems might lead to the crystallization of

action generators that lead their own life, uncoupled from relevant strategic events (for example, Starbuck, 1983). Actions are triggered not because the planning activities required scanning the internal and external environment for information that induces such actions, but by the routine planning cycles and their rigid deadlines. The planning systems are imposed upon the organization – for example, by legislative wave or by executive order – and, although the organizations at various levels are required to synchronize their planning activities, these activities become increasingly vitalized and devoid of strategic significance (pages 20-21).

Organizational inertia is the obvious result of rationally non-participatory practices in decision making.

Culturally, strategic decision-making theory may be viewed from the practical viewpoint in such a way that organizations are “systems of symbols, values, and myths that can be examined on their deeper logical structure” (Pennings, 1983, page 2). The methodology for conceptualizing and analyzing such systems is anthropological structuralism. Structuralists analyze and expose a system’s culture to its base configurations of polar opposites. The knowledge of the prevailing opposites helps to explain how people interpret their reality and how their culture shapes their behavior. Strategic planners, likewise, analyze the culture of their organizations and explicate their rudimentary configurations. Strategic change follows the modification of the configurations of organizational values and symbols. Such organizational modifications help people to acquire “new cognitive schemata ... or ‘mantra’ – a form of mythical thinking” (page 25).

Finally, strategic decision-making theory is a product of strategic interdependence “mutual or expected rationality” (page 29) of a variety of disciplines. The interdisciplinarity of strategic decisions making makes the theory quite illusive.

The illusion of strategic decision making is, therefore, a critical and crucial issue in strategic theory and practice.

## **2. DECISION MAKING MODELS**

The six major decision making models (leadership styles) can be used to make strategic decisions. The processes through which strategic decisions can be and are made by using these models are not only methodologically theoretical, but also theoretical. The models, as mentioned earlier, include:

1. Rational: directed by values, based on supporting data
2. Collegial: directed by consensus
3. Political: directed by conflicting self-interests and power
4. Bureaucratic: directed by traditional administrative pattern
5. Anarchical: directed by accidents of timing and interest (Chaffee, 1983, page 3)
6. Compromise (Paolillo and Jackson, 1985, page 388)

Essentially, none of these six models is practically ideal. Each has weaknesses and strengths. Some are more popular than others. However, regardless of their utilitarian complexities, the main advantage of using models to analyze events is that models create a distance between decision makers and decisions. Such a distance helps administrators from being directly associated with each decision that has been or will be made. In some cases, they can distance themselves from

unpopular and illegal decisions. By so doing, they survive to make corrections to enhance organizational stability and progress.

Writing on the essence of strategic decision making models in courts, Pennings, whom this research cited earlier, said:

The use of multiple models might have important heuristic and diagnostic values, because they provide alternative postulates about the content or process of strategic decision making. By explicitly stating these postulates, one might become sensitive to the variables that surface from contrasting different models. Indeed, they resemble alternative looking glasses that accentuate different aspects of strategic phenomena (page 19).

Pennings' position implies that when more models are used for making decisions, decision makers receive comprehensively constructed strategic decisions whose usefulness is likely to be more effective than decisions made through single model decision making strategies. The use of more models, therefore, broadens, but does not narrow, the theory, structure, role, and strategy of decision making. The comprehensive approach to decision making is a form of holistic or eclectic strategic management.

Writing on three political models (bureaucratic-structural, social-consensus, and personal-rational), Rutherford and Fleming (1985, page 433) stated:

... three models which give insight into the factors that promote or inhibit change in institutions of higher education ... although each offers a distinctive, perspective, a number of recurrent themes are identified where the models support and complement one another.

The usefulness of the three or more models can be great for innovative purposes in organizational settings. In relation to colleges and universities which are organized anarchies because they exhibit:

Problematic goals (i.e., inconsistent and ill-defined preferences that are constantly changing); unclear technology (i.e., unsystematic and ill-understood problem solving procedures); and fluid participation (i.e., variability in the amount of time and effort that members devote to the organization) (page 434).

The usage of a variety of models can be complementary in helping senior academics and administrators to face the challenges of the future with greater insight and confidence. In addition, an organization like a college or university, is a system largely based on subject departments rather than on a central administration; a value system which stresses the autonomy of both the individual academic and departments; a decision making system which relies on a complex committee structure to encourage debate and dissent but one in which the actual decision making process may be obscure; and perhaps, a covert power system which is mainly controlled by departmental heads. Such a complex organization needs to use an eclectic decision making strategy which enables it to solve its more urgent, diverse, and pressing problems (Rutherford and Fleming, 1985).

The effectiveness and success of the model or models depends on the character of managers who use them. The managers must act as leaders who have ability to guide, motivate, and integrate the efforts of others. In this case, the planner's job is to:

Perfect a team culture that (1) promotes and sustains efficient performance of the highest quality and quantity, (2) fosters and utilizes creativity, (3) stimulates enthusiasm for effort experimentation, innovation, and changes; (4) takes learning advantage from problem solving situations, and (5) looks for and finds new challenges (Blake and Mouton, 1964, page ix).



What Blake and Mouton indicate is that strategic decision making models, per se, have no significance and relevance in management unless planners who are skilled in their effective utilization are willing to use the models for efficiency, innovation, and change. The planners, as Bittel (1972, pages 2 and iv) says, must know about nine “Master Keys” of the analysis of management problems. The keys are applying situational thinking, identifying major targets, preparing for the probable, focusing on performance criteria, acting from a plan, managing by exception, developing confidence in others, employing the power of training, and knowing one’s true self.

It is apparently clear that recent management circles prefer an eclectic or holistic approach to decision making rather than a non-holistic one. This holistic view seems to be strong because of the complementary and inter-disciplinarian character of comprehensive strategic decision making. The comprehensiveness of strategy is a form of strategic interdependence. Strategic interdependence can be rationalized in the context of the rational model. In other words, the rational model can be manipulated to help decision makers make their decisions by using the political, bureaucratic, collegial compromise, and of necessity, anarchical approaches (Pennings, Rutherford and Fleming, 1985, pages 19, 433-34, respectively).

## **THE RATIONAL MODEL**

Essentially, the rational way of making decisions is based on individual reason. Individuals or groups of individuals may set goals and objectives for their organizations. They can generate and examine all alternatives for achieving organizational goals. They can be able to predict the consequent consequences of

each adopted alternative. They can compare the consequences in relation to the agreed goals and objectives. It is true that because of individual values which people choose for themselves, they devise the machinery for implementing and evaluating programs which promote the values, goals are “fluid and conflicting” (Van Vught, 1985, page 596). They are fluid and conflicting because, as McNeill (1973) says, the rational model through which the values are articulated lacks comprehension of intellectual diversity. However, since an eclectic rationalist perspective of the rational model possesses collective views from other models, it can be used to criticize values in the process of decision making; collective and rationally organized participatory discussions enable values to be collectively formulated, integrated, and shared by the group or by organizational members. In light of the collective rationalist view, values can be criticized, liberalized, “de-authoritarianized”, and democratized. The liberalization, de-authoritarianization, and democratization of the rational model is a logical imperative, especially in higher education and other organizations and corporations.

Bu citing Lawrence, Pennings (page 375) argues that the rational planning approach rigidifies behavior because the future is unpredictable. This phenomenon of unpredictability pushes behavior from its goals. As a result, organizational people spend much more time in executive behavior programs than they do in strategic planning. In this case, people’s use of time to program behavior blocks rationality, hence its rigidity.

These strategies, according to Pennings, may be used to reduce the rigid aspects of rational planning. First, organizational behavior can be programmed to

contain healthy rationality. Policy decisions can be made retrospectively to rationalize the past; they can also be made prospectively to guide future behavior. Second, institutional planners should employ participatory decision making strategies. The collegial decision making strategies, like the collegial and the informed consensus rather than the authoritarian control and logic-driven models of judgmental and analytical reasoning processes should be used. Third, time strategic interdependence or eclectic rationality should be applied. Eclectic rationality is balanced and flexible management. Unlike the rational model and MBO “eclectic rationality” will not stifle creativity.

Grandy (1986), writing on Philosophical Grounds for Rationality, indicates that rationality, notwithstanding its narrow and stifling intellectual base, could be understood better by examining its meaning, reasoning style, psychological explanation, and ethical reality. Rationality is communication which is “reason governed endeavor” (page 1). As Grandy points out, Kant and Locke assert that rational reasoning consists of the entertainment and acceptance in thought and speech of a set of sequential ideas each of “which is derivable by an acceptable principle of inference from its predecessors in the set” (page 9).

Rational reasoning has a narrow intellectual base which stifles creativity because many people who plan rationally, or for whom rational planning is done, are qualitatively selected. They are selected because of inherent conventional – situational or natural limitations of rationality which is ability to argue argumentatively. Arguing is a skill, more than the ability to see logical connections. A planner’s ability to make argumentative utterances will be effective when the

meaning of the words and intentions are known. The meaning is systematized if it is shared rationally and conventionally. Systematic and conventional rationality is elocutionary, persuasive, and effective communication (Grady, 1986).

One way in which rational planning is used is in the policy area of institutional management. In respect to policy-oriented issues, Van Vught (1985) suggests that actors who participate in the formulation, analysis, and integration of values can agree on the policies they make because they “purge the private, selfish, or idiosyncratic preferences in open and public debate” (page 598).

Organizational theory has three main dimensions which characterize policy networks within the rationalist tradition (perspective). These dimensions include: (1) centrality – the number and length of linkages between one organization and all other related organizations; (2) complexity – the extent of functional dissimilarity (differentiation) of goals, services, products, or target populations amount related organizations; and (3) density – the extent to which members of a population or network are directly related (connected) cohesively. Rationally, “a policy network can be seen as an operational elaboration and an institutional approximation of the rationalist idea of collective decision making and policy development by means of the ‘community of discourse’” (page 602).

Ellen Chaffee authored Rational Decision Making in Higher Education in 1983. Summarizing the essential features of the rational decision, Chaffee concluded that there should be:

1. A clear set of specific values or objectives which serve as criteria for particular decisions.
2. An organizational atmosphere of stability, confidence, and predictability

3. Consistency, on the part of the decision maker, with prior practice and with understood principles of decision making within the institution
4. Provision for analyzing a particular situation as strategic, tactical, or operational and for determining whether the classification is permanent or temporary
5. Provision for determining who should make the decision, who will be affected by it, and to what degree each party should participate in the decision making process
6. A mechanism for generating as many alternative solutions to the problem as possible and for presenting those alternatives for simultaneous consideration
7. A means of assessing the likelihood that a particular alternative will produce results that correspond with the value structure
8. A process for evaluating the degree to which such correspondence has been achieved and for feeding the evaluation back into the decision process (pages 60-61).

It is evidently clear that among other things, the rational model of planning is associated with institutional or societal goals. The goals rationally evolve from institutional operations and needs. Experienced goal framers formulate goals in a social climate conducive to goal articulation, clarification, implementation, and evaluation. The purpose, intent, and implication of goals (ends) are focused on the needs and means of the organization which uses the goals. When these goals are constructed in a psychologically and socio-politically stable climate, they can hardly get into conflict with declared institutional and cultural values. The tendency to eliminate conflict between and among goals and values enables management, irrespective of the rigidity and creativity-stifling characteristics of (rationality) to reduce or minimize its negative attributes (Chaffee, 1983).

The rational model, according to Havelock (1973), emphasizes a problem solving process which has six stages: "building relationships; diagnosing the problem;

acquiring resources; choosing the solution; gaining acceptance; stabilizing the innovation.” By comparison, Halstead (1974) argues that the rational strategy has six components, namely: “determining goals, identifying problems, diagnosing problems, establishing premises, searching for possible solutions, selecting the solution” (page 17). Kitchell, whom Halstead has cited, indicates that an alternative strategy of planning involves six of the following “sequential steps”: (1) identification of problems; (2) diagnosis of the problem situation; (3) clarification of the diagnostic findings; (4) search for solutions; (5) mobilizing for change, and (6) making the actual change decisions (page 17).

In brief, strategic planning is not only a rational, scientific, and futuristic management philosophy, but the strategic philosophy of planning is also alive because of the impact of strategic forces on the institution. Strategic force is the process through which external and internal factors of the institution are integrated to produce strategic policy which can be implemented to result in definite responses (see Figure 2.2) which may also serve as a summary to Chapter II.

## **SUMMARY**

Strategic planning provides a logical framework for budgeting, evaluating, organizing, staffing, leading, and controlling the work of an organization. Strategic planning in higher education helps an institution define its mission, its unique strengths and weaknesses, the nature of its clientele, and the methods through which it can accomplish its objectives. It also enables an institution to deal with environmental pressures and anticipate necessary organizational adaptations.

The strategic planning process, then, involves the analysis of an institution's desired future state and the policies and strategies necessary to bring that state about. Strategic planning deals with the futurity of current decisions through the identification of opportunities and threats in the environment. It is a continuous process that begins with the definition of organizational aims or missions, defines strategies and policies to achieve them, and develops detailed plans to make sure strategies and policies are effectively implemented. Strategic planning connotes a philosophy which relates day-to-day organizational activity to a thorough contemplation of the future. In this sense, strategic planning is more of an intellectual exercise than a prescribed set of procedures or techniques or philosophical rhetoric. It seeks to link the long-range objectives of an organization with shorter-range programs, budgets, and operating plans. Effective planning does not attempt to make future decisions or control the organization's environment. Rather, it involves the design of an overall organizational strategy to help an institution achieve a better match with its environment.

Four influential factors  
that determine  
objectives and strategies

Objective  
determinations

Master strategy  
formulation

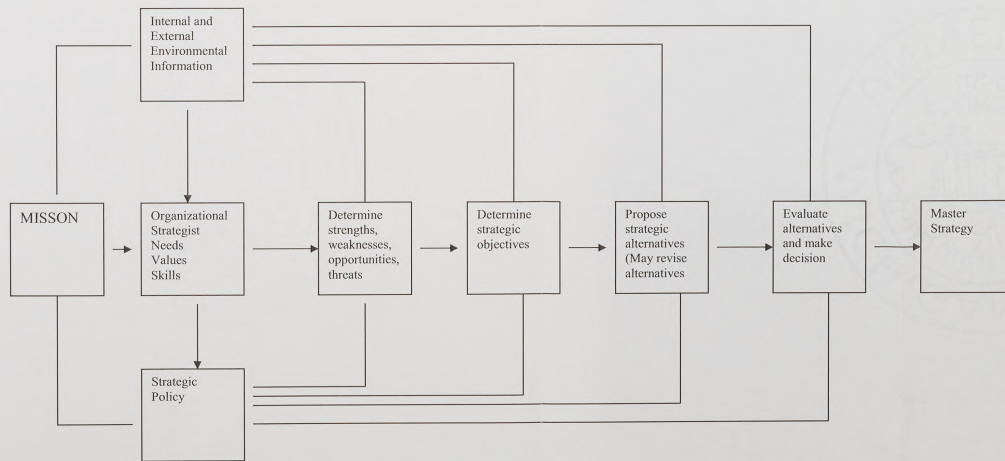


Figure 2.1 Objective Determination and Master Strategy Formulation

M. James Higgins and W. Julian Vincze, *Strategic Management and Organizational Policy: Test and Cases* (Chicago: The Dryden Press, 1986, page 5)





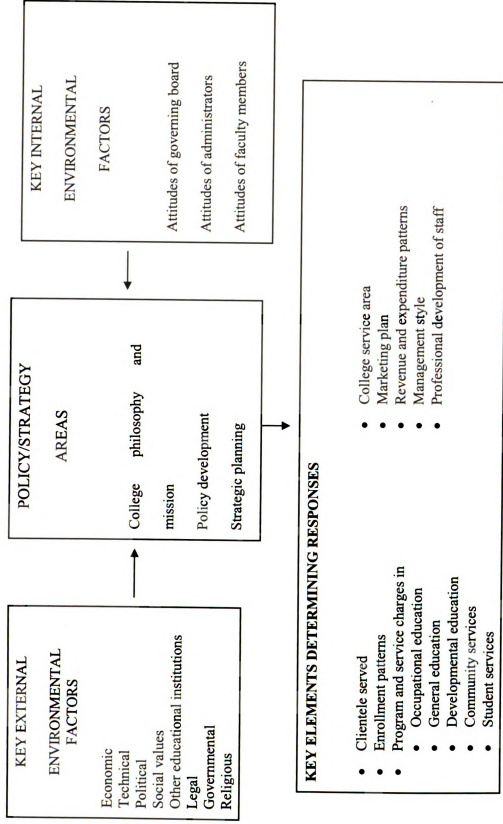


Figure 2.2 Strategic Forces, Source: Myran, page 11

## **CHAPTER III**

### **METHODOLOGY AND INSTRUMENTATION**

#### **INTRODUCTION**

Chapter III is a description of data collection methods and instrumentation. In essence, the chapter is a reflective analysis of how ethnographic methodological theory was practically applied for the purpose of collecting data from amidst challenging and rewarding experiences, the educative realities of the field (Colleges A, B, C and D). Data were collected by conducting on-site interviews and selectively tape recording some of them. A survey instrument (see Appendix E) was designed to obtain basic information (data) from planning participants of each college. The data were collected by examining available institutional planning documents and by interviewing planners about institutional demographics, formalized planning, strategic planning and decision making, and the degree of effectiveness of their planning systems.

#### **METHODOLOGY**

Methodology is a set of principles and procedures that were used in this inquiry (study). The principles and procedures included:

1. Purpose of the study
2. Assertions
3. Population and sample design
4. Advantages of using the interview

5. Unit of analysis
6. The role and tasks of the interviewer

### **Purposes of the study**

The purpose of this study is fourfold: (1) to determine whether goals and objectives of the colleges were clearly identified and effectively implemented in keeping with the institutional mission; (2) to determine whether programs were developed to achieve institutional goals and objectives; (3) to observe, analyze, and reflect on the role of institutional research to the planning process, and (4) to determine whether goals, objectives and research were articulated in the context of a formal planning model.

### **Assertions**

A paramount theme which underlies the study suggests that educational institutions changeably or unchangeably use planning model(s) for the purpose of improving institutional planning operations. On the basis of such an understanding, the institutions which use the model(s) do so in order to manage their own affairs more efficiently and effectively. The research question which the study intends to answer then is “What planning model(s) did planners use for planning activities of their colleges?” The answer for this question is an assertion which states that:

- 1) Planners who display authoritarian leadership styles in their colleges are more likely to use rational planning than other planning models.

- a. A subsidiary research question states that: “What other planning model(s) did the planners use for planning in their colleges?” The answer to this question is likely to result in two researchable or observable assertions. The assertions state that:
  - 2) Planners who successfully use any one of the other commonly know planning models are less likely to use the rational planning model in their colleges.
  - 3) Planners who neither use the rational model, nor any one of the more commonly know planning models tend to use more than two of them.

These assertions were theoretical statements which were analytically, substantively, or inductively used to confirm or disconfirm empirical evidence. In other words, confirming or disconfirming their essence was an attempt to intellectually break them asunder and see what they mean, imply, and reflect.

### **Population and sample design**

A sample of 42 top and middle level planners was identified and selected from a population of 60 college administrators. The sampling units (elements) were chosen on the basis of informed opinion (“expert sampling”) (Warwick and Lininger, 1975, page 74).

A survey-interview was designed and administered for data collection of planning perceptions in one junior college and three community colleges in Michigan. The four colleges are among the twenty-nine public two-year institutions in the state. An interview-survey (Appendix E) was designed to obtain basic planning information

on strategic planning and management from each of the four colleges. Each of the planners was willing to respond and provide information on college administrative structure, principal tenets of the planning participants, planning parameters, planning procedures, planning products and strategic planning.

In addition, each interviewee (respondent or informant) was provided with a copy of the interview-survey. These interviews were unstructured and scheduled. The interviews were conducted during daytime, either in each respondent's office or in the main administrative committee room. The interviewees were composed of top and middle-level management administrators who participate in planning and decision making activities of each college. Such management teams were called "Administrative Councils" in College A, "President' Cabinet" in Colleges B and C, and "administrative Committee" in College D. Each of these teams of college planners was composed of people from both sexes, whose ages ranged from between 30 and 60 years. These predominantly white, middle-class, and middle-aged administrators, of whom males were numerically and administratively dominant in three colleges, were composed of three presidents, eight vice-presidents, fifteen deans, two comptrollers, and fourteen directors. Their numerical distribution in each college, except for the presidents, was uneven. These college planners also differed in planning and administrative experience and in academic levels and specialties. Above all, thirty were males and twelve were females. For further details, see Table 3.1.

### **Advantages of using the interview**

The interview instrument was in a form of both open and close-ended questionnaires. The interview permitted greater depth of exploration; it permitted probing to obtain more complete data; it made it possible to establish and maintain rapport with the respondents, or at least helped to determine when rapport had not been established; and it provided a means of checking and assuring the effectiveness of communication. Irrespective of these advantages, interviews were costly, time consuming, and at times inconvenient.

The three main reasons for using the survey interview were:

1. To determine whether the interview could be an exploratory device to identify variables and relations for suggesting the assertions and to guide other phases of the research.
2. To use it as an instrument for collecting research data.
3. To supplement the tape recorded method of the research study and delve more deeply into the feelings, attitudes, beliefs, and motivations of each respondent.

### **Unit of Analysis**

The unit of analysis was each individual planner (administrator). The responses of each planner in each college formed the data-corpus of each specific college. The collective responses from each college became the data-corpus used for comparative strategic planning perceptions among the four colleges. Comparative analysis of the planning perceptions provided not only the means for testing the generality of relationships between and among institutional variables, but such an analysis was, oftentimes, a means to realize new concepts,

theoretical insights, and the generation of new assertions and sub-assertions about the phenomena involved in the study.

### **The Role and Tasks of the Interviewer**

As explained earlier, the goal was to maximize the collection of adequate, relevant, and valid information from his interviewees. To collect the information effectively, the interviewer acted the role of an observer, a note taker, and analyst. The tasks as Gorden (1980, Chapter 3) indicates, included (1) understanding the purpose of the interview, (2) communicating clearly and purposefully, (3) detecting and correcting misunderstandings of the questions by interviewees, (4) distinguishing the irrelevant from the relevant, (5) probing for the relevant, (6) motivating interviewees to respond willingly and uninhibitedly, (7) detecting and resisting inhibitive characteristics in the respondent (interviewee), and (8) refraining from putting pressure on the interviewee to give information before he/she was ready to do so.



## **INSTUMENTATION**

Instrumentation is the application of instruments (survey and tape recorder) for observation, measurement, control, and analysis of data. In this study, the instruments were used in accordance with the following procedures, principles and steps: Setting; Preliminary preparation for entry; Interview sites; Pre-testing and the interviews; Interviewing techniques; Data recording procedures; The tape recording,

### **Setting**

The named colleges are A, B, C, and D. They are located in central and southern Michigan. Two are rural and two are urban. For either of the two pairs, one is big and the other is small. Essentially, all the colleges serve the needs of a majority of the disadvantaged communities. See Appendix F for the chronology and location of the 29 colleges.

### **Preliminary Preparation for Entry**

A contact person was identified and he laid the groundwork for the role-negotiation and entry into each college. Three presidents in the colleges and one dean in the fourth college became the intermediaries for establishing the structure and form of the interviews. To play their intermediary roles effectively, each participant was supplied with samples of interview-surveys, human subjects documents (see Appendices E and F) and an abstract of the dissertation proposal. Through phone communications, the interviewer did not only discuss with the

contact persons from attempts to seek support and cooperation from them and their planning teams, but they also accepted scheduled interviews.

### **Interview Sites**

The interview sites for colleges A, B, and D were the offices of each planning official (administrator). An administrative council committee room was the common interview site for college C interviews. The sites were selected on the basis of maintaining privacy, convenience, and confidentiality.

### **Pre-testing and the Interviews**

With the recommendation of and consultation with one of the senior master planners of each of the four colleges, four administrators were selected and pre-tested on the survey and item suitability, relevance, and understandability. The four administrators were pre-interviewed and supervised by divisional (departmental) deans. Each pre-tested interview took one hour. The pre-testees suggested a few survey corrections, modifications, and gave some positive comments. They individually mailed their pretest responses to the researcher who used the suggested opinions, comments, and corrections to refine the original survey-document.

Basically, each interview site was visited as scheduled; the interviewer was either introduced by the contact person or introduced himself to his potential respondent, shook hands with and thanked the potential respondent, and supplied him/her with the human subjects' document, instrument, and abstract. The

purpose of each was examined. Each introduction was brief, data collection – purpose oriented, and geared to make the interviewee feel comfortable and friendly. In addition, the interviewer made it clear to each interviewee that he/she was free to express, or not to express, information at his/her convenience. An attempt was made to direct the discourse into desirable channels by motivating each respondent to reveal information and facts that could be drawn from their experiences.

### **Interviewing Techniques**

The objectives were to obtain data that were relevant, reliable, and valid. The main goal was to create a positive climate for obtaining maximum and relevant information through the process of maintaining optimum interpersonal relations. The aim was to maximize the flow, quality and quantity of information with optimal rather than maximum interpersonal relations. To gather the information more effectively, and in light of pressing demands for meeting institutional and personal time schedules, four types of interviews were used: personal, group, telephone and tape recording.

First, face-to-face meetings between an interviewee and the interviewer (researcher) were convened in each administrator's office, except for Institution C in which the personal interviews were conducted in an administrative council's committee room.

Secondly, ten of the eleven administrators in Institution B and two of the eight administrators of Institution D convened for group interviews. Each group

was composed of three people – the two interviewees (respondents) and the interviewer (researcher). There were six group interviews. The group and all other interviews were each one hour long. Like the personal interviews, and with the exception of the group interviews held at College D where the interview was conducted while one of the interviewees was driving around the city getting his child from school and taking him home, between 3:30 and 4:30 p.m., the five group interviews were held in private settings. Since each of the three people in the group had a copy of the questionnaire and since each could fill it in respectively, each interviewee could express himself/herself fully and truthfully.

The group interviews were composed of eight men and four women: four directors, one comptroller, five deans, and two vice presidents. With their apparent divergence in backgrounds, these administrators explored problems, raised issues, and meticulously evaluated propositions. The information they gave varied considerably. However, they helped one another to recall, verify, and rectify information. Whenever one interviewee tried to dominate, the researcher moderated the dialogue to enable the other participant to express himself/herself freely and thoroughly.

Thirdly, only one telephone interview was conducted between the researcher and one of the deans at College C. Although the researcher did not directly interact with the interviewee, the conversation was private, convenient and relevant.

Fourth, a tape recorder was used selectively to gather crucial information and analyze that information.

### **Data Recording Procedure**

The survey instrument, sample, and the interviews were designed and structured to selectively make systematic, sharp, and discriminating, but objective, observations. The observations were made in light of the relevant universe of discourse. These observations or responses were recorded on the survey instrument during interactive and reflective field experiences.

### **The Tape Recorder**

The second method of collecting data was the tape recorder. The two most experienced planners in each college were selectively tape recorded on the basis of seniority and ability to provide needed data. The purpose of selectively recording some interviews was to more fully explore complex issues perceived to contain, as well as further explore latent feelings, attitudes, inconsistencies, interruptions, and tenseness. After every tape recorded interview, the entire tape was replayed, transcribed, and material was inserted in the survey instrument. Analytic interpretations of the study were given in light of social structure and culture of the society, immediate interviewing situations, and the demands posed by the questions and the ultimate requirements for data.

### **Summary**

Chapter III is a brief description of ethnographic (substantive) methodology and how the methodology was used to generate data from 42 planners of four post-secondary institutions in Michigan. A survey instrument

was constructed and used for observation and measurement of the members of the sample. Data pertaining to institutional demographics, formal planning, long-range, and strategic planning and decision making and institutional research were collected. The analytic integration of ethnographic theory and practice formed the basis for data analysis. This integrative process and the review of the literature in Chapter II were viewed as dynamic intellectual processes without which this study would have lacked satisfactory evidentiary warrant.

**Table 3.1 Shows Population and Sample**

College	Population	Sample	Males	Females	President	Vice President	Dean	Other <sup>a</sup>
A	13	12	9	3	1	4	3	4
B	13	11	6	5	1	2	4	4
C	10	10	8	2	1	1	3	5
D	24	9	7	2	--	1	5	3
<b>TOTAL</b>	<b>60</b>	<b>42</b>	<b>30</b>	<b>12</b>	<b>3</b>	<b>8</b>	<b>15</b>	<b>16</b>

Note: Other<sup>a</sup> = Registrar, Director, or Comptroller

# **CHAPTER IV**

## **DATA ANALYSIS**

### **INTRODUCTION**

Chapter IV is based on a comprehensive and comparative analysis of data. The data were analyzed with the use of tables (Histograms) and interpretive commentary.

The major problem of the study was inductively based on the assumption that the rational planning model was the ideal model suitable for institutional and management operations in higher institutions of learning. Since it was not clear whether the model was widely used or not used in institutional settings, the study was designed to investigate the veracity of the assumption. Because the rational model (according to Chaffee, 1983) is the best planning model in higher education circles, the research employed strategic planning theory and ethnographic methodology to investigate the problem in four Michigan Community Colleges (A, B, C and D).

The problem was extended to refer to three major assertions of which the first one, according to the literature, and contrary to Chaffee's belief, argues that the rational model is authoritarian (Rutherford and Fleming, 1985). The three research assertions include:

1. Planners who display authoritarian decision making styles in their colleges are more likely to use rational planning than other planning models.



2. Planners who successfully use any one of the other commonly known decision making styles (anarchy, bureaucratic, political, consensus, and compromise) are less likely to use the rational planning model in their colleges.
3. Planners who neither use the rational nor any one of the more commonly known planning models tend to use more than two of them.

The results of these three research assertions, Table 4.35 and the interpretive commentary, were, in a sense, partly used for comparative analysis. In addition, two analytic questions were derived from the assertions. Those analytic questions, on which some of the conclusions of the study were based, are:

1. What planning model(s) did planners of College A, B, C, and D use for planning activities of their colleges?
2. What other planning model(s) did the planners use for planning in their colleges?

### **Purpose of the Study**

The purposes of the study are four:

1. To determine whether goals and objectives of the colleges were clearly identified and effectively implemented in consonance with institutional missions.
2. To determine whether programs were developed to achieve institutional goals and objectives.
3. To observe, analyze, and reflect on the role of institutional research to the planning process.
4. To determine whether goals, objectives, and research were articulated in the context of a formal planning model.

To make the analysis clearer and structurally objective, Chapter IV will be divided into five sections. Section one will be a display of tables containing descriptive comments about observed phenomena. Section two will be composed of findings of each section. Section three will contain a brief interpretive commentary based on tables, and more importantly, tape recorded data. Section four will be a brief analysis of goals and objectives. Section five; the last section will be a summary of Chapter IV.

### **Display of Tables**

Table 4.1 displays relevant demographics. In all four colleges, resources used for institutional research and other programs corresponded with the size of the institution; however, College B's board used the least time (10 hours) yearly for planning.

Table 4.2 shows that all respondents indicated their colleges planned formally.

Table 4.3 illustrates that most of the college planners believed that formalized planning was an excellent, rather than good, way to plan.

Table 4.4 demonstrates that most respondents don't believe that MBO is used for management.

Colleges A, C and D had developed according to their stated goals and objectives as Table 4.5 shows. College B, as 63.6 percent of the measured perceptions indicated had not.

In relation to the person(s) who control(s) formalized planning, College A's president used a participatory approach at cabinet, rather than at an

instructional level. The budget planning committee controlled it too. Operational decisions were reviewed quarterly.

In College B only the cabinet members and hardly any other groups can participate in formalized planning. The four deans as members of the expanded cabinet were invited to the cabinet only on an occasional basis.

In College C, the administrative council and the Committee of the 2001, which is concerned with planning, controls the formalized planning process. The board of trustees acted in an advisory capacity only. The committee of the year 2001 was composed of five committees (campus development, community development, curricular development, marketing development, and student development).

In College D, college planning councils, deans, vice president, and president planned. The college did not have a planning officer or planning office per se, except a planning task force. The trustees also had a long-range planning committee of 40 people whose special committees were given the responsibility to plan for a variety of specific needs within the public school district which controlled the institution's governance and operational structures.

In relation to persons who set college goals, in College A, the board, chief administrator, cabinet, faculty, administrative council (president, vice president, deans, directors, and divisional chairpersons and staff) assessed goals quarterly, annually, and tri-annually.

In College B, the cabinet and the expanded cabinet set college goals. Divisional heads and board of trustees were occasionally invited for consultation or briefing retreats. Goals and objectives were assessed as normal.

In College D, administrative councils, faculty, students, long-range planning committees, and board of trustees of the public school district set goals. Goals were assessed annually for effectiveness or failure and adjustment. Table 4.5 describes how colleges were perceived to have developed according to their goals.

Table 4.6 describes how the colleges analyzed their external environment and became informed to make more intelligent decisions.

Table 4.7 indicated how the college studies were internally prepared and used to monitor trends.

Table 4.8 shows that perceptions which influenced the attitude of planners to manage the colleges were academic standards for all colleges. For College A students, government; for B, economic trends; for C, economic trends, and students; and for D, policies and economic trends.

Institutional research is the gathering, analysis, integration, (synthesis) interpretation, and dissemination of data and information suitable for improving administrative decision making. Tables 4.9 through 4.12 (inclusive) concern institutional research.

College planners relatively analyzed their educational, social, economic, political, and cultural environments in order to develop better goals and objectives (Tables 4.11 and 4.12).

Table 4.9 describes the perceptions concerning persons responsible for analytically sensitizing the reality of the external environment and integrating that reality with internal institutional planning dynamics. The respondents indicated the persons responsible were the president's and vice president's offices in College A, the offices of director of institutional research and public relations in College B, the offices of the president, vice president, and student affairs in College C, and the offices of director of institutional research in College D.

According to Table 4.10 each college tried to analyze data from its environment, the sources of information used for analysis included local government studies and occasionally directed college research for A. Occasionally directed college research for College B, independent external agencies for College C, and local government studies and professional groups for College D.

Tables 4.13 and 4.14 show that planners in all four colleges responded that they had criteria for appointing people for specific administrative and instructional positions.

Table 4.15 shows the process of recruiting administrative and instructional personnel to the colleges. Of the nine terms employed in the process, three (recruitment, selection, and hiring) were more commonly applied than the other six (see Table 4.15).

Tables 4.16 and 4.17 indicate that planners said that each of the colleges had specific budget goals and objectives and that they (planners) prioritized fund allocations.

None of the four colleges reported using PPBS, MBO, ZBB, MIS, IB, and EDUCOM planning techniques, although college planners were familiar with the techniques as Table 4.18 illustrates.

Table 4.19 addresses the question of whether the college made faculty and staff changes. Planners in all colleges made faculty and staff changes in order to make adjustments consistent with the level of enrollments, funding ability, program demand and student interests.

Whether the college eliminated academic courses and departments was illustrated in Table 4.20. The colleges could discontinue academic courses and departments on the basis of the same reasons given for Table 4.19 above.

Table 4.21 shows that planners in the four colleges said that their departments had clear course goals and objectives.

Table 4.22 indicates that faculty applied and used course goals and priorities.

According to Table 4.23, planners in Colleges A, B and C said that they did not consolidate (join courses together into who units). College D planners said that their institution eliminated classes that were underenrolled, understaffed, or both. The research did not indicate that these conditions were necessarily influenced by quality of instruction.

Table 4.24 illustrates responses to the question “do faculty eliminate courses?” The faculties of Colleges A, C and D eliminated (discontinued) courses which were not in demand. Those of College B said that they both eliminated and retained courses.

Table 4.25 demonstrates that faculty reorganized courses to make adjustments on full-time equivalent, under enrollments, teaching loads, and student interest.

According to Table 4.26 faculty were not limited by the number of courses and objectives because the colleges provided superior instructional services.

Planners in Colleges A and B said that their faculty did not have criteria for measuring and maintaining course quality, according to Table 4.27. Those in Colleges C and D had their criteria. The criteria were based on grade point average, student evaluation of faculty, faculty evaluation of students, and observance of North Central Accreditation requirements.

In Table 4.28, planners of Colleges A, C and D said that their college goals and objectives had changed in 10-15 years. The goals and objectives had not changed in College B – it appears that no change had taken place in all these years.

College planners were asked how internal priorities were identified (Table 4.29). Colleges A, B and C identified them by consultation. College D applied analytic approaches.

Table 4.30 demonstrates that College A also used planners who could analyze, were experienced and sensitive to institutional action effects to determine crucially factual relationships. College B and C determined institutionally related facts and relationships by using experienced individuals to analyze, 54.6% of all planners determined the cruciality of facts and relationships by using experienced individuals.

Data in Table 4.31 demonstrate that planners in all colleges said that they were selected for decision making because of their expertise rather than statesmanship or position.

The locus (center of power or consultation) of consultation for all colleges was wide rather than narrow, according to Table 4.32.

While planners in College D felt that the degree at which they used analytical information was high (Table 4.33), those in Colleges A, B and C believe that analytical information was used moderately.

Planners of Colleges A and C said that priorities were ranked for decision making as indicated in Table 3.34. This meant that priorities which were considered superior in importance or rank took the first place in the process of priority consideration. In Colleges B and D decision making priorities were developed by top administrators. Obviously, these latter colleges which did not broaden the base for decision making were likely to be less democratic than those in Colleges A and C.



The consensus displayed in Table 4.35 as used in Colleges A, B and C and rational model was used in College D. The table has been described fully in several places in this dissertation.

According to Table 4.36, planners in Colleges A, B and C said that decision making style of central administration had changed in three years. The planners of College D disagreed.

Overall, college goals were realized well in Colleges A and B, and very well in Colleges C and D according to Table 4.37.

Of the eight conditions rank-ordered for their contribution to the evolution of college master plans in the 1960s “interdisciplinary nature of many courses” was ranked first (Table 4.38).

Three out of ten goals (teaching, economic, and academic standards) were ranked highest in three sets of Community College Goals (Table 4.39).

## **Findings of the Study**

The findings of the study have been extrapolated from the analysis of data and interpretive commentary. These findings could be divided into five sections or categories consistent with the structure of the survey instrument and perceptions of the respondents. The five sections into which the findings are categorized include: (1) demographics; (2) formal planning; (3) strategic planning; (4) college goals; and, (5) decision making.

### **Findings related to Demographics**

Table 4.1 shows the demographics of the colleges. According to the table, the Board of Trustees of College B spent the least amount of time (10 hours) a year in planning for the college. In addition, the expenditure of resources by each college depends on its size and mission.

### **Findings related to Formal Planning**

- a. All respondents (100%0 in the four colleges indicated that their institutions practiced formal planning procedures (Table 4.2)
- b. In all colleges, 91.7% of College A planners, 63.3% of College B, 60% of College C and 77.8% of College D believed that formal planning was an excellent rather than a good way of planning (Table 4.3)
- c. With the exception of College C, Colleges A, B and D did not formally (officially) use Management by Objectives (MBO) for planning (Table 4.4).
- d. On an individual basis, some college planners of the four colleges tried to use MBO.

### **Findings related to Strategic Planning**

- a. Although planners in all the four colleges evaluated and monitored environmental trends, they were more sensitive to monitoring economic trends than political, social, cultural and technological trends. This showed that people were more receptive to economic trends because the trends greatly influenced their lives more than the other trends (Table 4.12).
- b. Specific individuals in institutional units were assigned the responsibility of preparing studies of the environment for articulation and analysis (Table 4.9).

- c. When the colleges' environment was scanned, it made it easier for the planners of each college to formulate more valid and reliable goals for their institution (Table 4.9).
- d. Each college used different sources for information on environmental analysis (Table 4.10).
- e. With the exception of College A, which had initiated a few institutionally designed procedures for the articulation of strategic concerns, the other colleges used long-range rather than strategic planning systems.
- f. A large number of college planners in all colleges, except College A, as it was observed, did not know who or which office was responsible for the research matters of their institutions.
- g. Institutional research offices were not independent units. The offices were incorporated into the administrative responsibilities of either the president's office or the vice president's office, or the registrar's office or the director's office.
- h. Particular processes for monitoring environmental trends existed in each college. The main processes for monitoring the trends included assessments conducted by specific faculty members, local government studies, studies of professional consultants, and summaries given through presidential briefings.

#### **Findings related to College Goals**

- a. Various divisions (departments) had clear goals and objectives.
- b. The goals and objectives were integrated into the institutional mission and programs.

- c. Planners in all colleges applied and used course priorities.
- d. Faculty were not limited by the number of courses (taught) and their objectives.
- e. Colleges A, C, and D had developed according to their stated goals and objectives.  
College B had not because 63.6% of its planners (respondents) believed so.
- f. The community college faculties were tenured; administrators were not.
- g. Planners in each college had unwritten criteria for appointing personnel into administrative positions.
- h. The same planners had unwritten criteria for appointing people into instructional positions.
- i. The planners in these colleges had specific budget goals and objectives.
- j. They used priorities to allocate funds.
- k. The managers of the four colleges made faculty and staff changes on the basis of changes in enrollments, student interest, and program demand.
- l. Also, administrators reorganized courses on the basis of changes in enrollments, student interest, and program demand.
- m. Planners in all four colleges discontinued academic courses and departments when funding and enrollment opportunities dwindled.
- n. Of the eight conditions that were rank ordered for their influence on the institutional master plans during the 1960s, “interdisciplinary nature of many courses” was ranked first. (Table 4.38).
- o. When ten academic and strategic goals of community colleges were also rank ordered in three sets for their priorities, the three goals that ranked highest were related to teaching, economics, and academic standards (Table 4.29).

### **Findings related to Decision Making**

- a. In all the four colleges studied, a majority of planners indicated that they were selected for decision making due to their expertise rather than statesmanship or position.
- b. Based on the perceptions of the planners, the best planning model was consensual rationality (consensus-rational).
- c. Planners in Colleges A and C were more democratic in decision making approaches than planners in Colleges B and D. Several explanations have been used to explain this phenomenon.
- d. The locus of consultation in the colleges was wide rather than narrow.

The unique characteristics of Colleges B and D were as follows:

#### **COLLEGE B**

- Board of Trustees spent less time (10 hours per year) in planning
- Only cabinet members, excluding deans, for most of the time, made all decisions regarding institutional management
- Had no criteria for measuring and maintaining course quality
- College goals and objectives had not changed in 10-15 years
- Decisions were made by top administrators only

#### **COLLEGE D**

- Top administrators made decisions
- Used rational model
- Decision making style had not changed in three years

Table 4.1 College Demographics

COLLEGES	A	B	C	D
Total annual budget used (in Mil of \$'s)	15	8	4.25	25
Total institutional funds used for instruction (in Mil of \$'s)	12	5.6	4	16
Total maintenance budget (in Mil of \$'s)	1.8	.25	0.25	--
Total budget for Institutional Research	.12	.005	0.005	.15
Total full time equivalent enrollment	3,600	1,600	1,000	10,500
Total head count enrollment	8,000	5,500	2,200	35,000
Number of campuses of the colleges	1	1	1	1
Number of students in transfer programs	2,000	675	521	6,000
Number of students in vocational and tech programs	1,500	300	554	4,500
Number of hours planners use to make a decision in a year	100	100	100	100
Number of hours board used to make decision in a year	75	10	20	500
Number of locations in which the college offered classes	2	6	1	**a

\*\*a = not reported

Table 4.2 Use of Formal Planning in College

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	P		P		P		P		P		P	
COLLEGE												
A	1		4		3		4		12		100	
B	1		2		4		4		11		100	
C	1		1		3		5		10		100	
D	b		1		5		3		9		100	
Total by Rank	3		8		15		16		42		100	
% by Rank	100		100		100		100		100		100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller

<sup>b</sup> Did not respond

P = Positive

Table 4.3 Formalized Planning

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	E	G	E	G	E	G	E	G	E	G	E	G
COLLEGE												
A	1		3	1	3		4		11	1	91.7	8.3
B		1	2		2	2	3	1	7	4	63.6	36.4
C	1		1		2	1	2	3	6	4	60	40
D			1			5	1	2	7	2	77.8	22.2
Total by Rank	2	1	7	1	7	8	10	6	31	11	42	26.2
% by Rank	66.7	33.3	87.5	12.5	46.7	53.3	62.5	37.5	73.8	26.2	100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
 E – an excellent way to plan  
 G = a good way to plan



Table 4.4 Whether or not MBO was used by College planners

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	P	N	P	N	P	N	P	N	P	N	P	N
COLLEGE												
A	--	1	2	2	--	3	2	2	4	8	12	33.3 66.7 100
B	--	1	2	--	2	2	1	3	5	6	11	45.5 54.5 100
C	1	--	1	--	--	3	4	1	6	4	10	60 40 100
D	--	--	1	--	1	4	1	2	3	6	9	33.3 66.7 100
Total by Rank	1	2	6	2	3	12	8	8	18	24	42	42.9 57.1 100
% by Rank	33.3	66.7	75	25	20	80	50	50	42.9	57.1	100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
Percentages were approximated because of the rounding of numbers.

Table 4. 5 Whether or not each college had developed according to its goals and objectives

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages			
	P	N	P	N	P	N	P	N	P	N	P	N		
COLLEGE														
A	1	--	3	1	3	--	2	--	9	3	12	75	25	100
B	--	1	2	--	1	3	1	3	4	7	11	36.4	63.6	100
C	1	--	--	1	3	--	4	1	8	2	10	80	20	100
D	--	--	1	--	5	--	2	1	8	1	9	88.9	11.1	100
Total by Rank	2	1	6	2	12	3	9	7	29	13	42	69	31	100
% by Rank	66.7	33.3	75	25	80	20	56.25	43.75	69	31	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers.

Table 4.6 Whether planning officials analyzed the external environment

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages		
	P	NR	P	NR	P	NR	P	NR	P	NR	P	N	NR
COLLEGE													
A	1	3	1	3	4		11		1	12	97.1	--	8.3 100
B	1	2		3	4	1	10		1	11	90.9	--	9.1 100
C	1	1	1	2	4		7	1	1	10	70	20	10 100
D		1		5	1		7	1	1	9	77.8	11.1	11.1 100
Total by Rank	3	7	1	12	2	1	35	3	4	42	83.3	7.1	7.5 100
% by Rank	100	87.5	12.5	80	13.3	6.7	81.3	6.25	12.5	9.5	83.3	7.1	100

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response  
Percentages were approximated because of the rounding of numbers.

Table 4.7 How environmental studies were prepared for analyzing

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	I	C	MN	I	C	MN	I	C	MN	I	C	MN	I	C	MN	I	C	MN
COLLEGE																		
A	1	4		3						3		11	11	100				100
B	1	2		2			1	3	1	8	1	1	10	80	10	10	10	100
C	1	1		2			1	4		8		1	9	88.9		11.1		100
D				3	1	1	1	1		4	2	1	7	57.1	28.6	14.3		100
Total by Rank	3	7		10	1	3	3	11	1	31	3	3	37	83.8	8.1	8.1		100
% by Rank	100	87.5		71.4	7.1	21.4	91.7	8.3		83.8	8.1	8.1	100					

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
I = Internal way of monitoring trends  
C = College research task  
MN = other and written minutes and newsletters

Percentages were approximated because of the rounding of numbers

Table 4.8 What influenced attitudes of planners to manage the College

Categories	COLLEGES							
	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Policies	8	12.3	4	11.4	4	7.1	9	13.6
Students	8	12.3	8	22.8	8	14.3	5	7.6
Government	11	16.9	3	8.6	4	7.1	7	10.6
Political Elite	2	3.1			3	5.4	3	4.5
Economic Trends	12	18.5	5	14.3	10	17.9	8	12.1
Ethnicity	2	3.1			2	3.6	7	10.6
Faculty	5	7.7	5	14.3	5	8.9	7	10.6
External Agency	3	4.6	4	11.4	5	8.9	5	7.6
Superintendent of Education	1	1.5			2	3.6	6	9.1
Academic Goals and Standards	12	18.5	6	17.1	8	14.3	8	12.1
Other	1	1.5			3	5.4	1	1.5
Total number of responses	65	100	35	100	56	100	66	100

NOTES: Percentages were approximated because of the rounding of numbers

Table 4.9 Person(s) who prepare(s) environmental studies for analysis

Categories	COLLEGES							
	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
President	5	17.2	1	3.2	4	26.7	3	9.7
Vice President	9	31	1	3.2	6	40	4	12.9
Senior Academic Officer	2	6.9	2	6.4	1	6.7	4	12.9
Senior Financial Officer	2	6.9	1	3.2			3	9.7
Office of Student Affairs	2	6.9	5	16.1	3	20	2	6.5
Director of Institutional Research			10	32.2			7	22.6
Public Relations Office	2	6.9	6	19.4			1	3.2
College Planning and Management Office	1	3.4	1	3.2				
Registrar	1	3.4	2	6.4			3	9.7
Other	5	17.2	2	6.4	1	6.7	4	12.9
Total by College	29	100	31	100	15	100	31	100

NOTES: Percentages were approximated because of the rounding of numbers

Table 4.10 Sources of information for analyzing studies of the environment

Categories	COLLEGES							
	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Teacher's Union or Association	4	69	1	2.7	3	10	6	11.8
Occasionally Directed Coll. Research	9	15.5	9	2.43	5	16.7	5	9.8
Expertise of Consultants	8	13.8	6	16.2	4	13.3	6	11.8
Superintendent of Education	2	3.4					5	9.8
Local Government Studies	11	19	6	16.2	5	16.7	7	13.7
Independent External Agencies	8	13.8	5	13.5	6	20	5	9.8
Professional Groups	6	10.3	5	13.5	2	6.7	7	13.7
Institutes of Education (UM or MSU)	4	6.9	4	10.8	4	13.3	6	11.8
Other	6	10.3	1	2.7	1	3.3	4	7.8
Total Number of Responses	58	100	37	100	30	100	51	100

NOTES: Percentages were approximated because of the rounding of numbers

Table 4.11 Environmental analysis and the validity and reliability of college goals

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages			
	P	N	P	N	P	N	P	N	P	N	P	N		
COLLEGE														
A	1		3	1	3		4		11	1	12	91.7	8.3	100
B	1		2		3	1	4		10	1	11	90.9	9.1	100
C	1		1		3		4	1	9	1	10	90	10	100
D			1		3	2	1	2	5	4	9	55.8	44.4	100
Total by Rank	3		7	1	12	3	13	3	35	7	42	83.3	16.7	100
% by Rank	100		87.5	12.5	80	20	81.25	81.75	83.3	16.7	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers.



Table 4.12 Trends evaluated by a College Unit

PLANNER	PRESIDENT			VICE PRESIDENT				DEAN				OTHER <sup>a</sup>				TOTALS				PERCENTAGES				
COLLEGE	E	P	S	E	P	S	C	E	P	S	C	E	P	S	C	E	P	S	C	E	P	S	C	
A	1	1	1	4	2	3	1	3	3	3	3	3	1	3	1	11	7	10	5	33	33.8	21.2	30.3	15.2
B	1	1		2	2	2	2	1	2	1		4		4		8	5	7	2	22	36.4	22.7	31.8	9.1
C	1			1		1	1	3	3	1		4	2	3	3	9	5	5	4	23	39.1	21.7	21.7	17.4
D				1	1	1		3	2	2	1	2	2	2	1	6	5	5	2	18	32.3	27.8	27.8	11.1
Total by Rank	3	2	1	8	5	7	4	10	10	7	4	13	5	12	5	34	22	27	13	96	35.4	22.9	28	13.5
% by Rank	50	33.3	16.7	33.3	20.8	29.2	16.7	32.3	32.3	22.6	12.9	39.1	14.3	34.3	14.3	35.4	22.9	28	13.5					

NOTE: Other<sup>a</sup> means Registrar, Director or Comptroller

E = Economics

P = Political

S = Social

C = Cultural

Percentages were approximated due to rounding.

Table 4.13 Does your college have a criterion for appointing administrative personnel

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	P	N	P	N	P	N	P	N	P	N	P	N
COLLEGE												
A	1		4		3		3	1	11	1	91.7	8.3
B	1		2		3	1	3	1	9	2	81.8	18.2
C	1		1		3			5	10	10	100	
D			1		2	3		2	1	4	55.6	44.4
Total by Rank	3		8		11	4	6	9	1	7	83.3	16.7
% by Rank	100		100		73.3	26.7	37.5	56.25	6.3	83.3	16.7	100

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller

P = Positive

N = Negative

Percentages were approximated because of the rounding of numbers

Table 4.14 Whether college had a criterion for appointing instructional personnel

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	P	N	P	N	P	N	P	N	P	N	P	N
COLLEGE												
A	1	0	4	0	3	0	4	0	12	0	100	0
B	1	0	2	0	4	0	4	0	11	0	100	0
C	1	0	1	0	3	0	5	0	10	0	100	0
D			1	0	5	0	1	2	7	2	77.8	22.2
Total by Rank	3		8		15		14	2	40	2	95.24	4.76
% by Rank	100		100		100		87.5	12.5	95.24	4.76	100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers

Table 4.15 Terms used in the processes of appointments of administrative and instructional personnel

Categories	COLLEGES							
	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
Recruitment	11	16.9	10	17.2	8	14.8	8	17.4
Selection	11	16.9	10	17.2	10	18.5	7	15.2
Hired (employed)	10	15.4	7	12.1	8	14.8	7	15.2
Training, retraining, and faculty development	9	13.8	9	15.5	6	11.1	8	17.4
Promotion on merit	5	7.7	5	8.6	5	9.3	5	10.9
Promotion on academic performance	7	10.8	4	6.9	3	5.5	2	4.3
Promotion on other grounds	4	6.2	5	8.6	1	1.9	1	2.2
Security of tenure (faculty only)	3	4.6	2	3.4	6	11.1	4	8.7
Salary increases	5	7.7	6	10.3	7	13	4	8.7
total	65	100	58	100	54	100	46	100

NOTES: Percentages were approximated because of the rounding of numbers

Table 4.16 Whether college had specific budget goals and objectives

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	P	N	P	P	N	P	N	P	N	P	N	P	N	P	N	P	N	N
COLLEGE																		
A	1		3	1	3		2	2	2	9	3	12	75	25	100			
B	1		2		2	2	4	9	2	11	81.1	18.2	100					
C	1		1		2	1	5	9	1	10	90	10	100					
D			1		4	1	3	8	1	9	88.9	11.1	100					
Total by Rank	3		7		11	4	14	35	7	42	83.3	16.7	100					
% by Rank	100		87.5		73.3	26.7	87.5	83.3	16.7	100								

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers

Table 4.17 Whether college had priorities to allocate funds

Planner(s)	President		Vice President		Dean	Other <sup>a</sup>		Totals		Percentages	
	P	N	P	N	P	N	P	N	P	N	
COLLEGE											
A	1	3	1	3	3	1	10	2	12	83.3	16.7
B	1	2		4	3	1	10	1	11	90.9	9.1
C	1	1		3	5		10		10	100	100
D		1		5	3		9		9	100	100
Total by Rank	3	7	1	15	14	2	39	3	42	92.9	7.14
% by Rank	100	87.5	12.5	100	87.5	12.5	92.85	7.14	100		

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers

Table 4.18 College familiarity with PPBS, MBO, ZBB, MLS, IB, and EDUCOM

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>			Totals			Percentages			
	N	P	P	N	NR	P	N	NR	P	N	NR	P	N	NR		
COLLEGE																
A	1	1	3	1	1	1	2	2	9	3	12	75	25	100		
B	1	2		1	3		1	3	4	7	11	36.4	63.6	100		
C	1	1			3		1	3	1	2	7	10	70	100		
D		1		1	4		3		5	4	9	55.6	44.4	100		
Total by Rank	3	5	3	3	11	1	7	6	3	20	18	42	47.6	42.8	9.6	100
% by Rank	100	62.5	37.5	20	73.3	6.7	43.8	37.5	18.8	47.6	42.8	9.6	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers.

Table 4.19 Whether college made faculty/staff changes

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	P	P	N	P	P	N	P	P	N	P	P	N	P	P	N	P	P	N
COLLEGE																		
A	1	2	2	2	2	1	3	3	1	8	8	4	12	66.7	33.3	100		
B	1	2		2	2	2	3	3	1	8	8	3	11	72.7	27.3	100		
C	1	1		3			5			10			10	100		100		
D		1		4	4	1	3	3		8	8	1	9	88.9	19.05	100		
Total by Rank	3	6	2	11	4	4	14	14	2	34	34	8	42	80.95	19.05	100		
% by Rank	100	75	25	73.3	26.7	87.5	87.5	12.5	80.95	19.1	100							

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers



Table 4.20 Whether college eliminated academic courses and departments

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	P		P		P		P	N	P	N	P	N
COLLEGE												
A	1		4		3		3	1	11	1	12	8.3
B	1		2		4		3	1	10	1	11	9.1
C	1		1		3		5		10		10	
D			1		5		3		9		9	
Total by Rank	3		8		15		14	2	40	2	42	4.8
% by Rank	100		100		100		87.5	12.5	95.24	4.76	100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Percentages were approximated because of the rounding of numbers

Table 4.21 Whether each department had clear course goals and objectives

Planner (s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages			
	P	N		P	N		P	N		P	N		P	N		P	N		
College																			
A		1	2	1	1	3			2	2	7	1	4	12	58.3	8.3	33.3	100	
B	1		2		2	1	1	3	1		8	2	1	11	72.7	18.2	9.1	100	
C	1		1		2	1	2	5			8	1	1	10	80	10	10	100	
D			1			5		3			9			9	90			100	
Total by Rank	2	1	6	1	1	12	2	1	13	1	2	32	4	6	42	76.2	9.5	14.3	100
% by Rank	66.7	33.3	75	12.5	12.5	80	13.3	6.7	81.3	6.3	12.5	76.2	95.3	14.3	100				

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers

Table 4.22 Whether faculty applied and used course priorities

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	P	N		P	N		P	N		P	N		P	N		P	N	
COLLEGE																		
A		1		2	2	3			1			3	6	0	6	12	50	50
B	1			2		2	1	1	1	3			6	4	1	11	54.5	36.4
C		1		1		2	1	1		4	1	1	7	1	2	10	70	10
D				1		4	1	1	5		1	1	7	1	1	9	77.8	11.1
Total by Rank	1	2		6	2	11	3	1	4	7	5	26	6	6	10	42	61.9	14.8
% by Rank	33.3	66.7		75	25	73.3	20	6.7	25	43.8	31.3	61.9	14.8	23.8	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers

Table 4.23 Whether your college faculty consolidated courses

Planner (s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	P	N		P	N		P	N		P	N		P	N		P	N	
College																		
A		1	2		2	3				1	3	5	1	6	12	41.7	8.3	50
B	1			2		1	2	1	1	3		3	7	1	11	27.3	63.6	9.1
C		1	1			1	1	1	2	2	1	4	3	3	10	40	30	30
D					1		4	1		1	1	5	3	1	9	55.5	33.3	11.1
Total by Rank	1	2	3	3	2	2	9	4	2	4	7	5	17	14	42	40.5	33.3	26.2
% by Rank	33.3	66.7	37.5	37.5	25	25	60	26.7	13.3	25	43.8	31.3	40.5	33.3	26.2	100		

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers

Table 4.24 Whether faculty eliminated courses

Planner (s)	President		Vice President		Dean		Other <sup>a</sup>		Totals			Percentages							
	P	N	P	N	P	N	P	N	P	N	NR	P	N	NR					
College																			
A		1	2		2	3		1		3	6	12	50	50	100				
B	1			2		2	1	1	2	2	5	1	11	45.4	9.1	100			
C		1	1			2		1	3	1	6	1	3	10	60	10	30	100	
D			1			4	1		3		8	1	9	88.9	11.1		100		
Total by Rank	1	2	4	2	2	11	2	2	9	3	4	25	7	10	42	59.5	16.7	23.8	100
% by Rank	33.3	66.7	50	25	25	73.3	13.3	13.3	56.3	18.8	25	59.5	16.7	23.8	100				

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers

Table 4.25 Whether faculty reorganized courses

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages			
	P	N	P	N	P	N	P	N	P	N	P	N		
COLLEGE														
A		1	3	1	3		2	2	8	4	12	67.7	33.3	100
B	1		1	1	3	1	4		9	2	11	81.8	18.2	100
C		1	1		2	1	4	1	7	3	10	70	30	100
D			1		5		3		9		9	100		100
Total by Rank	1	2	6	2	13	2	13	3	33	9	42	78.6	21.4	100
% by Rank	33.3	66.7	75	25	86.7	13.3	81.25	18.75	78.57	21.43	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative

Table 4.26 Whether faculty had a limited number of courses and objectives

Planner (s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	P	N		P	N	NR	P	N	NR	P	N	NR	P	N	NR	P	N	NR
College																		
A		1		1	1	2		1	2		1		3	3		12	25	50
B	1		2				1	2	1		4		4	6	2	11	36.4	9.1
C		1			1	1		1	1	2	2	1	3	4	4	10	30	100
D			2			3					2	1	3	5	2	9	33.3	11.1
Total by Rank	1	2	4	2	2	5	8	2	3	3	8	5	13	18	11	42	30.9	26.2
% by Rank	33.3	66.7	50	25	25	33.3	53.3	13.3	18.8	50	31.3	30.9	42.9	26.2	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers

Table 4.27 Whether faculty has a criteria for measuring and maintaining course quality

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	NR	P	N	NR	P	N	NR	P	N	NR	P	N	NR	P	N	P	N	NR
COLLEGE																		
A	1	2		2	1	2				1	3	3	3	6	12	25	25	100
B	1		2		1	2	1			4		1	8	2	11	9.1	73.7	18.2
C	1		1		1	1	1	4	1	1		5	3	2	10	50	30	100
D			1		4	1		1	1	1	1	6	2	1	9	66.7	22.2	11.1
Total by Rank	3	2	4	2	7	6	2	5	7	7	4	15	16	11	42	35.7	38.1	26.2
% by Rank	100	25	50	25	46.7	40	13.3	31.3	43.8	25	35.7	38.1	26.2	100				

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
N = Negative  
NR = No response

Percentages were approximated because of the rounding of numbers



Table 4.28 Whether college goals and objectives have changed in 10-15 years

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	N	P	NR	P	NR	P	NR	P	NR	P	NR	
COLLEGE												
A	1	2	2	3		1	3	6	6	12	50	100
B	1	1	1	2	2	2	2	5	6	11	45.4	100
C	1	1		2	1	4	1	7	3	10	70	100
D		1		5		1	2	7	2	9	77.8	100
Total by Rank	3	5	3	12	3	8	8	25	17	42	59.5	100
% by Rank	100	62.5	37.5	80	20	50	50	59.5	38.1	100		

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
P = Positive  
NR = No response

Percentages were approximated because of the rounding of numbers.

Table 4.29      How internal problems and issues were identified

Planner(s)	President	Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
COLLEGE	C	A	C	I	A	C	I	A	C	I	C	I	A	C	I	
A	1	1	2	1	1	3	1	1	2	3	8	5	16	18.8	50	31.3
B	1		2		1	1	2		2	2	6	4	11	9.1	54.5	36.4
C	1		1			1	2	2	2	2	5	4	11	18.2	45.4	36.4
D		1			2	4	1	2	1		4	2	11	45.4	36.4	18.2
Total by Rank	3	2	5	1	4	9	6	5	7	7	23	15	49	22.4	47	30.6
% by Rank	100	25	62.5	12.5	21	47.4	31.6	26.3	36.8	36.8	47	30.6	100			

NOTES:      Other<sup>a</sup> means Registrar, Director, and Comptroller  
                 A = analysis  
                 C = consultation  
                 I = **Individual reaction**

Percentages were approximated because of the rounding of numbers

Table 4.30 Determination of crucial facts and relationships

Planner (s) College	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages			
	A	E	AC	A	E	AC	A	E	AC	A	E	AC	A	E	AC	A	E	AC	
A	1			3	3	1	2	1	2	1	1	3	6	6	6	18	33.3	33.3	100
B			1			2	2	2		2	2		4	4	3	11	36.4	27.2	100
C	1			1	1		1	2		2	3		5	6		11	45.4	54.6	100
D					1		3	2	2	1	1	1	4	4	3	11	36.4	27.2	100
Total by Rank	1	1	1	3	5	3	8	9	4	6	7	4	19	20	12	51	37.3	39.2	100
% by Rank	33.3	33.3	33.3	33.3	41.7	25	38.7	42.9	19.1	35.3	41.2	23.5	37.3	29.2	23.5	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
A = analysis  
E = experience  
AC = action effects

Percentages were approximated because of the rounding of numbers

Table 4.31 Why planners were selected for decision making

Planner(s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
COLLEGE	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P	E	S	P
A	1	3	1	3			2	2		9	3		12	75	25			100
B	1	2		1	1	2	2	2		6	3	2	11	54.5	27.3	18.2		100
C	1			3			5			9			9	100				100
D		1		3	1	1	1	1	1	5	2	2	9	55.6	22.2	22.2		100
Total by Rank	3	6	1	10	2	3	10	5	1	29	8	4	41	70.7	19.5	9.8		100
% by Rank	100	85.7	14.3	66.7	13.3	20	62.5	31.3	6.25	70.7	19.5	9.8	100					

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller

E = Expertise

S = Statesmanship

P = Position

Percentages were approximated because of the rounding of numbers

Table 4.32 Locus of consultation

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages	
	N	W	N	N	N	W	N	W	N	N	N	W
COLLEGE												
A		1		4		3	1	3	1	12	8.3	91.7
B	1		2		2	2	1	3	4	11	36.4	63.6
C		1	1			3	3	2	3	10	30	70
D			1		2	3	3		2	9	22.2	77.8
Total by Rank	1	2	8		4	11	8	8	10	42	23.81	76.19
% by Rank	33.3	66.7	100		26.7	73.3	50	50	23.81	76.19	100	

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
N = Narrow  
W = Wide

Percentages were approximated because of the rounding of numbers.

Table 4.33 To what degree of Analytical information used in college

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages			
	H	M	H	M	H	M	H	M	H	M	H	M		
COLLEGE														
A	1		1	3	1	2		4	2	10	12	16.7	83.3	100
B	1			2		4		4		11	11		100	100
C	1		1			3		5	1	9	10	10	90	100
D			1		2	3	2	1	5	4	9	55.5	44.4	100
Total by Rank	3		3	5	3	12	2	14	8	34	42	19.9	80.1	100
% by Rank	100		37.5	62.5	20	80	12.5	87.5	19	81	100			

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
H = high  
M = medium

Percentages were approximated because of the rounding of numbers.

Table 4.34 How/By whom priorities were developed for decision making

Planner (s)	President			Vice President			Dean			Other <sup>a</sup>			Totals			Percentages		
	A	F	G	A	F	G	A	F	G	A	F	G	A	F	G	A	F	G
College																		
A	1		1	3	1	1	1	1	1	1	3	1	11	8	3	22	50	36.4
																		13.6
																		100
B	1		1	1		2	3			2	2		5	7		12	41.7	58.3
																		100
C		1	1			1	2	1	2	1	1	2	4	3	4	11	36.4	27.2
																		36.4
																		100
D				1		1	4	1	3	1	1	1	4	6	2	12	33.3	50
																		16.7
																		100
Total by Rank	2	1	5	5	1	13	10	3	8	7	4	4	24	24	9	57	42.1	42.1
% by Rank	66.7	33.3	33.3	55.6	11.1	50	38.5	11.5	42.1	36.8	21.1	42.1	42.1	42.1	15.8	100	15.8	100

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
G = goal ranking  
A = top administrators  
F = with faculty input

Percentages were approximated because of the rounding of numbers

Table 4.35 The most typical decision-making model (responses)

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages				
	V	W	V	W	V	W	V	W	V	W	V	W			
COLLEGE															
A	1		1	3	2	1	1	3	5	7	12	41.7	58.3	100	
B	1			2		4		4	1	10	11		90.0	9.1	100
C	1		1		2	1	2	3	6	4	10	60	40		100
D				1		5		3		8	9	100			100
Total by Rank	3		2	6	4	11	3	13	12	30	42	28.6	71.4		100
% by Rank	100		25	75	26.7	73.3	18.8	81.3	28.6	71.4	100				

NOTES: Other<sup>a</sup> means Registrar, Director, and Comptroller  
V = very well  
W = well

Percentages were approximated because of the rounding of numbers



**Table 4.36** If decision making style of central administration had changed in five years

[illegible]

**NOTES:**

**Other<sup>a</sup> means Registrar, Director, and Comptroller**

**P = Positive**

**N = Negative**

Percentages were approximated because of the rounding of numbers

**Table 4.37    How well college goals were realized**

Planner(s)	President		Vice President		Dean		Other <sup>a</sup>		Totals		Percentages				
	V	W	V	W	V	W	V	W	V	W	V	W			
COLLEGE															
A	1		1	3	2	1	1	3	5	7	12	41.7	58.3	100	
B	1			2		4		4	1	10	11		90.0	9.1	100
C	1		1		2	1	2	3	6	4	10	60	40		100
D				1		5		3		8	9	100			100
Total by Rank	3		2	6	4	11	3	13	12	30	42	28.6	71.4		100
% by Rank	100		25	75	26.7	73.3	18.8	81.3	28.6	71.4	100				

NOTES:    Other<sup>a</sup> means Registrar, Director, and Comptroller  
              V = very well  
              W = well

Percentages were approximated because of the rounding of numbers

**Table 4.38 Condition Rankings by College and Position – Master Plan**

College	No. of Respondents	Position	Mean	Standard Deviation
<b>O</b> verwhelming knowledge explosions after 1960's				
<b>E</b> ntire Sample = 36			<b>3.6</b>	<b>2.2</b>
<b>A</b>	1	President	4.0	.0
	2	Vice President	4.8	1.5
	3	Dean	4.5	2.1
	4	Other	3.8	3.1
<b>B</b>	2	President	2.4	2.4
	2	Vice President	1.0	.0
	3	Dean	4.7	3.1
	4	Other	1.5	1.0
<b>C</b>	1	President	5.0	.0
	2	Vice President	8.0	.0
	3	Dean	4.3	2.1
	4	Other	3.4	1.8
<b>D</b>	4	President	3.0	1.9
	3	Dean	2.0	1.4
	4	Other	5.0	.0
<b>I</b> ncreasing costs and reduced budgets				
<b>E</b> ntire Sample = 37			<b>6.1</b>	<b>2.0</b>
<b>A</b>	1	President	8.0	.0
	2	Vice President	7.0	.82
	3	Dean	5.5	3.5
	4	Other	5.3	2.1
<b>B</b>	2	President	7.1	1.3
	2	Vice President	5.0	.0
	3	Dean	7.7	.50
	4	Other	7.6	.50
<b>C</b>	1	President	3.0	.0
	2	Vice President	5.0	.0
	3	Dean	5.0	3.5
	4	Other	4.4	2.5
<b>D</b>	4	President	7.0	1.2
	2	Vice President	7.0	.0
	3	Dean	6.5	1.3
	4	Other	8.0	.0

College	No. of Respondents	Position	Mean	Standard Deviation
<b>Table 4.38 cont</b>				
<b>Size of campus enrollment</b>				
<b>Entire Sample = 37</b>			<b>5.5</b>	<b>2.1</b>
<b>A</b>	1	President	7.0	.0
	2	Vice President	7.0	1.4
	3	Dean	6.0	1.4
	4	Other	3.8	3.1
<b>B</b>	2	Vice President	7.0	.0
	3	Dean	6.0	1.0
	4	Other	4.8	2.6
<b>C</b>	1	President	8.0	.0
	2	Vice President	7.0	.0
	3	Dean	6.3	2.1
	4	Other	3.4	1.8
<b>D</b>	2	Vice President	6.0	.0
	3	Dean	5.5	1.7
	4	Other	5.5	2.1
<b>External support organization</b>				
<b>Entire sample = 37</b>			<b>5.2</b>	<b>1.7</b>
<b>A</b>	1	President	2.0	.0
	2	Vice President	3.8	1.3
	3	Dean	3.5	2.1
	4	Other	6.2	.50
<b>B</b>	2	Vice President	6.0	.0
	3	Dean	5.3	1.2
	4	Other	5.5	1.3
<b>C</b>	1	President	2.0	.0
	2	Vice President	4.0	.0
	3	Dean	4.7	1.5
	4	Other	5.6	1.5
<b>D</b>	2	Vice President	8.0	.0
	3	Dean	7.5	.58
	4	Other	4.5	2.1

College	No. of Respondents	Position	Mean	Standard Deviation
<b>Table 4.38 cont</b>				
<b>Student interest in programmatic areas</b>				
<b>Entire sample = 36</b>			<b>5.5</b>	<b>1.9</b>
<b>A</b>	1	President	6.0	2.2
	2	Vice President	6.0	2.2
	3	Dean	4.0	4.2
	4	Other	4.0	1.2
<b>B</b>	2	Vice President	4.0	.0
	3	Dean	5.3	1.5
	4	Other	6.0	1.4
<b>C</b>	1	President	7.0	.0
	2	Vice President	6.0	.0
	3	Dean	5.7	2.1
	4	Other	7.4	1.3
<b>D</b>	3	Dean	5.3	1.3
	4	Other	4.0	4.2
<b>Articulated national planning</b>				
<b>Entire sample = 36</b>			<b>2.3</b>	<b>1.9</b>
<b>A</b>	1	President	1.0	.0
	2	Vice President	1.5	1.0
	3	Dean	1.5	.7
	4	Other	3.3	3.2
<b>B</b>	2	Vice President	2.0	.0
	3	Dean	2.0	1.0
	4	Other	2.5	1.0
<b>C</b>	1	President	21.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.3	.6
	4	Other	3.2	2.2
<b>D</b>	3	Dean	3.5	3.3
	4	Other	2.5	2.1

College	No. of Respondents	Position	Mean	Standard Deviation
Table 4.38 cont				
<b>Interdisciplinary nature of many courses</b>				
<b>Entire sample = 36</b>			<b>3.2</b>	<b>1.6</b>
<b>A</b>	1	President	3.0	.0
	2	Vice President	2.3	.5
	3	Dean	4.0	.0
	4	Other	3.8	2.2
<b>B</b>	2	Vice President	3.0	.0
	3	Dean	2.3	1.2
	4	Other	4.0	1.4
<b>C</b>	1	President	6.0	.0
	2	Vice President	2.0	.0
	3	Dean	4.3	3.2
	4	Other	3.0	2.1
<b>D</b>	3	Dean	2.8	.5
	4	Other	2.5	.7
<b>Development of manpower for Michigan and USA</b>				
<b>Entire sample = 36</b>			<b>4.8</b>	<b>2.1</b>
<b>A</b>	1	President	5.0	.0
	2	Vice President	4.3	2.5
	3	Dean	7.0	1.4
	4	Other	6.0	1.8
<b>B</b>	2	Vice President	8.0	.0
	3	Dean	2.6	2.1
	4	Other	4.0	2.2
<b>C</b>	1	President	4.0	.0
	2	Vice President	3.0	.0
	3	Dean	4.3	1.5
	4	Other	5.6	2.2
<b>D</b>	3	Dean	4.0	1.6
	4	Other	4.0	2.8

**TABLE 4.39 Condition Rankings by College and Position – College Goals**

College	No. of Respondents	Position	Mean	Standard Deviation
<b>Teaching</b>				
<b>Entire sample = 40</b>			<b>2.7</b>	<b>.65</b>
<b>A</b>	1	President	3.0	.0
	2	Vice President	2.5	1.0
	3	Dean	2.3	1.2
	4	Other	2.8	.5
<b>B</b>	1	President	1.0	.0
	2	Vice President	3.0	.0
	3	Dean	2.5	1.0
	4	Other	3.0	.0
<b>C</b>	1	President	3.0	.0
	2	Vice President	2.0	.0
	3	Dean	3.0	.0
	4	Other	2.8	.4
<b>D</b>	2	Vice President	3.0	.0
	3	Dean	2.8	.4
	4	Other	3.0	.0
<b>Community service</b>				
<b>Entire sample = 41</b>			<b>1.5</b>	<b>.74</b>
<b>A</b>	1	President	1.0	.0
	2	Vice President	1.8	1.0
	3	Dean	1.7	1.2
	4	Other	1.3	.5
<b>B</b>	1	President	3.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.8	.5
	4	Other	1.8	1.0
<b>C</b>	1	President	1.0	.0
	2	Vice President	3.0	.0
	3	Dean	1.3	.6
	4	Other	.14	.5
<b>D</b>	2	Vice President	3.0	.0
	3	Dean	1.2	.4
	4	Other	1.0	.0

College	No. of Respondents	Position	Mean	Standard Deviation
Table 4.39 cont				
<b>Training manpower</b>				
<b>Entire sample = 40</b>			<b>1.9</b>	<b>.61</b>
<b>A</b>	1	President	2.0	.0
	2	Vice President	1.8	.5
	3	Dean	2.0	.0
	4	Other	2.0	.8
<b>B</b>	1	President	2.0	.0
	2	Vice President	2.0	.0
	3	Dean	1.8	1.0
	4	Other	1.7	.6
<b>C</b>	1	President	2.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.7	.8
	4	Other	1.8	.8
<b>D</b>	2	Vice President	3.0	.0
	3	Dean	2.0	.7
	4	Other	2.0	.0
<b>Politically inclined</b>				
<b>Entire sample = 39</b>			<b>2.1</b>	<b>1.0</b>
<b>A</b>	1	President	2.0	.0
	2	Vice President	1.3	.5
	3	Dean	2.3	.6
	4	Other	2.5	1.0
<b>B</b>	1	President	4.0	.0
	2	Vice President	2.0	.0
	3	Dean	2.3	1.0
	4	Other	2.0	1.0
<b>C</b>	1	President	1.0	.0
	2	Vice President	1.0	.0
	3	Dean	2.3	1.2
	4	Other	1.2	.4
<b>D</b>	3	Dean	2.4	1.2
	4	Other	4.0	.0



College	No. of Respondents	Position	Mean	Standard Deviation
<b>Table 4.39 cont</b>				
<b>Culturally oriented</b>				
<b>Entire sample = 39</b>			<b>1.8</b>	<b>.96</b>
<b>A</b>	1	President	1.0	.0
	2	Vice President	1.8	.5
	3	Dean	1.0	.0
	4	Other	2.09	1.4
<b>B</b>	1	President	2.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.3	.5
	4	Other	1.7	1.2
<b>C</b>	1	President	3.0	.0
	2	Vice President	2.0	.0
	3	Dean	1.7	.6
	4	Other	2.4	1.1
<b>D</b>	3	Dean	2.4	1.3
	4	Other	1.0	.0
<b>Economically attuned</b>				
<b>Entire sample = 41</b>			<b>3.7</b>	<b>.57</b>
<b>A</b>	1	President	4.0	.0
	2	Vice President	4.0	.0
	3	Dean	3.7	.6
	4	Other	3.8	.5
<b>B</b>	1	President	3.0	.0
	2	Vice President	4.0	.0
	3	Dean	3.5	1.0
	4	Other	4.0	.0
<b>C</b>	1	President	4.0	.0
	2	Vice President	3.0	.0
	3	Dean	3.7	.6
	4	Other	3.6	.9
<b>D</b>	2	Vice President	4.0	.0
	3	Dean	3.6	.5
	4	Other	3.0	.0

College	No. of Respondents	Position	Mean	Standard Deviation
<b>Table 4.39 cont</b>				
<b>Socially geared</b>				
<b>Entire sample = 40</b>			<b>2.5</b>	<b>.88</b>
<b>A</b>	1	President	3.0	.0
	2	Vice President	3.0	.0
	3	Dean	3.0	.0
	4	Other	1.8	.5
<b>B</b>	1	President	1.0	.0
	2	Vice President	3.0	.0
	3	Dean	3.0	.8
	4	Other	2.3	.6
<b>C</b>	1	President	2.0	.0
	2	Vice President	4.0	.0
	3	Dean	2.3	1.5
	4	Other	2.8	.4
<b>D</b>	2	Vice President	4.0	.0
	3	Dean	1.6	.5
	4	Other	2.0	.0
<b>To maintain academic standards</b>				
<b>Entire sample = 40</b>			<b>2.9</b>	<b>.33</b>
<b>A</b>	1	President	3.0	.0
	2	Vice President	3.0	.0
	3	Dean	3.0	.0
	4	Other	3.0	.0
<b>B</b>	1	President	3.0	.0
	2	Vice President	3.0	.0
	3	Dean	2.8	.5
	4	Other	2.8	.5
<b>C</b>	1	President	3.0	.0
	2	Vice President	2.0	.0
	3	Dean	2.7	.6
	4	Other	3.0	.0
<b>D</b>	2	Vice President	2.0	.0
	3	Dean	3.0	.0
	4	Other	3.0	.0

College	No. of Respondents	Position	Mean	Standard Deviation
Table 4.39 cont				
<b>To produce elite</b>				
<b>Entire sample =</b>			<b>1.2</b>	<b>.50</b>
<b>A</b>	1	President	1.3	.5
	2	Vice President	1.3	.6
	3	Dean	1.0	.0
	4	Other	1.5	.6
<b>B</b>	1	President	1.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.3	.5
	4	Other	1.7	1.2
<b>C</b>	1	President	1.0	.0
	2	Vice President	1.0	.0
	3	Dean	1.0	.0
	4	Other	1.0	.0
<b>D</b>	3	Dean	1.3	.5
	4	Other	1.5	.7
<b>To liberate the poor</b>				
<b>Entire sample = 36</b>			<b>1.9</b>	<b>.53</b>
<b>A</b>	1	President	1.7	.5
	2	Vice President	1.8	.5
	3	Dean	2.0	.0
	4	Other	1.5	.6
<b>B</b>	1	President	2.0	.0
	2	Vice President	2.0	.0
	3	Dean	2.0	.8
	4	Other	1.7	.6
<b>C</b>	1	President	2.0	.0
	2	Vice President	3.0	.0
	3	Dean	2.3	.6
	4	Other	2.0	.0
<b>D</b>	2	Vice President	3.0	.0
	3	Dean	2.0	.0
	4	Other	1.5	.7

# **CHAPTER V**

## **SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

Chapter V is a summary of the purposes, review of literature, research design, and findings of the study. Conclusions which resulted from data analysis are displayed and followed by implications for planning and further research. Recommendations are prescribed.

### **SUMMARY**

#### **Purpose of the Study**

With the current demand for managerial efficiency and effectiveness, the need to establish the degree to which effective college planning, or the absence of it, made it necessary to investigate the merits and demerits of institutional and managerial efficiency and effectiveness. The major purposes of the study are four fold:

1. To determine whether or not institutional goals and objectives were clearly implemented in accordance with institutional missions.
2. To determine if programs were developed to achieve institutional goals and objectives
3. To ascertain the role of institutional research in the planning process

4. To determine whether goals, objectives, and research were articulated in the context of a formal planning model

### **Review of the Literature**

The review of the literature, as related to three major sections, was in keeping with the purposes of the study. The reviewed areas and their findings are summarized as:

- History, philosophy, and governance and planning
- Planning and strategic planning
- Rational and consensual decision making

### **Design of the Study**

For the purpose of conducting the study, it was imperative for the researcher to develop a survey instrument that was used to measure perceptions of rational planning and decision making in the four community colleges in Michigan. For purposes of maintaining the principle of anonymity, colleges were named A, B, C and D.

A sample of 42 college planners (administrators) was selected from the population of 60. Its composition was made of three presidents, eight vice presidents, fifteen deans, and sixteen directors. These planners were selected on the basis of informed opinion (expert sampling) and the measuring instrument was administered through the processes of personal and group interviews and tape recordings of respondents. The instrument was pre-tested in one college

(A). Since the comments, observations, and recommendations of those tested were consistent with the study's design, and because its structure and format had evolved from studying several similar instruments, the interviewer decided, on face value, largely, and with the advice of two institutional research consultants, to use it for data collection.

### **Summary of the Findings of the Study**

The findings of this research were a product of data analysis and interpretation. Their analytic and interpretable uniqueness was consistent with the purposes of the study. The findings addressed planning and management concerns in the areas of institutional demographics, formal planning, strategic planning, and decision making, and the degree of success of goal implementation. One of the most interesting findings was that urban institutions use different planning models from those used by rural institutions.

### **Conclusions**

With regard to the findings of this study, and in reference to the named population, the following conclusions have been empirically arrived at and are being offered.

On the basis of the first research questions, it is clear that the rational model was perceived as a good planning tool by planners of College D only. College D was the largest of the four institutions studied and its planners (those who were interviewed) were academically and experientially highly qualified

persons. Both their experience, qualifications, and the complexity of their metropolitan and political, socioeconomic and technological environments would have influences institutional planners to select rationality for institutional planning. It was not distinctly clear whether the planners' use of the rational model made them authoritarian. Although arguments for the existence of authoritarianism could be advanced, more scientific evidence on the subject could be provided through anthropological means.

In relation to the second question, the planners of Colleges A, B and C used the consensus or democratic approach in decision making. Other planning models were less important in this regard. Therefore, it can be clearly asserted that planners who successfully used any one of the other commonly known planning models (anarchy, compromise, bureaucratic, consensus, political, and rational) were less likely to have used the rational planning model in their colleges.

With regard to the research question which was intended to articulate measured perceptions of other models, it was found that planners who used the rational and the consensus model did not decisively use other planning models.

Each college had achievable and written goals and objectives incorporated into institutional planning structures. Though the comprehensiveness of goal utilization and other planning perceptions affirmed that planning was not very simplistic in these colleges, the qualitative generality of their objectives necessitates the establishment of machinery that could quantify, specify, and make them measurable. That the degree of goal

realization, and with the exception of College B, was generally quite good; it testified the tempo of seriousness with which the goals were operated.

### **Interpretation**

Within the college environments, college planners at intervals, rather than continuously, attempted to design, conduct, synthesize and apply institutional research for the purpose of improving academic management. Institutional research was applied for the purpose of utilizing the accuracy and validity of institutional data, and for orchestrating the usefulness of a centralized, controlled, and monitored reporting system.

Although traditionally oriented managerial planners underutilized, due to lack of funds and research methodology, the office of the institutional researcher, his/her responsibility was to educate the president and his/her cabinet on institutional strategic concerns.

As a whole, based on the evidence at hand, the four community colleges were tuned to using long-range plans rather than strategic ones. The essence of strategic planning is visionary, scientific, and philosophical involvement that leads to dynamic change: but, the essence of long-range planning is the modified duplication of past planning traditions and institutionalized perpetual craving for cosmetic improvements aimed at maintaining the status quo.



## **IMPLICATIONS FOR RESEARCH AND ADMINISTRATIVE PRACTICE**

### **Implications for administrative practice**

If all institutions are to succeed in their academic management, they have to design and utilize suitable (good) management models. A good model is an effective model because it shows what is important for the institution, its constituents, clientele, etc., and the existing relations between organizational means and ends, i.e., inputs and outputs.

Models may be quantitative or qualitative. Some may be static or dynamic, efficient or effective, and explicit or implicit. Regardless of the mode of a model, it involves subjective judgments and institutional values. A model is designed to assist management officials (planners) and policy makers to make more informed decisions about the allocation of resources and the translation of the resources into productive end results.

With reference to the purposes of the study, therefore, the following implications could be instructive:

1. Colleges, and especially College B, need to develop internal communicative working relationships. This network of contacts should involve and enable people to be involved in activities that involve all staff and student groups in the governance structures of the college. Such activities need to be designed qualitatively in order to have maximum effect.
2. The communication network of activities needs to be designed and structured to include program evaluation, evaluation of administrative functions, staff

evaluation, and the evaluation of general and specified accreditation and the functions of institutional research.

3. Activities designed to ensure the effective functioning of the Board of Trustees and major college policies need to be evaluated too.
4. A participatory decision making model needs to be designed and implemented to involve all groups which benefit the colleges and from which the colleges benefit.
5. Other local, national, and international institutions and organizations which have not become strategically sensitive in their operations need to make relevant and appropriate strategic adjustments.

### **Implications for research**

The purpose of designing a model is not only for improving the strategic concerns of academic management (decision makers), but it is also to increase one's understanding of some phenomena in order to advance scientific knowledge, to aid teaching, learning, management, or even to satisfy intellectual creativity and curiosity.

In relation to the problem, ethnographically and quantitatively oriented scholars need to pursue this study further and discover valid conclusions on the effects of the concept of the administrative iron curtain.

The concept of the administrative iron curtain evolved with the interviewer's interpretive integration of the review of the literature and data analysis. The interviewer conceptualized three reasons why senior academic

managers behave that way. First, senior academic managers influence or determine the agenda, policy, and goals of the institution. Determination of agenda, policy, and goals etc., may take place at the level of the president, or inner cabinet, or vice president's council. When this kind of planning has been done, it becomes the strategic policy (decisions) which are collegially further shared in the administrative cabinet or in the administrative council. The four or five or more administrative power groups (governance structures) in which they are shared do not allow those making them to identify clearly the decision making model (style) of the senior administrator. This argument is based on the observations made in College A. The reason for using this politically inclined administrative model was to control power by manipulating the strongest coalitions to legitimize authority.

In the case of College B, the senior administrator was an autocrat, yet, the same person was still perceived by planners as one who articulated consensus.

Autocracy was viewed to serve these functions:

- To eliminate or exclude strong opposition from central (strategic) decision making arena
- To consolidate support through those perceived to be loyal, trusted, and able but conservative elements
- To narrow the scope of participation in central decisions and make their implementation possible.

Finally, through the administrative iron curtain phenomenon, senior planners can brilliantly distance themselves from unpopular decisions. The

rational model which stifles creativity is rigid, and equally exclusive, but also legitimate. It is legitimate because the privileged few who use it can justify their actions in the name of accountability for institutional responsibility. While essence of autocracy is insecurity and doubt, the essence of rationality is authoritarianism.

Researchers need to find out what the positive and negative aspects of the administrative iron curtain concept are and provide an explanation for its causes and what could be done to alleviate its side effects.

## **RECOMMENDATIONS**

From the analysis of data, it was learned that the best planning model in these settings was consensual rationality. The best model is a good and participatory model.

A good model has the following criteria:

- A model should be simple
- A model should be complete on important issues
- A model should be easy to control
- A model should be stable
- A model should be adaptive, and
- A model should be easy to communicate

In respect to the entire study, consensual rationality can explicitly be used to develop a plan or make a decision. It can also be used to produce a better

result than intuition and judgment. Intuition and judgment are implicit models. Their implications, though mostly useful in legal and other circles, make them less objective.

Consensual rationality is simple because its users can be taught or guided how to use it. It is complete because it is democratic and rational. It is controllable by the users (planners or models) who will decide on which aspect of its consensual rationality they will use to articulate circumstantial issues, problems, and needs. It is stable because of its capability to be used rationally and with flexibility. It is adaptive because of its immense potential in strategic theory and practice, and above all, it is easy to communicate if its users understand when, why, how, and where to use it. Because of its flexibility, its use enables institutions to become more open, functionally efficient, and objectively effective.

Five guidelines are recommended for models. They are:

- Decision makers who use models should be involved in their development
- Data must be representative and reliable
- Models should have an executive godfather
- Models should be comfortable to their users, and
- Results should be communicated with care.

Since model construction is a strategic intellectual process, decision makers should know their models so they can practically control and change them to suit rising demands, needs, and situations. Model builders should share their assumptions in order to increase constructive creativity. Their creativity

can be used to challenge the validity of computer models and increase their ability to deal with the model. To be effective, model building should be a participatory process of organizational development.

Based on the interpretation of data analysis and literature review, there are seven major advantages of using consensual rationality for planning and decision making. These are:

1. Organizational goals and values are known and responsibility for activating them is equally shared.
2. Solutions to problems are not only viewed from a means to end continuum, but the search for a solution is determined by participatory and iterative practices.
3. Decisions are made by maximizing deliberative alternatives, yet maintaining the shared power, authority, and solidarity of the group.
4. Choices are made by selecting best alternatives which satisfy most or all participants.
5. The results of implemented choices are based on intended consequences characterized by transitional change; detailed choices may be delegated or enacted by each person concerned.
6. Feedback is given on the basis of information related to understanding casual relations and nature of the problem. The problem may be analytically and openly examined before conclusions are informally shared.
7. To use the model successfully requires: unity of commitment to organizational purposes, application of appropriate technology, unanimity on major functions and assumptions, time and opportunity for discussion, and mutual respect.

## **Substantive Interpretation**

This research is based on comparative perceptions of planers in college planning and the study's field work results in field work. This section will integrate such field work with data analysis. Since administrators use the mission, goals and objectives to plan, and since institutional planning was conducted on the basis of relevant, observable, and measurable data, the research was, in a sense, a form of institutional policy analysis whose major objective was to make useful and analytical observations on the strengths and weaknesses of institutional planning and provide viable recommendations for reforming the four institutional planning systems. Institutional policy analysis focuses on the utilization of variables and changeable aspects of institutional governance. The boards, presidents, vice presidents, deans, faculty, students, and others (directors, comptrollers, etc.) are some of the governance structures in the community colleges.

In this study, the researcher used procedural values to investigate the processes and structure of internal governance. The criteria which was used in this investigation included such terms as participation, administrative efficiency, expertise, rationality, formality, planning model, effectiveness, mission, goals, roles (positions or ranks) etc. Such terms formed a logical substantive criteria which was applied to study the problem(s) of institutional design as viewed from a strategic viewpoint.

Substantively, the criteria of data collection and analysis were used to assess the functions of planners (college administrators), norms and values of institutions (e.g., standards, planning models, goals, objectives, and missions), and institutional procedures that included planning techniques. The utilization of institutional (planning) functions and norms were viewed as values that reflected institutional culture whose maintenance was regulated by those who played various planning roles in light of prescribed institutional rules defined as rights and obligations. The planning processes were conducted through established institutional governance structures. The structures used a variety of planning models to make institutional decisions. The consensus and the rational models were more commonly used than the organized anarchy, compromise, conflict resolution, and bureaucratic models. The fact that all these models were used reflected not only the degree of freedom with which planners expressed themselves, but, that these expressions were reflections of institutional willingness to accommodate flexibility in decision making mechanisms.

Although the consensus and rational models were more dominantly being used than others, the decision making styles of the four colleges were amenable to eclectic consensual rationality. The institutional governance structures which utilized a variety of decision making models were viewed as a form of educational architecture.

The institutional existence and utilization of a variety, rather than a uniformity of governance structure(s) and planning model(s) did not only show the presence of class struggle (conflict of interests) latent in hierarchical



institutional settings, but that conflict of interest was reminiscent of situations which arose from institutional desire for career and professional paths, technological advances, social class, the ideology of individual self-determination (autonomy), and the status of the community colleges themselves. Because the conflict of interests were, inevitably, indirectly or directly, impacted on by strategic forces, what happened daily in these institutions, and perhaps in many other high education institutions, mirrored the wider workings of the cultural social fabric.

In relations to students, and even as Clark (1976) has also observed, in practice, a democratic society tries to limit and block culturally instilled goals and the approaches needed to “deflect the resentment and modify the disappointment of those whom opportunity is denied” (page 151) to subject them to bad jobs. Looked at from this perspective, the major function of the community college then was to cool the aspirations of students and temper their frustrations through gradual accumulation of evidence based on tests, course grades, teacher recommendations, and the advice of counselors. Cumulative evidence from these sources convinced students to make decisions which influenced them to get two-year vocational and terminal degrees instead of making decisions on transfer to four-year educational institutions. As it may be observed from Table 3.1, fewer students from each of the four colleges joined four-year institutions. This implied that society limits and blocks culturally instilled goals of the majority of students whose social mobility may have been considered ipso facto, undesirable.

Each of the four institutions was viewed as a formal and rationally organized social structure or subsystem. The structure involved an element of clearly defined patterns of activity in which a series of actions were functionally related to the purpose of each institution. There were a series of integrated offices (positions), characterized by a hierarchy of statuses that had obligations and privileges. The obligations and privileges (rights) were defined by limited and specific rules. Each position was awarded on the basis of proven competence and responsibility. Each planner in each office had authority that was a form of power used for controlling, and derived from acknowledged status. In other words, authoritative power used for controlling did not rest in the person, it rested in the office. Planning actions occurred within the framework of pre-existing institutional roles.

Planning actions were related to the purposes (mission, goals, and objectives) of each institution. The purposes (parameters) were defined, implemented, and subjected to periodic evaluations. The offices were arranged in a hierarchical order and circumscribed by rules and procedures.

The structure of each institution rested on the bureaucratic organizational theory rather than on the human relations and matrix theories. Within that kind of bureaucratic order, management (planning) activities were instituted scientifically. Responsibility for designing and formulating institutional goals and objectives, determining the scope of worker's job description, place of work, and job specification, evaluating performance, distributing rewards and penalties,

and hiring and dismissing rested with the chief planning officers within the central administration.

On the basis of each governance structure in the four colleges, the control system was a set of processes and techniques designed to increase the probability that people would behave in ways that led to the achievement of institutional goals. The intent of the control system was not to control people's behavior per se, but to influence them to act and make decisions that were consistent with institutional goals. The factors that influenced the effective application of institutional goals were size and structure of each college, technology, environment, and dominant structure coalitions. With respect to colleges, and in references to Table 4.35, college planners indicated that their dominant decision making model was consensus for A, B, and C. Ironically, these observations of the colleges were not consistent with the testimony of the chief planning officials of Colleges A and B. The chief planning official in College A very brilliantly used the political model to orchestrate the decision making mechanisms in his institution whose decision making structure was based on four power groups (the inner cabinet, the president's cabinet, vice president's council, and the administrative council). College A's senior planning officer, influences the structural design of these power groups and used the political model to influence the strongest coalitions to support his policies (institutional policies) and make, implement, and evaluate decisions.

The reasons that appeared to account for his success in using the political model (conflict resolution) were largely based on his thorough understanding of

the American political process, the lot of community education, and the gamut of the strategic environment. In addition, this chief planning officer's ability to remain open rather than closed, enabled the power groups and resultant coalitions to perceive institutional reality, as interpreted by the chief planning official, to be open, free, democratic, and therefore, beneficial and acceptable to them.

The inner cabinet was made of the president and some loyal and trusted members of the cabinet. This vice president's council was made up of the four vice presidents only; the cabinet was made of the president, vice presidents, three deans, and four directors; and the administrative council, which was composed of 35 people, was comprised of the cabinet and divisional chairpersons. It was evidently clear that most decisions made at the higher levels of administrative authority were not known or were not certain to those in lower echelons of the administrative structure. What this implied was that planners at the lower ranks were not seriously involved in participatory decision making forums of the college's power groups.

Unlike College A, College B's senior planning official used the autocratic decision making model. The structure of internal governance power groups in College B was composed of the inner cabinet (made up of the president, three women, and one man who was invited occasionally), cabinet (made up of seven people – president, two vice presidents, and four directors), expanded cabinet (made up of cabinet and four deans who were only invited to attend cabinet meetings occasionally) and finally, the annual off-campus retreat

in which all planners and faculty informally met for the articulation of long-range goals and policy decisions of the college.

The senior planning official in College B succeeded in making decisions for the college by utilizing the several coalitions of interests reminiscent in the internal institutional governance structures (power groups). Ironically, although 41.2% of the respondents (largest percentage) indicated that the planning model for College B was consensus, the chief planning officers believed that it was autocratic (tape No. 5; 3-16-87). Autocracy is a ‘government in which one person possesses unlimited power’ (Webster’s New Collegiate Dictionary, 1979, page 74). This autocratic decision making model, as it was perceived, may have been used to eliminate faculty and deans from the decision making process of the college. If the issue of elimination was true, then College B’s management strategy was less participatory, less healthy for institutional operations, and unhealthy for strategic planning purposes.

For both Colleges A and B, as it was said earlier, large percentages of response from planners showed that the consensus planning model was dominantly used. However, evidences based on close scrutiny of the chief institutional planners in the two colleges argue to the contrary. College A’s chief planners used the political model (conflict resolution) while his contemporary at College B was an autocrat. Paradoxically, other senior and middle level planners were not able to determine the nature of models they used in their governance structures. The chief planning officials of College A and B were so acute in political acumen that they designed governance structures that worked for their

own interests and concerns to the detriment of the majority of fellow planning officials. They also were able to do so because their authoritative power sanctioned the loyalty and support of their followers who, hopefully, may have found it difficult to question the malaise of administrative inefficiency. The ability of senior administrators to design decision making mechanisms that mean one thing, yet are perceived to be different by different people, is a form of an administrative iron curtain. While the essence of the political model is to keep the senior planning official in power indefinitely, the essence of autocracy is insecurity. The power base of the former is in the ability to brilliantly control planning participants through the processes of dominant coalitions (within the governance structures) while that of the latter is in the ability to systematically eliminate the influence, regardless of its creativity and foresight, of the person and coalitions viewed as detrimental to the dominance of the regime. The major goal of the college of the former chief planner was to teach students; that of the latter was to serve the community.

Lall and Lall (1979) have argued that autocratic leadership is poor human relations. The leader uses reward to motivate subordinates. Members of the organization do not have the opportunity to participate and exchange ideas. Expertise and all potential are subdued. Workers are manipulated to accomplish the goals of the leader.

The two authors continue to say that autocracy is a defense mechanism that arises with feelings of insecurity, inferiority, and incompetence, uncertainty

and indecision. The authors summarized Kimball Wiles and John Lovell and said that a group which is led by an autocratic leader is characterized by

Intense competition, lack of acceptance of all members, buck passing, avoidance of responsibility, unwillingness to cooperate, aggression among members and toward persons outside the group, irritability, and a decrease in work when the supervisor is absent. A group with a benevolent autocrat for an official leader loses initiative, shows regression to childlike dependence, becomes increasingly submissive, does not continue individual development, and cannot accept added responsibility easily (page 96).

In reference to autocratic leadership in community college governance structures, Zoglin (1976) says that the leader's insecurity and arrogance is viewed with "Suspicion, disdain, and tolerance by collegiate and university power groups" (page vii).

Contrary to autocratic behaviors nurtured by the consensual and democratic leader develop power within the group for participation in planning, goal setting, and group opinion or decision making. Because the power base of the democratic and consensual leader as viewed in Colleges A and C, is broader than that of the insecure autocrat, democratic leadership "enhances worker morale, motivation, productivity, and goal achievement" (Lall and Lall, page 96).

With progressive development of community colleges from the periods of evolution and expansion, community college leaders were parochial. During the period of their crystallized consolidation (comprehensiveness), a new generation of their managers (planners) emerged. These were entitled 'minority services, community services, public relations, business and industry services,

and women's resources" (Editor, New Directions for Community Colleges. 1983, page 2). Through the planning processes of their institutions, these minority managers (planners) have managed to considerably assert their leadership on the institutions and their respective communities. Although the impact of their leadership has largely been perceived to be educational, its influence on the strategic forces has had far reaching political, economic, social, technological, and cultural implications. By so doing, community colleges play a constructive role of mobilizing forces with the disadvantaged classes of society, which collectively develop strength and power for articulating their needs at the higher echelons of more powerful societal structures. When their needs are effectively orchestrated, the governance structures of the more powerful and higher levels liberalize their mechanisms for the reverse flow of information and resources which the colleges and communities utilize for adaptability and change.

## **RATIONALITY AND CHANGE**

Rationality, as a philosophy of life, cannot be limited to mere argumentative reasoning, but by extension, it can be viewed as a value-laden process of intellectual, autonomy, and existentialist philosophy governed by moral conceptions of a cosmopolitan, industrial, bureaucratic, and democratic order. Characteristic of western culture, whether rationality is formal or substantive, value-oriented or purposive, rational action is ethically based on principles of conviction and responsibility.



In other words, to act or plan rationally does not necessarily underrate rationally and philosophically oriented economic, political, ethical, erotic, or aesthetic ideal, all of which emanate from ideas about human nature. These ideas are empirical and normative.

The use of rationality (reason) per se should not be restricted to its anthropological sense. Rationality's utility should be extended to include its moral, logical, and scientific perspectives. When rationality is carried on in such philosophically interpretive and practical ways, it becomes a form of education that can be used to preserve the real humanity, independence, and dignity and integrity.

Within the community college setting of the four colleges, responses, observations, and interpretations of rational planning approaches were reminiscent of the decision making activities of the wider rational and democratic society (fabric) in the west and other societies. In other words, rationality is not confined to the planning leadership in the four institutions alone, it is a cultural and philosophical statement deeply embedded in people's lives, values, and norms.

Rationality is reflective critical thinking. Consistent reflective and critical thought does not only empower the rational thinker, but such thinking and reflective power liberates the thinker. If the thinker expresses himself/herself critically and powerfully, critical thinking or rationality may be interpreted as a form of revolutionary thought. Rational, critical, and revolutionary thought is a form of elite cultural imperialism. Since community

colleges are not elitist institutions, their leaders (planners) could not afford to encourage the utilization of critical and reflective rational thought commonly used in universities with which, Chaffee, the proponent of rationality, was familiar. The less emphasis placed on the use of rationality in community colleges is, therefore, justifiable.

Although 37.5% of the planners in College D formed the largest group which (see Table 4.35) used the rational model, 78.75% of the planners in the same college indicated that they used other models (bureaucratic = 18.85%; compromise = 13.5%; consensus = 25%; conflict resolution (debate) = 12.5%). What this meant was that the majority of planners in College D used models different than the rational model alone. Then since the rational model was not, in totality, the most popular, it was unlikely to be the most suitable planning model in College D. Therefore, it is evidently clear that five, rather than one, planning model(s) were perceived to be individually and collectively used to make management decisions in College D.

Again, in the context of Table 4.35, the majority of planners in Colleges A, B, and C indicated that they used consensual planning method. Percentage-wise, College A had 10% of responses for organized anarchy, 20% for compromise, 10% for rational, 45% for consensus, 10% for conflict resolution and 5% for the bureaucratic model. Consensus was dominantly used in College A. But it was not the only decision making model. Other models, though less frequently used, were also used. Together, their total percentage was 55%. Individually, they were less dominant. Collectively, the models were eclectically

useful in their contributions to decision making in the college. The same argument could be applicable to Colleges B and C in which consensus was thought or perceived to be the dominant decision making model.

Consensus was collective opinion of the planners in Colleges A, B and C. The planners in each college formed a planning system. Each member within the planning system (group) participated in the discussions related to suggestions, arguments, issues, values, policies, procedures, and resources of planning the community colleges. The discussions were ratified by a vote, or a collective yes, or a general common feeling of accord. The purpose of such collective agreement was to effect given purposes, goals, or objectives. In this case, the consensus was not only collective responsibility, but it was also purposive in nature. Collective and purposive responsibility in decision making was participatory management and collective wisdom. Such collective and consensual wisdom was not the monopoly of the four community colleges alone, but it is inherent, superior, and democratic human behavior that makes it possible for human beings to solve crucial administrative and management problems in organizational and institutional settings. In other words, within the context of the four colleges, the utilization of consensus was a miniature reflection of its wider use in the political and socioeconomic fabric.

Both the rational and consensus models were perceived to be the best decision making models in the four community colleges. Even though the two models are not the only ones used in the diverse, pluralistic, and class-conscious capitalistic environment. Of the six models, consensus was perceived to be

predominantly best in Colleges A, B and C and second best in College D; while the rational model was the best in College D only and the second best in Colleges B and C.

## **GOALS AND OBJECTIVES**

Goals of the Colleges A, B and D were relatively comprehensive, well structured, and integrated into the planning structure of each institution and its policy (mission statement) (see Appendices A, B, C, and D). The goals and objectives articulated matters related to fiscal and physical management, human resources, image of the institutions, student, curricula and instructional development, community and marketing issues, and long-range rather than strategic planning. In spite of their general similarities in composition, the goals of these three colleges differ radically in organization, content, and morphology (word formation and structure).

The goals of College C were uniquely different from those of Colleges A, B and D. First, the mission statement was composed of one sentence, printed on one and one-half lines and contained only 17 words. Unlike the mission statements of Colleges A, B, and C, College C's mission statement was too brief to be clear. It did not explain the reason for the existence of the college. The reason for its being and the place of its history were not explained. It was vague and unsatisfactory.

The general goals of College C were observed. They articulated curricula, instruction, and community service matters. The college's more

specific goals were related to admissions, financial aid, receptionist secretary to director of student services, campus programs and activities/visitations, student records, veterans, registration supervisor of staff work study, nursing, liberal arts, counseling and academic advisement, testing, business, secretarial and cosmetology, professional development, vocational and technical education C.O.P.E., placement and career library.

These goals for College C were formulated by deans and directors of the college and formed part and parcel of the management reports and plans data-corpus, which were used to give directions for institutional operations. Because they look like general objectives, rather than goals, per se, they needed to be reconstructed and made more general, strategic, and diverse, rather than tactical and operational per se. The institution was the only one which did not have objectives either in the major planning documents of the institutions, structure of its mission and goals, and/or management plans and reports. The objectives of Colleges A, B and D were general and qualitative rather than specific, quantitative and measurable.

In Colleges A and B, total goals were realized well. The degree with which they were realized in C and D was very well (Table 4.39). Goals were realized either well or very well because of three reasons. In the socialization process, individual planners were made knowledgeable and accepting of the institutional goals and values through formal and informal familiarization during campus business meeting times or during retreats respectively. The result of

such familiarization of goals to planners was a shift of individual's personal goals toward those of the organization.

Secondly, the process of accommodation of common goals was used. The accommodation process occurred when management adjusted organizational goals to be consistent with individual (personal) goals. This approach enabled planners to integrate personal and institutional goals.

Thirdly, in the differential process, individual planners and the institutions compromised on goals so that more important goals of both parties could be attained. To make the goal integration process more achievable, institutions needed to incorporate the concepts of institutional compliance and control.

Since goals were, and are, generally arranged in the context of a means-end basis, they required decisions about the means (resources) with which they would be attained. An attempt was made to provide the means which were also sub-goals. Through this process, the structure of goals was tabulated. As with institutional climate, decision making style, and decision making process and structures, the goal structure could vary from one hierarchical level to another in each institution; hence, the basis for compliance. Of the ten goals that were ranked for their importance in the four community colleges, three (teaching, maintaining academic standards, and economic) were ranked first in each of the three subsets into which they were categorized.

## **SUMMARY**

Chapter IV was an analysis of data described with the use of tables and interpretive commentary. The major reason for data analysis was in accordance with the purpose of the study. Implicit in the purpose was an attempt to articulate the need for planning in the community colleges. This need for planning in colleges has arisen with the public outcry that the colleges have lost their identity and purposes. Since the identity and purposes are the *raison d'être* will mean that they have no existence, the analysis displayed evidences of planning characteristics whose long-term and apparent strategic manifestations proved the authenticity of the colleges' purposes. However, since each of the four colleges exists in a different environment, the purposes of each college were slightly different from others; and similarly, the planning structures and styles of each were different.

Because the institutions operated during the period of decline rather than one of growth, and since the turbulence (demographic changes, unstable economic growth, intense and variable competition for faculty, students, funds, acquisition of high-tech skills in areas of technology transfer, robotics, computer literacy, etc.) of the environment, the need for planning more realistically (strategically) was imperative.

The planning procedures and processes of each college were formalized and their planning environments were periodically monitored with institutionally designed offices, groups of persons, or committees, to sensitize the threatening reality of the internal and external environments. Once the nature of the strategic

environment was understood, college planners became more informed to make decisions. Decisions were made by senior planning officials and delegated to lower officials for implementation and evaluation. The structure of governance and style of leadership of each institution determined who the decision makers would be, what kind of decisions were to be made, and who their implementers and evaluators would be. Overall, the quality of the social and academic atmosphere reflected the manner in which decisions were made and implemented.

## **REFLECTIONS**

### **Comparison between Business Management and Education**

In the industrialize world, business, industry, and government collaborate in making decisions regarding the invention, use, and transfer of technology. In the U.S., business and industry dominate the manner in which technological innovations and skills are nurtured and made marketable. Business and industry, which are successful models of industrial capitalism in the west, have become classic examples for emulation by other institutions including education. In this scenario, community colleges and higher education in general, have dramatically been force by strategic forces to translate and reform their missions in order to be molded by the whims of businessmen and industrialists who influence institutional decision makers regarding which technological commodity they can buy and use for training people to master the skills which the commodity is marketable for.



This relationship between business/industry on the one hand and education on the other has influenced the three institutions to productively plan, while keeping the needs of each other in mind. This type of planning is a form of institutional psychological reciprocity. Since business, industrial and educational institutions are economically viewed as large-scale organizations, “certain operational similarities are transferable. These include defining purposes and objectives, organizing a work force, selecting managers, motivating the work force, and contributing and measuring work results” (Millett, 1975, page 221). The three institutional sectors are also dramatically opposed in the character, quality, and quantity of the goals and objectives, the structure and roles of personnel, and the nature of motivation which not only impels the workers to produce and the students to learn, but also shows how that motivation contributes to quantitatively and qualitatively measureable results in the economic versus the learning environments.

The degrees of similarities and differences between business/industrial versus educational planners (managers) have their basic points of cleavages in the goals/objectives of production. In spite of these points of divergence, these sectarian institutions are partners in education and economics. This relationship forces colleges and universities to design their curriculum, facilities, and instructional methodologies and objectives for the purpose of accommodating the needs of business and industry. Hence education has become, is, and will continue to be, a service and consumer industry which is heavily dependent on the genius of industrial capitalism. Such a heavily dependent institution can

hardly find it reasonably convenient to be ethically and rationally accountable. Institutional accountability is jeopardized in areas of autonomy (relative institutional independence from unnecessary external influences), goals and objectives of learning, and collective bargaining (in which the academic community – faculty, behaves like organized labor in industrial and business settings).

Only well informed and highly cultivated academic managers will be able to identify the needs of learners versus those of business and industry, integrate them, and plan more intelligently for their institutions. The institutions need to emphasize the paramount and essence of human and intellectual values over material culture. By doing so, they will encourage their students to integrate what is valuable and what is valueless in their academic, vocational, professional, and life pursuits. Hence, institutions will be practically involved in teaching students how to plan better for their future.

Consensually and rationally planned and managed institutions are organizations which change themselves and their settings. Institutions which change themselves and contribute to the change in their environment are dynamic because they contribute to institutional and societal growth and development. The fact that innovative solutions can be accepted for change, and since that change cannot be effected without a general consensus implies that rationality must be collectivized.

If the political, bureaucratic, compromise, and anarchical models can be liberalized by being collectively or consensually rationalized, the rationalization

of the models would become the eclectic collectivization of consensual rationality or eclectic consensual rationality. Eclectic consensual rationality may sound or appear to be complex and sophisticated conceptually. In reality, eclectic consensual rationality could turn out to be strategically simple because it could be applied at any time or place for the purpose of meeting specific situations, needs, and circumstances. In this case, the model could not only be simple, but it could also be the ideal form of eclectic strategic consensual rationality (strategic planning) whose perceptions were disproportionately indicated in Table 4.35.

There are three advantages of using a model in an organization. First, a model is a verified and validated reference system. Second, a model achieves credibility when sufficient support emerges with respect to each area of evaluation. Third, a decision making model can help to organize thinking and display it for systematic scrutiny or review. Any constructed and good model should be used in such a way that it can minimize the possibility of undesirable side effects.

# APPENDICES

## APPENDIX A

### MISSIONS, GOALS, and LONG-RANGE STRATEGY

## Section 2

### Mission and Philosophy Statement

On January 9, 1978, the Board of Trustees adapted a policy related to the Annual Planning Session. That policy specifically states that among the Agenda items will be a review of the College Mission Statement.

The current Mission and Philosophy Statement was adopted in two parts. The Mission and Philosophy was revised on May 13, 1985. The related objectives were adopted on June 14, 1982. A copy of the current Mission and Philosophy and Objectives follows for review of the Board as deemed appropriate.

## **MISSION AND PHILOSOPHY**

Community College shall promote the educational, economic and cultural advancement of the total community within the College service area.

The College shall offer educational experience designed to promote the optimum development of potential throughout each student's lifetime; further the College shall provide career education that reflects both individual aspirations and community needs.

The College welcomes people of all ages from various racial, national, language, religious, economic and social backgrounds.

The College shall actively involve individuals and groups in its programs of instructions, cultural activities, guidance, library services and student activities.

Through the free and open exchange of ideas, the College shall provide intellectual experiences which add meaning, scope, richness and interest to the life of the community.

The College shall provide educational opportunity, services and facilities to accomplish the mission of the College through the responsible management of its financial and personnel resources.

Revised 5/13/85

### **OBJECTIVES**

Objectives related to the mission of Jackson Community College have been developed and recognized over the years. Those objectives with the highest priority are:

1. Providing the first two years of instruction for students who wish to transfer college credit and pursue their education in other institutions.
2. Providing instruction in a variety of careers to the level required for responsible employment.

Other objectives for the College are:

3. Providing instruction toward, and encouragement of, individual growth in reading, writing, listening and speaking, to the end that students of Jackson Community College contribute their best to society as fully literate men and women.
4. Contributing to and developing the cultural and intellectual life of the community.

## **INTRODUCTION TO 1986-89 INSTITUTIONAL GOALS**

This section of the goals report sets forth 12 institutional goals for the 3-year period 1986-89. These institutional goals serve as a guideline for the administration to focus attention and major efforts during the next three years.

The 1986-89 institutional goals have been developed to be consistent with and supported by a set of commonly shared values. These values emerged over several years, and involved appraisal of our collective past and legacy, as well as efforts to define and shape our collective future. The values derived to a basic set of four statements as follows:

1. **Quality first, last, always.** It is imperative that whatever we undertake to do, or whatever programs we offer, our work must be of the highest quality. This quality can be assessed (a) in relationship to other higher education institutions, (b) by students in relationship to services and education received, and (c) by individual faculty and staff applying their personal standard of excellence to what they do. Quality cannot be compromised. If we cannot do something with excellence, we will not do it.
2. **A caring, personalize approach.** Our interactions with students and with each other and with our community must demonstrate that we care about people as individuals. Our decisions are guided by this value, rather than by an abstract philosophy or a rigid policy or past practices. Without compromising the essential qualities of historical values of higher education, our relationships, decisions, and actions demonstrate that we care.
3. **We are on the leading edge of the future.** Just tracking the educational needs or demands of the community is not enough; we must lead that community. Our programs are designed to prepare students to succeed in the world of tomorrow. We prepare students using the latest in technology, both mechanical and instructional.. We should also apply this value to our own work, using the most modern methods available.
4. **A broad definition of education, and a narrow focus on our mission.** We accept the idea that living is learning; the two are inseparable. Yet we know that we cannot be all things for all people. Such a strategy would so dilute our resources that we would be able to do nothing well.

We must select those things that we can do well that can provide the greatest possible benefit to our students and our community; and we must select the efforts we will pursue from a broadened perspective of what education is and should be.

Each of the institutional goals is supported by at least one of the four values and is in congruence with the College Mission Statement, philosophy and general objectives.

Following these introductory remarks, a set of basic assumptions regarding the College environment and operations is presented. These assumptions underline and serve as a basis for the final section of this report which is a statement of each individual institutional goal during the next three years.



## **1986-89 INSTITUTIONAL GOALS**

The Institutional Goals for Jackson community College for the years 1986-89 are to:

### **GOAL 1**

Continue our efforts toward instructional excellence by assisting the faculty to build on its outstanding reputation through acquiring new knowledge and new skills which meet today's changing demands. Implementation of the cores curriculum will be completed. Emphasis is also required on curriculum development, including career and transfer-oriented high technology programs; library support; and equipment in the instructional programs.

Our goal in all instructionally-related elements is to strive for excellence which requires a constant effort to improve and remain current with changing societal trends and needs. The goodwill and confidence enjoyed by the College has been the result of providing high quality, meaningful instruction and services to residents of our community. It is absolutely critical that we, as an institution, continue to be in the forefront of change in order that our students are prepared for today and tomorrow's world in which we live,

### **1986-87 Objectives**

- a. Complete final implementation of the core curriculum, encouraging team teaching and other creative approaches to delivery of this essential education.
- b. Develop or implement associate degrees in Fire Science Technology and Laser Optics Technology, a one-year certificate program in Wellness Instructional Leadership, and courses and in-service programs for corrections, fire, police and security personnel.
- c. Expand the recognition that writing and thinking skills (Writing Across the Curriculum) must be taught in all elements of the curriculum.
- d. Assure that the business curriculum in the Prison Program is revised in concert with the revision on the main campus, revise the Landscape/Floriculture Program and expand library services in all program areas.
- e. Secure funding and implement a microcomputer-based Learning Resource Center in Walker Hall, which will be used primarily by students in the Language and Literature Department, but open to students in all courses.
- f. Support and expand the effective use of mutual mentoring, team-teaching, in-service opportunities, and the use of computers in instructional activities amount members of the faculty.

- g. Evaluate the operation of the academic extension sites; improve communication with the centers and other operations as indicated.
- h. Create a Community Research Center, managed by full-time faculty members, to undertake both institutional and community research as a self-sustaining activity center.

## **GOAL 2**

Improve the coordination of that segment of instruction to which supplemental faculty are assigned. The targeted activities include the recruitment, selection, development and evaluation of part-time faculty and the integration of these instructors into academic department activities.

While much has been done to develop and provide new programs to support supplemental faculty, coordination of these activities and increased efforts in the areas of recruitment, selection, development of instructional skills and evaluation are still needed.

### **1986-89 Objectives**

- a. Extend support services to supplemental instructors by assigning office space for those still without it, providing building clerk assistance in the evening, developing mutual mentoring and team-teaching opportunities with full-time faculty, and expanding departmental in-service programs available to all instructors.
- b. Review and update course syllabi to provide more detailed information and assistance to supplemental instructors, thereby assuring more consistency in course offerings.
- c. Develop a comprehensive records system that will include assignments, pay records, and evaluations for each supplemental instructor.
- d. Continue to improve recruitment, selection and in-service training of supplemental in the Prison Program and at academic extension sites.

## **GOAL 3**

Continue to focus training programs at a broad range of economic development activities which allow out work force and employers to remain or become competitive in the marketplace.

With the current reduction of unemployment, greater focus must now be placed on sustaining and improving the community's economic base which sustains and creates jobs. Training and retaining will remain essential elements of our responsibility, but must focus on the employed who need new skills as well as those still unemployed who need assistance in regaining employment.

#### **1986-89 Objectives**

- a. Offer training programs for auto suppliers, entrepreneurs and personnel in retail management, and manufacturing technologies, and develop job-specific training packages designed for the unemployed and underemployed in the tri-county area.
- b. Complete the renovation of the Incubator and move appropriate CBS staff into it; open the Incubator for occupancy,
- c. Expand the Living Well Program to organizations in Hillsdale and Lenawee counties.

#### **GOAL 4**

Strengthen and extend programs of assessment, placement, instruction, support services and follow-up to students. Broaden the involvement of faculty and staff to assure that students will have the necessary basic skills and competencies before attempting coursework that assumes those competencies.

Programs in each of the above have been created and are now in place. WE need now to begin expanding access and creating a stronger internal base of support through greater involvement of faculty and staff.

#### **1986-89 Objectives**

- a. Extend the reach and effectiveness of the Developmental Education Program involving more instructors in course placement activities and in the Learning to Learn Program; cross-validate the course placement tests with ASSET.
- b. Continue to build the Personalized Admissions concept by consolidating and expanding services throughout Student Services.
- c. Extend the development and tutorial services currently available on the main campus to all College prison Program sites.
- d. Maintain an 80% job placement rate in JTI Training Programs.

- e. Extend the services of MESA (Microcomputer Evaluation and Screening Assessment) to other College departments and into business/industrial/government sectors.

## **GOAL 5**

Analyze problems of student attrition and develop programs to improve opportunities for student success and retention.

Student attrition is caused by many factors; some legitimate and unavoidable and some due to dissatisfaction with the College or other reasons that we have some ability to address. By better understanding why students drop out of classes or do not continue at JCC, we can develop strategies that address those problems that can and should be resolved.

### **1986-87 Objectives:**

- a. Develop a marketing plan for student retention, including the collection and analysis of admissions and student data.
- b. Develop a faculty-advising program for students with declared educational goals and incentives for faculty to personalize instruction.
- c. Expand the student referral system so that, wherever students turn for help, they will be properly referred, and their referrals will be followed so as to insure that every reasonable assistance is given.
- d. Continue to work with the Department of Corrections to alleviate the problem of student withdrawal caused by prison resident movement.

## **Goal 6**

Offer current staff training in the marketing process which will encourage employees to begin recognizing themselves as responsible for marketing for the College. Create a consistent image for the institution, prioritizing target markets and develop and implement marketing plans for those targets.

The concept of marketing is focused on service to our students and community. Each employee has a direct responsibility to assure that this happens. By looking at those we serve in segments rather than as a total community, we can better understand needs and develop responsive programs. This, in turn, establishes the College as a community resource that provides important and meaningful service.

### **1986-87 Objectives**

- a. Continue the In-Service Marketing Training Program to train all staff by the end of 1986-87. Begin Advanced Training for some personnel.
- b. Continue to work on the prioritized target markets (minorities and adult populations); develop targeted mailing lists and a system for updating.
- c. Develop academic department marketing plans that are supported by the chairs and directors.
- d. Through the Marketing Department develop an internal newsletter, identification manual, and institutional research capability (in cooperation with the Community Research Center).
- e. Encourage faculty involvement in the Cascades Academic Games and in new and continuing contacts with all area high schools.

## **GOAL 7**

Pursue funding sufficient to maintain at least the present quality of our physical facilities and equipment, renovate the William N. Atkinson Library, and catch up on necessary repairs and maintenance.

Continue attempts to find necessary funds to deal with deferred maintenance and renovation needs. Funding must either be obtained from new revenue sources or taken from the general operating budget. Failure to do this will result in deteriorating facilities causing significantly greater expenditure demands at a later point.

### **1986-87 Objectives**

- a. Seek funding from the State of Michigan through the allocation for deferred maintenance and capital renewal with the top priority for library renovation and replacement of the air conditioning unit in Whiting Hall.
- b. To acquire new quick copy equipment for the Print Shop, which will reduce the load on the convenience copiers, located in each building. In addition, replace the current College press to provide for more efficient, better quality production.

## **GOAL 8**

Initiate planning for replacement of the DEC 20 mainframe and improve systems for an increasing number of computer users.

Current administrative projections suggest that our DEC 20 mainframe should be replaced in 1990-91. While this date is not firm, the computer and software will be ten years old by that time and significantly outdated. We need to begin planning now for a smooth transition and a clear understanding of what kind of replacement is needed.

We also are rapidly expanding our base of computer users. Therefore, we need to look for ways of improving our processes to assist them in becoming competent and intelligent computer users.

### **1986-87 Objectives**

- a. Begin the initial stage of a management information system, which combines mainframe and small computer operations.
- b. Seek to improve utilization of small computer systems and computerized other operations throughout the institution, as appropriate

## **GOAL 9**

Maintain and extend close positive relationships with broad segments of the College service area, in recognition of the College's interdependence with its local constituencies.

Much has been done to build relationships with the many segments of the community. Attention now needs to turn to broadening beyond the existing involvement to new and different constituencies.

### **1986-87 Objectives**

- a. Encourage faculty and staff participation in service clubs, professional organizations and area agency boards.
- b. Encourage and assist both faculty and students to be active recruiters of students from the area high schools.
- c. Extend the use of advisory committees in non-traditional areas.

- d. Significant efforts to maintain and extend close positive relationships with broad segments of the college service area will be developed to include more behind-the-scenes educational theatre experiences and opportunities for students and other lay persons to come into contact with performing artists.

## **GOAL 10**

Continue refinements of a staff development program that provides for diversification of opportunities for all employees. Begin to systematize the staff development activities and assess the need for a staff development coordinator.

We are in a world of rapid change that demands much of our faculty and staff. To be effective we must not only change, but also change early and be prepared to assist others in our society to learn and understand new information, new techniques and new skills.

Program and opportunities for our staff to gain these abilities are increasingly important. We must build upon our existing efforts to both systematize our activities and diversify the types of staff development efforts we support. As demands in this area continue to expand, we must also begin consideration of establishing a position to plan, coordinate, and evaluate the staff development activities.

### **1986-87 Objectives**

- a. Select faculty leaders to serve as coordinators of a series of in-house faculty development programs, such as colloquies, seminars, and workshops.
- b. Conduct and report a faculty audit under the auspices of AAHE.
- c. Conduct an internal study to begin systematizing the current staff development activities by employee category.
- d. Based on the staff development study, determine if there is need for a more formalized staff assignment responsible for this activity.

## **GOAL 11**

Improve internal communication and expand involvement of faculty and staff in the decision making process.

The recent North Central Accreditation self study indicated a need for better communication with faculty and staff and greater utilization of their expertise and knowledge in the decision making process. As we attempt to build a greater sense of individual responsibility for the College, communication and involvement are key ingredients.

### **1986-87 Objections**

- a. Continue to develop the decision-making role of the department chairs and academic program directors as a group. This effort will involve a retreat and more frequent interaction within this group.
- b. Implement an in-house electronic bulletin board and eventual electronic (tele-) conference project using a microcomputer.
- c. Hold periodic all-faculty meetings to solicit recommendations of topics of contemporary debate. Encourage department chairs to do likewise on at least a monthly basis.
- d. Host colloquies for faculty and students on topics of importance to the College and community; expand the Two People Talking Program.
- e. Improve communication between Prison and main campus faculty and staff to ensure that Prison Program personnel feel confident of their membership in the College family.
- f. Initiate a Classified/Technical Council, which meets once a month for information dissemination and input functions.

## **GOAL 12**

Continue to improve financial planning procedures in order to better utilize the available funds and develop strategies to broaden the financial base of the College.

Without a millage increase we continue to struggle with a problem of increasing and changing demands and inadequate funding. Financial planning is important in any system; it is critical for those of us facing financial exigency.

Planning will assist us in better utilizing existing funds, identifying areas of greatest need and highest priority, and determining possible new revenue sources.

### **1986-87 Objectives**

- a. Provide training for all department chairs and eventually all faculty in grantsmanship, and provide support for grant proposal preparation.



- b. Re-secure and expand MJOB Grant Funding; secure available funding used Title III JTPA grants; re-secure grants for the Center for Small Business.
- c. We will continue to seek means to maximum returns on invested funds.
- d. Plans are to place the entire budget building and departmental daily budget interaction on-line with the mainframe computer.
- e. Efforts will be made to improve financial planning and evaluation of revenue and expenses relating to individual and series events in order to better utilize the available funds and the financial base for cultural programming. A plan to establish reasonable levels for annual contributions is underway to help offset rapidly escalating production expenses.
- f. Request increased millage at a level sufficient to:
  - 1. Cope with maintenance and equipment replacement costs.
  - 2. Reduce tuition rates.
  - 3. Assure the ability to sustain existing programs at a high level and build new programs needed by the community.

**BOARD OF TRUSTEES  
ANNUAL PLANNING SESSION**

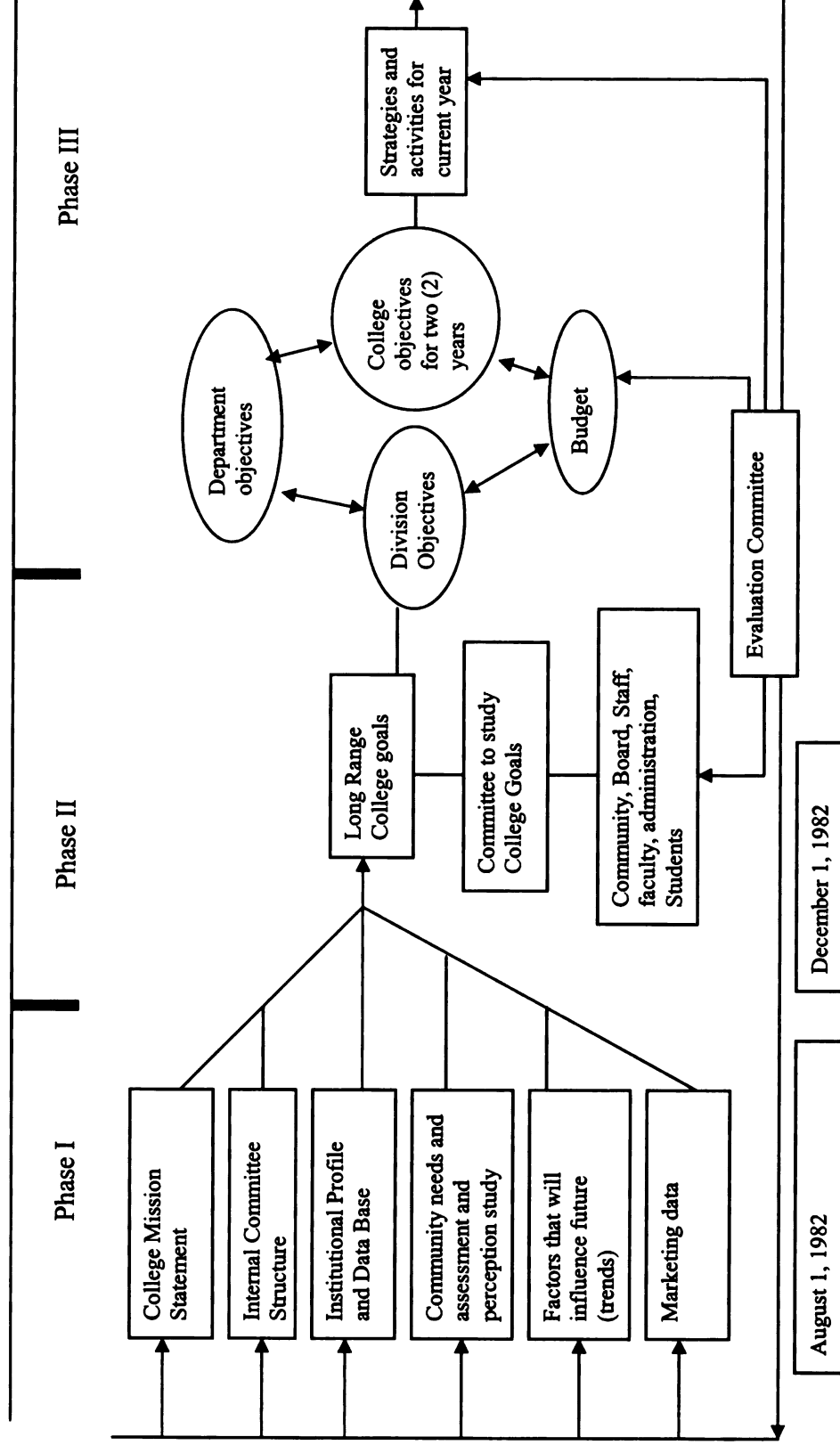
**APRIL 22, 1986**

**Room A-214**

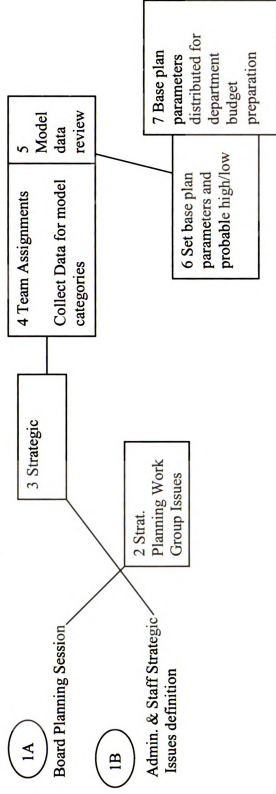
**AGENDA**

- |            |   |
|------------|---|
| 8:30 a.m.  | Continental Breakfast   |
| 9:00 a.m.  | Call to Order – Chairman Potter   |
| Section 1  | Introduction  |
| Section 2  | Mission and Philosophy Statement  |
| Section 3  | 1985-86 Activities and Annual Report  |
| Section 4  | North Central Association Report  |
| Section 5  | 1985 Employment Report  |
| Section 6  | Scholarship Report  |
| Section 7  | Drama Department Report   |
| Section 8  | Outstanding Faculty Award   |
| Section 9  | Downtown Center Report  |
| Section 10 | Long Range Planning/Budget  |
| Section 11 | Tuition/Fee Discussion <ul style="list-style-type: none"><li>a. Application Fee</li><li>b. In-District Tuition Policy</li><li>c. Visa/Mastercard Services</li></ul> |
| Section 12 | Millage Discussion  |
| Section 13 | 1986-89 Goals   |
| Section 14 | Administrative Compensation Plan  |
| Section 15 | MCC Risk Management Authority   |
| Section 16 | Print Shop/Paper Copying Equipment  |
| Section 17 | Other   |

# LONG RANGE PLANNING MODEL



# PROPOSED FLOW CHART OF STRATEGIC PLANNING SYSTEM



## STRATEGIC PLANNING EXTERNAL FACTORS AND INFLUCENCES

	LOCAL	STATE	NATIONAL
TECHNOLOGY	1, 2, 3, 26, 28	2, 3, 26, 28	2, 3
MARKET	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 28, 29	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 28, 29	5, 8, 9, 11, 12, 13, 14
ECONOMIC	8, 9, 10, 12, 18, 20, 21, 22, 26	8, 9, 10, 12, 20, 21, 22, 26	12, 20, 21
HUMAN RESOURCES	1, 16, 23, 24, 25, 28, 29, 30	23, 24, 25, 28, 29	23, 24, 25
PHYSICAL PLANT	1, 26, 27, 28	26, 28	
PROGRAM	2, 3, 7, 11, 19, 26, 28, 29	2, 3, 7, 28, 29	2, 3, 29

1. What effect will a “multiple site” market response have on our technical equipment and faculty requirements?
2. In responding to future technical training needs, we must offer programs that meet more than basic needs. We must look at developing a total learning package.
3. How do we stay in touch with new technology directions in order to be as close as possible to the “front end of change”?
4. Can our present market support continued improvement in enrollment headcount?
5. The nation, state, and region are experiencing a rapidly shrinking middle class. What effect will that have on job-upgrade program?

6. What institutions or organizations might we expect to offer competitive services in our market area?
7. How should we modify our market presentation and programs, to appeal to people with previous post secondary education, which does not meet future, needs?
8. What effect will tax' revision laws have on business spending for training and development?
9. What regional market effect will the Yen/Dollar issue have on automobile parts suppliers?
10. As the U.S. automobile industry undergoes a massive re-structuring, what will be the likely effect on future tax distribution from the state?
11. In what ways should J.C.C. pursue the literacy upgrading of the workforce? Who else might we expect to pursue that market opportunity?
12. Department of Defense spending reductions will place many more workers on the unemployment lists.
13. With the next federal administration, we can expect to see a re-focusing toward social service spending.
14. As the "seniors" market expands we can expect to see a more structured approach to leisure time activities.
15. We can expect thrusts into our market areas from other major educational institutions (U-M, MSU) as their traditional markets level off or diminish.
16. In order to service the adult workers you must take the service to their geographic locations, in most instances.
17. Statewide demographics indicate a declining 18-year-old age group. How long is that trend projected to last?
18. The prison transfer program is causing significant service delivery problems for us. We will need to constantly re-assess the cost/value of those programs due to that student transfer process.
19. A large number of our businesses and institutions, which make up our client base have not clearly identified their training needs. Should we assemble an institution-wide assessment team?
20. Is there a clear correlation between fluctuations in the economy and enrollment headcount?

21. What would be the effect on J.C.C. if our customers hold at current spending levels for major capital decisions, and are concurrently faced with a tax increase in FY 1988-89?
22. Can we anticipate any changes in state funding priorities over the next 3-5 years? They have been generous to education. Will that continue, or will emphasis shift back to social programs?
23. How will projected teacher shortages impact us? In which areas will we experience shortages? What must we do to satisfy our requirements.
24. If our projected retirements materialize (40% by 1991/1992), where will the replacements come from?
25. Will we tend to become a transitory institution (hiring young employees on the more) or should we concentrate on older, more settled workers?
26. How, and from what source, will we obtain the vast amount of dollars for the capital spending required to support a growing, highly technical, training environment?
27. What are the various implications of our alternatives for addressing the local issue of accessibility? What additional requirements will we confront in attempting to provide in-plant training and/or service a downtown center?
28. What will be our major obstacles to sustaining a high level of quality control through the coming period of rapid growth? What can we do to deal effectively with that issue?
29. In order to deliver the necessary product to many of our market segments, we must help that customer to understand that some remedial skills upgrading will be mandated.
30. What will be the collective bargaining impact of a rapidly expanding off-campus training system?

## **APPENDIX B**

### **MISSION, GOALS, AND LONG RANGE STRATEGY**



# **MISSION**

The educational philosophy of Lake Michigan College is founded on the belief that education is for all who wish to develop their potential. It is fundamental that a community college assist in meeting the educational, vocational, cultural and recreational needs of the community it serves. This involves a three-fold obligation.

- To provide for the educational aspirations, needs and expectations of the individual student and the community;
- To provide for the vocational needs and desires of the individual and the community; and
- To provide for the cultural interests and recreational needs of the individual, and thus contribute to the development of effective citizens.

# **GOALS AND OBJECTIVES 1986-87**

## **OFF CAMPUS**

- Develop a broad scope of programs through the Institute for Business and Industry that are targeted at South County businesses and organizations
- Continue to expand course offerings at the South Campus and Van Buren Skills Center
- Expand the Early College program with area high schools
- Review program offerings at Off-Campus Learning Centers

## **COMMUNITY OUTREACH**

- Expand the number of Continuing Education and Community Service programs offered to the public, as well as programs through the Institute Business and Industry
- Continue and expand the update series
- Host a College-wide open house
- Expand the activities of LMC Alumni Association
- Provide resource persons to address high school and community groups

## **FACILITIES**

- Develop a plan for future facilities needs of the College
- Create a plan for the beautification of College classroom and corridors
- Review the campus sign system
- Enhance campus appearance through landscaping and painting

## **FISCAL DEVELOPMENT**

- Aggressively pursue outside funding from federal, state, local, and private sources to support College programs.
- Complete the organization of the LMC Educational Fund, Inc.
- Computerize the College budget process
- Develop systems to accurately measure program costs versus revenue generated

## **STUDENT DEVELOPMENT**

- Continue the development of cooperative programs with area high schools
- Create a Skill Enhancement Center
- Establish an Honors College

- Develop a Tutoring Center
- Establish a Career Assessment Center

## **MARKETING**

- Continue to promote the college through news releases, direct mail, and advertising in appropriate media
- Enhance systems to follow-up with identified prospective students
- Expand the variety of college publications available to prospective students

## **INSTRUCTIONAL PROGRAMS**

- Implement the Associate in Fine Arts Degree
- Develop a Media Center
- Review academic programs and implement changes or additions where necessary
- Determine instructional equipment needs and research all available funding sources

## **STRATEGIES TO INFLUENCE GOVERNMENTAL ACTIVITIES THAT AFFECT THE COLLEGE**

- Interact with governmental agencies and attempt to influence policies which affect community colleges
- Meet with legislative committees, legislators, and other governmental officials to influence legislation, including appropriations for community colleges
- Work with MCCA staff to develop positions and strategies for influencing legislation

## LONG RANGE PLAN INTRODUCTION

Looking back and looking ahead... that is, indeed, the juncture Lake Michigan College experiences at this point in its history.

In 1946, forty years ago, the College operating as Benton Harbor Junior College, opened its doors for the first time. Sixty-one students enrolled that fall, taking classes that would prepare them to transfer to a four-year college. This fall, approximately 1,200 new students will enroll at Lake Michigan College. They will join some 2,500 others already enrolled as full- or part-time students in the over 100 academic and certificate programs offered at the College. Another 1,500 individuals will participate in a variety of non-credit seminars and activities provided by LMC. Moreover, some 70,000 people will attend some kind of event held at the Community Center.

Clearly, the College has come a long way in 40 years. There is, nonetheless, a great deal more to be done if the College is to maintain and develop its role as the primary provider of post-secondary education in the area it serves.

What Lake Michigan College has been and is....is a matter of record. What it becomes is a matter of definition, and that definition can be determined by the community at large, the student body, the Board of Trustees, the faculty, the administration, and the staff. Each of these component parts brings a distinct area of concern to the definition of role at the College. These concerns coupled with the College's mission provide a mandate for the institution in the years ahead. Moreover, the basic philosophical premise inherent in the comprehensive community college speaks to a wide variety of interests ... open access, community needs for education and training, intellectual and cultural development.

In the years ahead, Lake Michigan College faces numerous challenges: How do we prepare students for the wide range of opportunities offered by a changing work force and society? How do we improve students' preparation for college? How do we improve the success ratio for our students? How do we meet the educational needs of an increasingly diverse student population? How do we build greater student involvement in the community college experience? How do we improve assessment of student and institutional performance? How do we motivate faculty and reward them for improving student education? How do we carry out more sharply defined institutional missions? How do we continue to serve the broader community of which we are a part? These are the questions with which we are confronted.

In an effort to address these questions, the College staff and the Board of Trustees have embarked on a planning process, one that provides specific strategies and at the same time affords flexibility for change. There are urgent priorities, to be sure ... issues related to community and economic development, student literacy, staff development, fiscal resources, to mention a few. These challenges have provided much of the impetus for the strategic planning process.

It should be clearly understood that this document is a planning tool. It must not be constructed as necessarily complete, nor must it be perceived as final. Rather, this document provides a beginning for planned change within the institution. Given that framework, all the component parts can help to create and define Lake Michigan College.

## EXTERNAL & INTERNAL FORCES

Though Lake Michigan College is a force in itself, we must recognize that most often our action is a result from forces both inside and outside the College. Consequently it is imperative that during our planning process, we understand those forces.

Each constituent group has a different agenda for Lake Michigan College. If as a College we are not only to succeed, but prosper, it is imperative that we respond to each group.

To fully appreciate the scope and variety of constituent groups that impact, and are impacted by Lake Michigan College, we have developed the following list.

### INFLUENTIAL EXTERNAL AND INTERNAL FORCES WHICH AFFECT THE COLLEGE

#### EXTERNAL FORCES

Accrediting agencies  
Alumni  
Business and industry  
Community  
Colleges and Universities (4-year)  
Federal government  
High schools  
Local government  
Media  
Private foundations  
Shadow educational institutions  
State government

#### INTERNAL FORCES

Administration  
Board of Trustees  
Faculty  
Physical Plant  
Students

## EXTERNAL FORCES

### Accrediting agencies

- They can exercise control
- They can offer analysis
- They in a sense, certify and validate
- They enhance regulation
- Their accreditation gives students confidence

- Their accreditation assures transferability of courses
- They influence change
- They help maintain or limit standards
- They influence planning for the future

## **Alumni**

- They are a marketing service
- They are a source of funds
- They are carriers of and advertisers for the College reputation
- They send their children to this College
- They can provide jobs for students
- They can sponsor and support fund-raising events
- They can be a connection between the College and the world outside the College
- They are strong supporters of the College

## **Business and industry**

- They provide advisory committee members
- They have high expectations of the College
- They provide cooperative education for students
- They contribute to the College
- They provide jobs
- They provide instructors with special skills
- They donate gifts-in-kind
- Their needs become the impetus from changes in the College curriculum
- They can compete in that they have educational or training programs
- They sponsor apprenticeship programs
- They create the need for the College to become a part of economic development
- They seek services from the College

## **Community**

Of course the community as an entity does not do or demand or provide what follows: individuals or institutions in the community do. This is how these following statements should be interpreted. We use the term community to define it totally or to define any part of it.

- It provides the base for millage
- How it is perceived as a place to live influences what kind of people live in it
- How it values education determines its support for education
- It is the source of most of the students

- It provides employment
- It supports cultural activities
- It creates a need for credit and non-credit activities
- It shapes College activities when it is responding to various community needs
- It has an idea of what a College should be
- It has neighborhoods with recognizably different character which provide assistance or create needs which the College can respond to

## **Federal government**

The federal government influences the College in many ways:

- It provides student financial aid
- It provides federal grants
- There are federal regulations such as those which affect affirmative action, safety standards, HEGIS reports and the like
- Budget decisions affect dispensation of federal dollars to the state and directly to the College; decisions about where money will be directed , sciences, arts, vocational education (Perkins Act), occupations, handicapped, minorities and so on
- The state of the economy often is manipulated by the federal government
- Interest rates are affected by the federal government

## **Four-year Transfer Institutions (Colleges and Universities (4-year))**

- They verify our two-year transfer curriculum
- They enter into articulation agreements
- They compete with the College for students
- They provide consultants
- They offer courses especially designed for College needs
- They compete for state and federal dollars
- They enter into consortiums for the College and work in other cooperative ways
- They use College facilities

## **High schools**

- They are a major source of our students
- We enter into occupational education articulation agreements
- Early college students are in high school when they attend here
- We hold classes in high school buildings
- We share resources with them

- We depend upon them to prepare students for college; how well they do this affects our teaching
- They are a source of part-time instruction for evening and weekends
- We recruit their scholars, athletes, musicians and artists
- Their counselor's and teachers' opinions of the College can affect their recommending this college to their students

## **Hospitals**

- We need their facilities for our nursing, radiology technology and other Health Division students

## **Local government**

Local government affects the College in several ways that are obvious and direct but not always in the fore.

- Certain federal and state grant amounts and methods of distribution
- Varieties of bond issues
- Zoning
- Police and fire department activities
- Building codes
- Collection of taxes and arrangements to modify them for attracting new enterprises
- Affirmative action enforcement
- Tax allocation
- Assessment of property
- Law enforcement
- Parks and recreation

## **Media: Radio, Television, and Print**

The media have a powerful influence, both direct and indirect, upon the College, mainly in creating awareness of and forming public opinion about the College. The broadcasting and print media:

- Promote College activities
- Criticize College activities
- Analyze College activities
- Give support to planned College activities
- Are a means for advertising College activities
- Are a marketing tool



## **Private foundations**

The College has had many occasions to go to private foundations to gain assistance in worthwhile projects, the beginning and continuance of which would not so readily occur where there no foundations.

## **Shadow educational institutions (non-accredited, store-front enterprises)**

- They compete for students
- They affect the reputation of legitimate colleges
- They frustrate students who leave them and want to transfer credits to this College
- They create the need for regulations which also can affect the freedom of legitimate colleges

# **INTERNAL FORCES**

## **Administration**

- It sets internal working policies and guidelines for the College
- It is the advocate for students and faculty with the Board and the community
- It is responsible for budgeting and oversight
- It is responsible for internal and external communication including lobbying
- It is responsible for evaluating programs and people

## **Board of Trustees**

- Sets policy for the College and District
- Receives and acts upon recommendations from the College administration
- Is supportive of the College and its outreach into the community

## **Faculty Members**

- They are responsible for quality teaching
- Their loyalty contributes to stability and excellence
- They are the first level guidance for students

- They provide continuity for curriculums and extra curricular activities
- They are the role models for students
- They can provide good will when off the campus
- They are central to the quality of education
- They are valuable resources for research, committee work, in-service, and other College duties
- The mixture of seasoned and new faculty creates a positive, dynamic team
- Their morale affects the quality of the College

## **Physical Plant**

- Is an important factor in creating an image of the College
- Maintenance and utility costs are a significant portion of the budget
- The environment of the rooms and halls affect faculty and student performance
- The total campus space is valuable and how it is used affects students and faculty alike as well as affecting the budget
- Space planning must occur for expansion, decline and change
- Campus aesthetics affects the image of the College

## **Students**

Clearly, meeting student needs is the major purpose on the College.

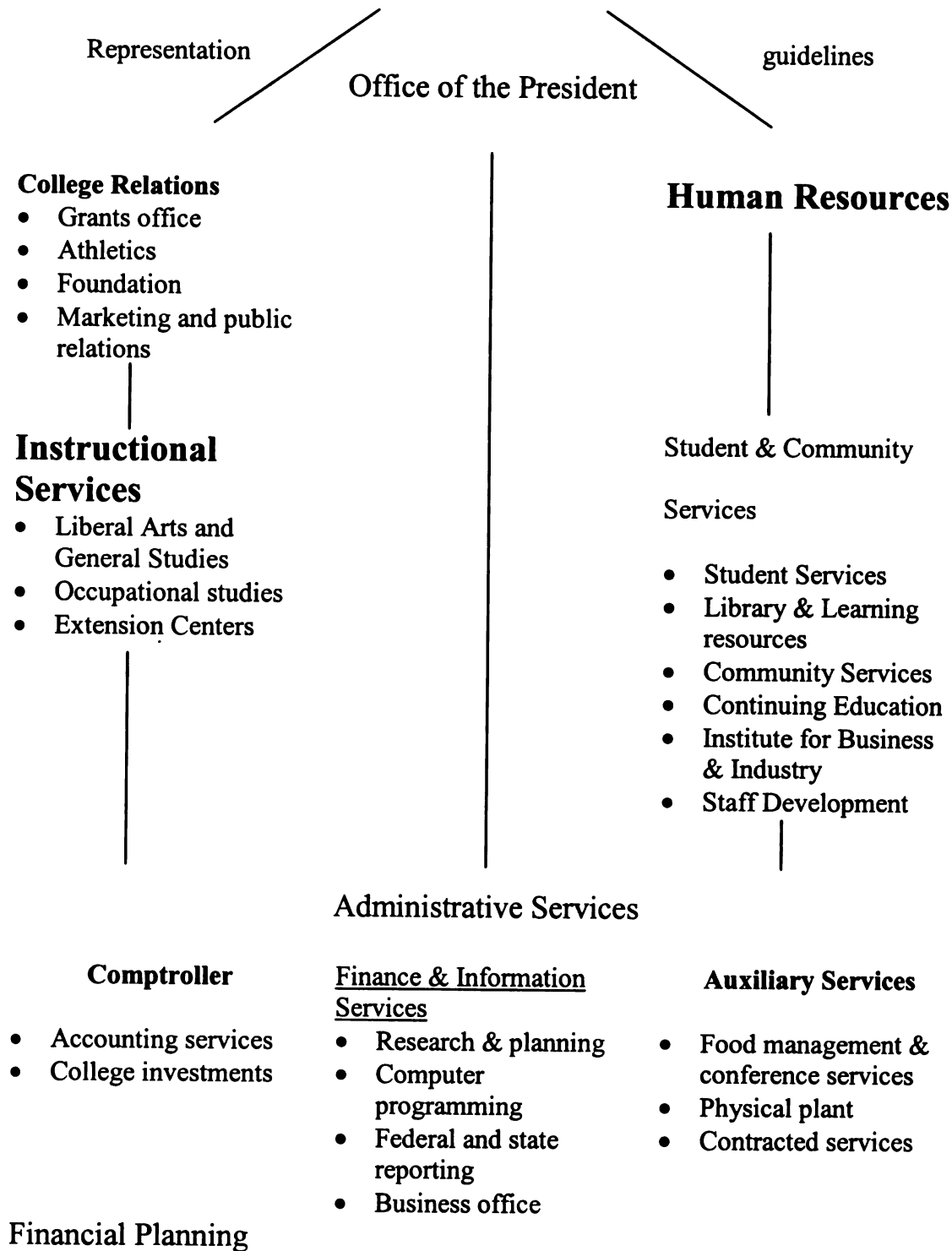
- Whether intelligent or not so intelligent, motivated or not so motivated, serious or less than serious, students are a constant challenge to instructors and staff
- Heterogeneous students require a variety of teaching and learning environments.
- A majority of students' work schedules affect the College class schedules
- Students demand quality services for their money
- Some students require foundation courses
- Student satisfaction is significant
- Students recruit other students

Admittedly, there are more items for this forces-chart than are listed here.

Nevertheless, any long range or even short range planning must recognize and take into account this environment of influences which surrounds the College and the environment of influences within the College itself.

# THE COMMUNITY

## Board of Trustees



# **APPENDIX C**

## **MISSION AND GOALS**

## **MSSION and GOALS**

### **Mission:**

The main purpose of Montcalm Community College is to meet the educational needs of the area citizens.

### **Educational Goals:**

Montcalm Community College subscribes fully to the following institutional goals:

1. To provide opportunity for vocational and technical study leading to occupational competence for the new learner and for the person desiring retraining or upgrading skills.
2. To provide opportunity for liberal arts, science and technical study at the freshman and sophomore levels transferable to other colleges and universities and acceptable toward a baccalaureate degree.
3. To provide opportunity for general education and developmental coursework for those who study primarily to become more knowledgeable to skills in an area of interests.
4. To provide assistance for all students through educational counseling, guidance and placement services.
5. To provide a center and resources for community services (educational, recreational, cultural, and economic development).
6. To provide an opportunity for organized activities to promote social skills and responsible citizenship.
7. To provide educational leadership through the promotion of cooperation between area organizations, institutions, businesses and industries.

The goals of Montcalm Community College set forth above have been formulated as guidelines for developing a community of learning to enrich the lives of the participants through social involvement and practical and theoretical studies.

These stated goals are a mandate to the staff and trustees to continue reviewing and updating of the college's academic programs, developing an appropriate institutional plan and insuring that the opportunity for education is available to the people served by the College.

Revised 3/1/85

## APPENDIX D

# MISSION, GOALS AND LONG-RANGE STRATEGY

## MISSION STATEMENT:

Recognizing that the learning, wisdom and skill of the citizens of a free society are essential to keep it free, the College offers its resources to foster learning, wisdom and skill in arts, sciences and occupational education. Recognizing that different persons see their lives and educational needs differently, the College has an open door policy and attempts to offer courses and programs which will satisfy different needs. The College has a strong commitment to serve those with special needs, whether majority or minority, advantaged or disadvantaged, men or women, handicapped or not. The College offers courses and programs for:

1. Students – both occupational and liberal arts – who wish to transfer to four-year institutions
2. Students who wish to earn a one- or two-year certificate or degree but may not intend to transfer
3. Students who need developmental studies to help them develop basic skills to succeed in regular college courses
4. Students who wish to train for new skills needed in their trade or profession or who wish to enter other trades or professions
5. Students who are interested in learning for its own worth, in exploring new ideas, in broadening their outlook
6. Students who are interested in non-credit activities for personal growth
7. Students who can take advantage of college classes while they are still in high school
8. Students who can benefit from new and non-traditional kinds of learning experiences
9. Students who can avail themselves of media courses outside the college classroom
10. Students and apprentices, journeymen and employees-in-training taking classes which meet the requirements agreed upon by the Division of Apprenticeship and Training, United States Department of Labor and participating companies.

The College offers services in connection with its educational mission and provides:

1. Personal academic and career counseling and advising
2. Financial help in direct aid, loans and scholarships
3. Tutorial services and remedial workshops
4. A comprehensive student activity program including intramural and intercollegiate athletics, a school newspaper, a theatre, a literary magazine and other clubs and organizations
5. Offices and personnel to help maintain an active alumni association and College Foundation
6. Cafeterias, study areas, libraries and recreational areas
7. A job placement office

Moreover, the College promotes and offers cultural and recreational as well as academic activities for the community that supports it. Therefore it serves the community by:

1. Sponsoring cultural events such as lecture series, stage plays, musical performances, art shows and other activities similar in nature
2. Offering consultant and training services
3. Taking leadership in bringing about equality of opportunity and elimination of discrimination
4. Cooperating with business and industry and other agencies and institutions in economic development
5. Providing facilities for health clubs and other recreational activities
6. Maintaining close ties with community-based organizations, businesses and professional groups
7. Cooperating with other higher educational institutions.

To operate and maintain this institution demands a conscientious and binding intent by the faculty and staff to strive for continuous excellence. This intention is strengthened through the College Development Office, through the Instructional Council's continuous evaluation of courses and academic offerings, through combined efforts of faculty, staff and students in the College Forum, Junior College Foundation, and through all the College councils and committees. The pursuit of excellence is the force that gives this College a measure of distinction.

Furthermore, those responsible for budgeting and spending the money allocated to support the College are pledged to gain the greatest possible education benefit from every dollar designated for that purpose.



TABLE D GRAND RAPIDS JUNIOR COLLEGE LONG RANGE PLAN GOALS

May 1 1986

Goals	Objectives/Suggested Strategies	Responsible	Resources*	Timeline
<b>A - ADMINISTRATION</b>				
A1. To continue to improve the college operational procedures to better execute the mission of the college	1.1 To continually examine programs, enrollment, services and personnel needs of the College	Pres, VP, Deans	Staff time	Annually
	1.2 To plan for maintaining academic integrity	VP, Deans		Annually
	1.3 To continue to actively employ the use of College advisory bodies and councils	Deans, Div Chairs	Staff time	Annually
A2. To institutionalize problem solving as opposed to labor adversarial approaches in collective bargaining	2.1 To continually emphasize an open-door policy amount College staff	Dean of Inst Serv	Staff time	Annually
	2.2 To continue the existing participatory decision-making mechanisms between faculty and administration in an atmosphere of trust and cooperation	Pres & Pres of Faculty Council	Staff time	Annually
	2.3 To approach collective bargaining in a problem-solving manner	VP	Staff time	On-going
A3. To develop strategies to improve the ongoing relationship between the functions of the college and the district	3.1 To create a college faculty/administration/district taskforce to study areas of duplication and consolidation	Pres & Supt	Staff time	6/87
	3.2 To determine which of the duplications / consolidations are necessary, economic, beneficial and/or detrimental to both college and district	Pres & Supt	Staff time	1/88
A4. To increase involvement of administration and faculty in all facets of college life	4.1 To assist the entire college to better understand the multifaceted character of the institution	Pres, VP, Deans	Staff time	On-going
	4.2 To increase the number of workshops and in-services to provide information to all college personnel	Dean of Inst serv	\$2000 addit annually	7/87
	4.3 To develop strategies to improve staff participation in campus activities	Pres, Dir of Ford fieldhouse	Staff time	6/87
A5. To improve the college's competitive position in higher education	5.1 To establish a faculty/administration study committee to examine and discuss national developments in higher education and to recommend changes to the college community	Dean arts/sci, Dean occ ed, Dean Cont ed	\$2500/1 year allocation	6/88

<b>Goals</b>		<b>Objectives/Suggested Strategies</b>	<b>Responsible</b>	<b>Resources*</b>	<b>Timeline</b>
	5.2	To continue to obtain community recommendations to improve the college's competitive position in relation to other area institutions	Dean of InstServ	\$500	6/88
	5.3	To develop a comprehensive year-long marketing plan for the college	Dean of Inst Serv	\$30000-50000	6/87
	5.4	To establish strong collaborative relationships with metropolitan business and industry	Dean occ ed, Dean const ed, Dir econ dev	\$5000	On-going
A6. To implement the long range plan and continue the long range planning process	5.5	To effectively lobby on the state and national level	Pres	Staff time	On-going
	6.1	To seek college and board support for the plan	Pres	Staff time	6/86
	6.2	To charge the college president and executive staff with overseeing the implementation of the plan	Board of Ed	Staff time	6/86-6/90
	6.3	To select a long range implementation (cross-college) committee for each area	Pres, long range plan committee	Staff time	10/86
	6.4	To review the plan and revise the objectives on an annual basis	LRP com/Chair of health	Staff time	6/87-6/90
<b>B – CURRICULUM</b>		6.5	To begin the next five year planning process in 1990	Pres, LRP comm	\$2000/1 time 6/89
B1. To develop a college-wide systematic, periodic review of curriculums	1.1	To conduct curriculum review in every division on a rotating basis (by course or division; one third each year)	VP, Deans	\$15000	On-going 6/87-6/90
	1.2	To include as part of the curriculum review the overall direction of the division and how the division fits into the college mission as a whole	Deans Div chairs	Staff time	6/87-6/90
	1.3	To annually submit a systematized, written report to the appropriate dean, culminating each division's review	Dean inst serv Div chairs	Staff time	On-going
	1.4	To encourage curricular research and/or evaluation by staff	Deans Div chairs	JC Foundation	6/89
B2. To develop curriculum programs appropriate to community needs	2.1	To continue to involve faculty and advisory groups from the community to determine curriculum and program needs	Deans Div chairs	Staff time	6/87-6/90

Goals	Objectives/Suggested Strategies	Responsible	Resources*	Timeline
	2.2 To position the college to respond to private sector training needs	Dean occupied Dean continued Dir econ dev	Staff time	6/87-6/90
	2.3 To allow a growth period for new courses or programs	Deans (ACAD)	Staff time	6/87
	2.4 To continue to work with other higher education institutions to develop cooperative programs	Pres, VP, Deans	Staff time	6/87
	2.5 To involve full- and part-time faculty in economic development activities	Deans Dir econ dev	Staff time	On-going 6/90
<b>C – FACILITIES</b>				
C1. To continue to update the campus master plan on a bi-annual basis	1.1 To develop and implement a facility needs assessment instrument related to changing curricular needs	VP, Deans, Dir Bus Ser	Staff time	6/88
	1.2 To involve the faculty and staff in the planning of all new facilities	Pres	Staff time	On-going
	1.3 To assess student body enrollment projections related to facility needs	Reg. Dean Admis Dir Bus serv	Staff time	6/88
	1.4 To actively seek private donations to provide the college with "state of the art" equipment	Pres, VP Dir Foundation	Staff time	On-going
C2. To provide for renovation and maintenance of existing facilities	2.1 To continue the RIM committee (Renovation, improvement and maintenance) made up of faculty and staff to recommend priority order for campus improvement	Dean Stu Serv Dir Bus Ser Dir Admis	\$ Annual Budget allocation	Written annual report 4/30
	2.2 To continue to facility renovation assessment by the college and provide necessary resources for timely implementation in accordance with the 'master plan'	Dir Bus Ser	State Capital outlay aml \$6000 (50/50)	On-going
	2.3 To consider safety, traffic flow and signs in campus planning	Dir Bus serv RIM/Safety comm	\$ TBD	6/86 On-going
	2.4 To lobby to secure additional state matching funds for facilities	Pres	Staff time	On-going

Goals	Objectives/Suggested Strategies	Responsible	Resources*	Timeline
C3. To improve aesthetics and create green areas around the campus	2.5 To upgrade general maintenance of all college facilities	Dir Bus Serv	\$200000 Est	Annually
	3.1 To narrow the Bostwick avenue to increase campus safety and aesthetics	Pres	Est \$120000 (50/50)	87-88 FY
	3.2 To close Barclay avenue and beautify campus grounds	Pres	Bond issue tech bldg	8/89
	3.3 To increase visual arts and esthetics on campus	Dean arts/sci	\$2000 Annual	On-going
	4.1 To set up an oversight committee made up of faculty and staff to study and recommend parking alternatives	Dir Bus serv	Building sites or future bond	6/88
C4. To provide ample parking for day, night, and weekend students, staff and for special events	4.2 To assess student body enrollment projections and community needs related to parking	Reg Dir Bus serv	Staff time	2/87
	4.3 To increase the number of parking spaces in the ramp by relining the floor for small cars	Dir Bus Serv	Parking ramp proceeds	10/86
	4.4 To provide underground parking in the new occupational building	Pres	Bond issue tech bldg	8/89
	4.5 To study class scheduling changes to relieve parking pressures	VP, Deans	Staff time	12/86
<b>D – FACULTY</b>				
D1. To continue to hire and employ competent, experienced, scholarly and professional full- and part-time faculty following affirmative action policies	1.1 To plan for unusually high turnover of faculty expected in the next one to five years	VP, Deans	Staff time	6/86-6/90
	1.2 To conduct the search for competent, academically qualified replacements and innovative, enthusiastic newcomers, in advance of need	VP, Deans, Div Chairs	Staff time	6/86-6/90
	1.3 To implement affirmative action policies in hiring faculty	VP, Deans, Div Chairs	Staff time	6/86-6/90
	1.4 To consider recent retirees as adjunct faculty to maintain excellence and continually where appropriate	VP, Deans, Div Chairs	Staff time	On-going
	1.5 To encourage faculty to serve in a voluntary mentorship capacity for incoming faculty	Dean Inst Serv	Staff time	On-going
D2. To encourage faculty to provide input into the ongoing	2.1 To survey the faculty by division to determine needs	VP, Deans, Div Chairs, Dir Bus	Staff time	On-going

<b>Goals</b>	<b>Objectives/Suggested Strategies</b>	<b>Responsible</b>	<b>Resources*</b>	<b>Timeline</b>
D4. To increase faculty and administrative efforts to address material, facility and resource needs of the college for all students	2.2 To prioritize needs and develop a plan for funding and implementation within division	Deans, Budget Review Comm	Staff time	On-going
	3.1 To improve the process by which courses are added to the curriculum through the creation of on-going divisional committees to monitor and assess curriculum needs, development. Expansion and change	Deans, Div Chairs, Faculty	Staff time	6/86-6/90
	3.2 To explore the use of innovative instructional methods and to implement where appropriate	Dean Ist Serv Deans, Div Chair Faculty	Foundation	1/88
	3.3 To continue to encourage staff computer literacy and applications	Dean inst serv	Staff time	Written anml report
	4.1 To re institute the joint faculty / administrative committee to develop, implement and evaluate a staff development plan	Dean inst serv	Staff time	Written anml report
D5. To increase faculty / administrative cooperative efforts to deal with enrollment changes and to better position the college for changing student target markets	4.2 To expand the comprehensive in-service program	Dean inst serv	Staff time	6/87
	4.3 To explore the opportunities for an innovative faculty exchange program	Dean Inst Serv	Staff time	6/87
	4.4 To study expansion and liberalization of sabbatical opportunities through general revenue and outside resources	Dean Arts/Sci Vp	Foundation & other	9/87
	4.5 To provide retraining opportunities for displaced faculty where appropriate	Dean Ist Serv VP, Deans	Fdn & grants \$7000	6/88
	5.1 To keep abreast of national curricular trends	Deans, Div Chairs, VP, Faculty	Staff time	6/86-6/90
	5.2 To study potential changes in the academic calendar	Deans, Div Chairs, VP, faculty	Staff time	6/86-6/90
	5.3 to become more competitive with other regional institutions	Dean St Serv Coll Comm Exec Staff	Staff time	6/87

Goals	Objectives/Suggested Strategies	Responsible	Resources*	Timeline
<b>E – FINANCE</b>				
E1. To assure continued financial vitality through resource development and systematic determination of priorities for allocation of funds – both general operating and capital outlay.	1.1 To diversify approaches for increasing external funding sources	Pres	Staff time	On-going
	1.2 To use systematic, yet flexible provisions for allocation and use of available resources	Pres & Budget review comm	Staff time	On-going
	1.3 To establish a fund balance to enable the college to adapt to any sharp drop in state/local revenue	Boe, Pres, Supt	Staff time	6/86
	1.4 To assure that funds are available to cover the increased personnel and operating costs of the new occupational facility	Pres, Asst Supt, Bus, Dir Bus Serv, VP	Staff time	2/87
	1.5 To assure adequate funds for the changing/expanding personnel needs of the college	BOE, Pres, Supt	\$55000* 600000 annually	6/86-6/90 annual
	1.6 To increase involvement of all employee groups in decision-making, budget preparation, financial accounting, marketing endeavors and other appropriate areas	Pres, Exec staff	Staff time	On-going
	1.7 To establish reserve accounts for systematic replacement of equipment, furniture and vehicles	Dir Bus serv	Redirect curr budget	6/87
* 1. (4) Language Arts 2. Public Relations 3. Librarian 4. Computer Programmer 5. Financial Aid Assistant 6. Para-professional librarian 7. 5 Custodians (new building) 8. 3 Food & Beverage instructors 9. Maintenance Person (tech) 10. Fellowship Assistant (Food Service) 11. Secretary CRC 12. Director of Business Operations				
<b>F – Governance</b>				
F1. To clearly define the inter-relationships between the college's and district's executive officers	1.1 To have a board approved operating manual clearly delineating authority and responsibility of the college administration	BOE, pres, supt	Staff time	6/87
	1.2 To increase the autonomy of the president	Boe, supt	Staff time	6/87
	2.1 To identify the college as a recognizable entity in and of itself	BOE	Staff time	On-going
F2. To create a plan of governance which looks to the future	2.2 To explore the pros and cons of becoming a community college district	Boe, pres, supt, Blue ribbon comm	\$5000	6/86



<b>Goals</b>		<b>Objectives/Suggested Strategies</b>	<b>Responsible</b>	<b>Resources*</b>	<b>Timeline</b>
	2.3	To enhance the Board of Education's and Superintendent's understanding of the college community	Pres, total admin staff	Staff time	On-going
<b>G – OTHER STAFF</b>					
G1. To increase involvement of staff other than administration and faculty in college life	1.1	To provide all staff access to committee membership and participation in decisions where appropriate	Pres	Staff time	On-going
	1.2	To develop a formalized means of staff incentives to improve employee self-worth (recognition, quality of work)	Dean inst serv, deans	Staff time	2/88
	1.3	To encourage staff participation in college activities	Dean inst serv Dir st activities Dir admissions	Staff time	6/86-6/90
<b>H – OUTREACH: ALUMNI/FOUNDATION/COMMUNITY</b>					
H1. To make the alumni association a more active and effective outreach arm of the college	1.1	To double the number of identified alumni by 1990	Dir Adm, Reg	Staff time	1990
	1.2	To continue to identify alumni board members who have enthusiasm and commitment	Dir Admis	Current allocation	6/86-6/90
	1.3	To keep the alumni board informed about all aspects of the college	Dir Admis	Staff time	On-going
H2. To increase the assets of the foundation to enhance scholarship and staff development	1.4	To computerized the alumni file	Reg	Staff time	2/87
	2.1	To increase the number of scholarships from 550 to 1000	Pres, exec dir fdn	Fund raising no new BOE	6/86-6/90 Written Annl report
	2.2	To increase the average scholarship from \$300 to \$500	Pres, exec dir	Fund raising no new BOE	6/86-6/90 Written Annl report
	2.3	To increase cash assets from \$1000000 to \$2700000	Pres, exec dir	Fund raising no new BOE	6/86-6/90 Written Annl report
	2.4	To increase the fund balance of IIPD to at least \$200000	Pres, exec dir	Fund raising no new BOE	6/86-6/90 Written Annl report
H3. To make the college a more important force in cultural,	3.1	To plan and implement a series of events with purposes similar to the talk festival	Dir Stu Acti	Self funded	Annual report

<b>Goals</b>		<b>Objectives/Suggested Strategies</b>	<b>Responsible</b>	<b>Resources*</b>	<b>Timeline</b>
recreational, and educational affairs in the community	3.2	To involve area high school students in significant college activities	Dean st serv, other at serv, personnel	Staff time	Annual report
	3.3	To promote widespread coverage of college community events	Dean inst serv	Staff time	On-going
	3.4	To appoint a committee to suggest methods in which the college can become a more effective community force	Deans, dean cont ed	Staff time	10/87
	3.5	To make the college more visible to downtowners, merchants, pedestrians, shoppers, workers and politicians	Dean cont ed	\$5000	6/87
	3.6	To encourage staff to participate in state and local councils, boards, and committees	Pres	Staff time	On-going
<b>I – STUDENTS</b>					
11. To encourage and support students to reach their career and personal goals and/or to graduate	1.1	To develop a comprehensive orientation to college course for credit	Dean Stu Serv, Dean St Serv, Staff	Staff time	6/87
	1.2	To study design and implement a faculty mentors-hip program	Dean Stu Serv, Dean St Serv, Staff	Staff time	6/87
	1.3	To develop strategies to improve the delivery of all college support services	Dean St Serv	Staff time	6/87-6/90
12. To provide necessary space and resources to help students meet their academic and social needs	2.1	To provide additional classroom, study and social space for students on campus	Budget Review	\$750 000 - 1000000	6/87-6/90
	2.2	To improve the facilities which address the academic and social needs of students	Dir Bus serv	See facilities	On-going
	2.3	To offer support services at more times and locations	Deans	\$30000	On-going
	2.4	To study appropriate space, location and utilization for student support programs	Deans	Staff time	On-going
	2.5	To provide for student and staff input concerning student needs on campus	Pres, Dir St Act	Staff time	6/86-6/90
13. To work to increase the amount of all student financial aid	3.1	To double the number and amount of scholarships, loans, and grants	Pres, Exec Dir Foundation		



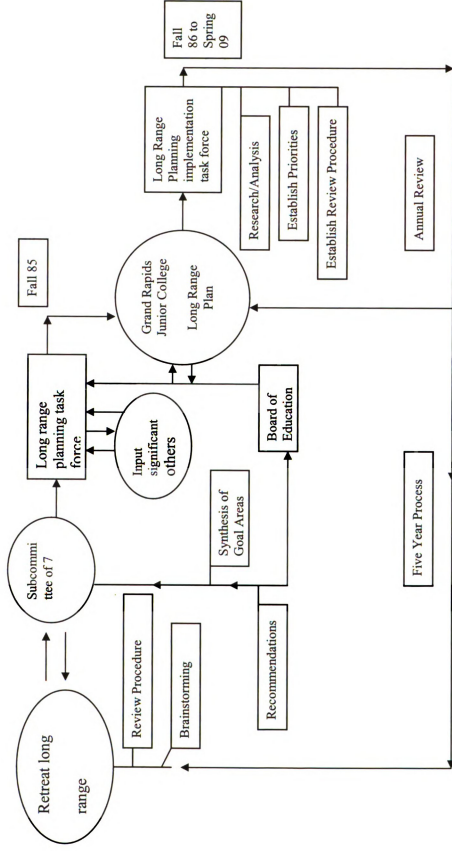
<b>Goals</b> (scholarships, grants, loans, student employment)		<b>Objectives/Suggested Strategies</b>	<b>Responsible</b>	<b>Resources*</b>	<b>Timeline</b>
14. To improve the image of the college in the community (students, parents, community and high school staffs)	3.2	To increase student work opportunities	Bud Rev Dir Placement	\$100000	6/86-6/90
	3.3	To continue the review of financial aid allocation for fairness and consistency	Dir Fin Aid	Staff time	On-going
	3.4	To continue and design new means of publicizing the availability of financial aid of students	Dean 1st Serv Dir Fin Aid Dir Admis	Staff time	12/86
	3.5	To continue the fund-raising efforts of the GRJC foundation for student assistance	Pres Exec dir	Staff time	On-going
	4.1	To continually monitor and update the college marketing plan	Dean inst serv, marketing comm	Staff time	On-going
15. To recruit and enroll students of all populations with various needs	4.2	To employ an ad agency to develop a distinctive, stylized campaign promoting the college	Dean inst serv	Johnson & Dean see Admin A5	10/86
	4.3	To appoint a full-time in-house professional to implement the marketing plan consistently	VP	\$30000	6/88
	4.4	To develop better communication with students, parents and alumni	Dir admis Total staff	Staff time	On-going
	5.1	To develop a plan for comprehensive recruitment	Asst dean admin	Staff time	6/87
	5.2	To improve the matriculation process	Dean stud serv	Staff time	Annual report
	5.3	To continue to determine community employment needs (survey business, industry, professional groups) to prepare students for available employment opportunities	Dir Placement Deans	Staff time	Annual report

## **GRAND RAPIDS JUNIOR COLLEGE LONG RANGE PLANNING MODEL 1985-90**

The Long Range Planning Model illustrates a dynamic process, born of the need to provide an opportunity for full participation in planning the future of the College. The plan is a set of goals developed from year-long data gathering and analysis. The steps in the model include: Developing the plan, approval of the plan, implementation of the plan, annual review and beginning the next planning process.

Each step will be equally important in making the plan a living, working document. This first plan and subsequent implementation process will provide us with a framework for developing future plans. The process has been an opportunity for the College family to look at itself more closely. Not everyone will agree on every goal or strategy, but few will disagree with the need for the College to look ahead and chart our collective course.

# THE LONG RANGE PLANNING



# **1986-91 LONG RANGE PLAN**

## **A. ADMINISTRATION**

1. To continue to improve the College operational procedures to better execute the mission of the College.
2. To institutionalize problem solving as opposed to labor adversarial approaches in collective bargaining.
3. To develop strategies to improve the ongoing relationship between the functions of the College and the District.
4. To increase involvement of administration and faculty in all facets of College life.
5. To improve the College's competitive position in higher education.
6. To implement the long range plan and continue the long range planning process.

## **B. CURRICULUM**

1. To develop a College-wide systematic, periodic review of curriculums.
2. To develop curriculum programs appropriate to community needs.

## **C. FACILITIES**

1. To continue to update the campus "master plan" on a bi-annual basis.
2. To provide for renovation and maintenance of existing facilities.
3. To improve aesthetics and create "green areas" around the campus.
4. To provide ample parking for day, night and weekend students, staff and for special events.

## **D. FACULTY**

1. To continue to hire and employ competent, experienced, scholarly and professional full- and part-time faculty following affirmative action policies.
2. To encourage faculty to provide input into the ongoing efforts to address material, facility and resource needs of the College to provide quality instruction for all students.
3. To increase faculty involvement in the development of a more relevant and innovative curriculum through improved instructional methods.
4. To involve faculty and administration in the on-going implementation of a comprehensive program for staff development.
5. To increase faculty/administrative cooperative efforts to deal with enrollment changes and to better position the college for changing student target markets.

**E. FINANCE**

1. To assure continued financial vitality through resource development and systematic determination of priorities for allocation of funds – both general operating and capital outlay.

**F. GOVERNANCE**

1. To clearly define the inter-relationships between the College's and District's executive officers.
2. To create a plan of governance which looks to the future.

**G. OTHER STAFF**

1. To increase involvement of staff, other than administration and faculty in College life.

**H. OUTREACH: ALUMNI/FOUNDATIONAL/COMMUNITY**

1. To make the Alumni Association a more active and effective outreach arm of the College.
2. To increase the assets of the Foundation to enhance scholarship and staff development.
3. To make the College a more important force in cultural, recreational and educational affairs in the community.

**I. STUDENTS**

1. To encourage and support students to reach their career and personal goals and/or to graduate.
2. To provide necessary space and resources to help students meet their academic and social needs.
3. To work to increase the amount of all student financial aid (scholarships, grants, loans, student employment).
4. To improve the image of the College in the community (students, parents, community and high school staffs).
5. To recruit and enroll students of all populations with various needs.

## **INFLUENTIAL EXTERNAL AND INTERNAL FORCES WHICH AFFECT THE COLLEGE**

Of course Grand Rapids Junior College does not exist in a vacuum. It is certainly affected by many forces, some of them readily identified, some not so readily identified and some, if one does not think about them for a while, not even recognized.

Some of the forces are more immediate than others. Some work from the outside of the College; some work from the inside. Some are legal some are extralegal. Some are expected and accepted; some are unexpected at times and some may be considered unacceptable. When the College does its planning either for the short or long term, the influence, degree of influence, kind of influence, directness or in-directness of the influence, whether it is controllable, whether it might be beneficial or detrimental and other qualities of the influence must be reckoned with. Not to do so could result in planning which goes awry.

During the planning session on March 1 and 2, 1985, more than forth faculty and staff members combined their minds to identify forces which affect the College. The paper is a more organized statement than the wall chart which was the result of that working session.

One taking a cursory glance at the list will realize immediately that some of these forces are of great importance like the State government with its lawmaking bodies and courts, bureaus and agencies: The Board of Education; the four-year institutions to which students transfer; and the media which report on and perhaps often interpret what occurs at the College, while others would seem to be of lesser importance.

Thus, taking more than a cursory glance, one might gain a clearer understanding of how the "institutions" on the list affect the College. If we examine the listed entities one by one, we can see how they do affect the College. This has been done in somewhat telegrammatic fashion using the suggestions that emanated from the planning group during the thought session.

### **External Forces (alpha)**

Accrediting Agencies  
Alumni  
Business and industry  
Community  
Federal Government  
Four-year transfer institutions  
High schools  
Hospitals  
K-12 Affairs  
Local government  
Media  
Private foundations  
Public institutions  
Shadow educational Institutions  
State government

### **Internal Forces (alpha)**

Administration  
Board of Education  
Faculty  
Faculty Association Foundation  
Physical Plant  
Students

# **EXTERNAL FORCES**

## **Accrediting Agencies**

- They can exercise control
- They can offer analysis
- They, in a sense, certify and validate
- They enhance regulation
- Their accreditation gives students confidence
- Their accreditation assures transferability of courses
- They influence change
- They help maintain or limit standards
- They influence planning for the future

## **Alumni**

We consider alumni to be an external influence. Although their office is on the campus and an alumni director is employed by the College they are not an entity within the College

- They are a marketing service
- They are a source of funds
- They are carriers of and advertisers for the College reputation
- They send their children to this College
- They can provide jobs for students
- They can sponsor and support fund-raising events
- They are a connection between the College and the world outside the College
- They are strong supporters of the College

## **Business and Industry Advisory**

- They provide advisory committee members
- They have high expectations of the College
- They provide cooperative education for students
- They contribute to the College Foundation
- They provide jobs
- They provide instructors with special skills
- They donate gifts other than money
- Their needs become the impetus for changes in the College curriculum
- They can compete in that they have educational or training programs
- They sponsor apprenticeship programs
- They create the need for the College to become a part of economic development

- They seek services from the College

## **Community**

Of course the community as an entity does not do or demand or provide what follows: individuals or institutions in the community do. That is how these following statements should be interpreted. We use the term community to define it totally or to define any part of it.

- It provides the base for millage
- It creates the need to have different tuition rates for residents and non-residents.
- How it is perceived as a place to live influences what kind of people live in it
- It is the source of most of the students
- It provides employment
- It supports cultural activities
- It provides transportation
- It creates a need for credit and non-credit activities
- It shapes College activities when it is responding to various community needs
- It shapes College activities when it is responding to various community needs
- It has an idea of what a College should be
- It has neighborhoods with recognizably different character which provide assistance or create needs which the College can respond to
- The downtown development enhances the College; the presence of the College enhances the downtown development

## **Federal Government**

The federal government influences the College in many ways:

- It provides student financial aid
- It provides federal grants
- There are federal regulations such as those which affect affirmative action, safety standards, HEGIS reports and the like
- Budget decisions affect dispensation of federal dollars to the state and directly to the College; decisions about where money will be directed, sciences, arts, vocational education (Perkins Act), occupations, handicapped, minorities and so on
- The state of the economy often is manipulated by the federal government
- Interest rates are affected by the federal government



## **Four-year transfer institutions**

- They verify our two-year transfer curriculum
- They enter into articulation agreements
- They compete with the College for students
- They provide consultants
- They offer courses especially designed for College needs
- They compete for state and federal dollars
- They enter into consortiums with the College and work in other cooperative ways
- They use College facilities

## **High schools**

- They are the major source of our students
- We enter into occupational education articulation agreements through K-MAP
- Early college students are in high school when they attend her
- We hold classes in high school buildings
- We share resources with them
- We depend upon them to prepare students for college: how well they do this affects our teaching
- Their faculty often are promoted to teach at this College
- They are a source of part-time instruction for evening and weekends
- We recruit their scholars, athletes, musicians and artists
- We use their auditoriums
- Their counselors' option of the College can affect their recommending this College to their students.

## **Hospitals**

- We need their facilities for our nursing, radiology technology and other Health Division students

## **K-12 Affairs**

Since the College is a part of the Grand Rapids Public School System, it is directly and indirectly affected by the K-12 district. One could view this influence as both external and internal. It is external because the K-12 part of the District is not part of the College; but it is more than a K-12 district. It is a K-12 and College District, and the College is the top level of that district.

All of this may seem obvious, but it is profitable to isolate the influences of the district. There may be a stronger word that influence : control.

Although the College has functions similar to those listed here, ultimate controls reside with the Board of Education and district offices under the Superintendent's authority: not the College President's authority. The recommendations of the College administration about important matters carry heavy weight but may be accepted or rejected by the Superintendent even before the Board of Education reviews them.

### **IT IS THE DISTRICT**

- Personnel office which keeps records of personnel and ultimately recommends employment, accepts retirement, grants leaves and establishes personnel policies
- Business office with controls the budget and fiscal staff of the College
- Affirmative action offices which sets district guidelines
- Media services which serve the College
- Purchasing office which approves purchases
- Operational support services office which controls maintenance, renovation, grounds, energy policies and the like
- Fiscal and fiscal services office which controls budget and accounting payroll, retirement, accounts payable and receivable, facilities planning and other activities

This is not a complete list but give a picture of how the College is controlled by the District.

### **Local government**

The city and county governments have control over the College in several ways that are obvious and direct but not always in the fore. Among other things, the city controls or cooperates in:

- Parking and traffic flow
- Certain federal and state grant amounts and methods of distribution
- Varieties of bond issues and sales
- Zoning
- Police and fire department activities
- Building codes
- Downtown development

- Collection of taxes and arrangements to ameliorate them for attracting new enterprises
- Affirmative action enforcement
- Tax allocation
- Assessment of property
- Criminal justice
- Parks and recreation

## **Media**

The media have a powerful influence, both direct and indirect, upon the College, mainly in creating awareness of and forming public opinion about the College.

The broadcasting and print media:

- Promote college activities
- Criticize college activities
- Analyze college activities
- Give support to planned College activities
- Are a means for advertising College activities
- Are a marketing tool

## **Private foundations**

The College has had many occasions to go to private foundations such as Dyer-Ives, the Grand Rapids Foundation, the Steelcase Foundation and the Wege Foundation to gain assistance in worthwhile projects, the beginning and continuance of which would not so readily occur were there no foundations.

## **Public institutions (public library, art museum, Ford museum, etc.)**

Although their influence upon the College is not always immediate or heavy, their existence allows the College to use their resources and cooperate with them in activities which benefit the College.

- They provide lecture halls
- They provide display space
- They provide for student volunteers and independent study
- They are nearby and accessible to students
- They provide historical and cultural resources for faculty and students
- They engage in cooperative exchange
- They enhance the quality of the community
- They present cultural and historical shows or showings

### **Shadow educational Institutions (non-accredited, store-front enterprises)**

- They compete for students
- They affect the reputation of legitimate colleges
- They frustrate students who leave them and want to transfer credits to this College
- They create the need for regulations which also can affect the freedom of legitimate colleges

# **INTERNAL FORCES**

## **Administration**

We use the word administration here as a generic term to refer to all of the members of the group. As the administration leads, so goes the College. A dynamic, creative, insightful, forward-looking, democratic team of administrators creates the ethos or fundamental character and spirit of the College. The administrators also must work cooperatively with the individual and collective faculty, and is the one unit which can make long-range planning and implementation of the plan a reality.

- It sets internal working policies and guidelines for the College
- It is the advocate for students and faculty with the Board and the community
- It is responsible for budgeting and oversight
- It is responsible for internal and external communication including lobbying
- It is responsible for evaluating programs and people

## **Board of Education**

- Sets policy for the College and District
- Receives and acts upon recommendations through its Community Relations-Junior College Committee and Finance Committee
- Is supportive of the College and its outreach into the community
- Provides operating millage for the College

The College has some independence. It has independence or internal control (to a great degree) over

- Curriculum
- Financial aid
- Scheduling of classes
- Assignment of instructors' teaching schedules
- Admissions
- Support services
- Shaping of the budget
- Graduation requirements
- Degrees offered
- Publications

This is not a complete list, nor, is it without the realm of possibility that toward any of the listed arenas authority over and above the College policies or practices.

## **Faculty**

- They are responsible for quality teaching
- Their loyalty contributes to stability and excellence
- They are the first level guidance for students
- They provide continuity for curriculums and extra curricular activities
- They are role models for students
- They provide good will when off the campus
- They can become worse than they are, “burned out”
- They can become better than they are, “inspired”
- They are responsible for the quality of education
- They are valuable resources for research, committee work, in-service, and other College duties
- The mixture of seasoned and new faculty creates a positive, dynamic team
- They can become state in methodology and lose ground in knowledge of subject matter
- Their salary is the largest cost item in the budget
- Their morale affects the quality of the College

## **Faculty Association Foundation**

The Faculty Association has power vested in it by the State, Public Act 379, 1975. The Association affects the College in several ways:

- It negotiates the collective bargaining agreement with the Board of Education
- It monitors compliance with this agreement
- It is the agency for filing faculty grievance
- It is the agency for cooperating in interpretation of the agreement when misunderstanding or disputes arise
- It is the agency which both creates and resists changes in the agreement
- It is the agency for holding faculty members to professional, ethical standards
- It is the agency which assists the administration to meet crises which need faculty support

## **Physical Plant**

- Is one very important factor in creating an image of the College
- Maintenance and utility costs are a significant portion of the budget
- The environment of the rooms and halls affect faculty and student performance
- The total campus space is valuable and how it is used affects students and faculty alike as well as affecting the budget

- Space planning must occur for both expansion, decline and change
- Campus aesthetics affects the image of the College

## **Students**

The College mission statement amply states the range of courses and support services offered to accommodate the various kinds of students and their multiple needs.

Clearly, meeting student needs is the major purpose of the College.

- Whether intelligent or not so intelligent, motivated or not so motivated, serious or less than serious, students are a constant challenge to instructors and staff
- Many of today's students lack a clear sense of purpose
- Heterogeneous students require a variety of teaching and learning environments
- A majority of students' work schedules affect the College class schedule
- Students demand quality services for their money
- Some students require foundation courses
- Student satisfaction is significant
- Students recruit other students

Admittedly, there are more items for this forces-chart than are listed here.

Nevertheless, any long-range or even short-range planning must recognize and take into account this environment of influences which surrounds the College and the environment of influences within the College itself.

## **APPENDIX E**

### **INTERVIEW QUESITONNAIRE**



# PRELIMINARY ITEMS TO REVIEW BEFORE BEGINNING

- |                    |   |
|--------------------|---|
| Thanks             | 1. Thank you <u>so and so</u> for agreeing to participate in this interview.  |
| Voluntary          | 2. Am I correct in assuming that participation on your part is entirely voluntary?  |
| Describe Project   | 3. I hope you realize that you have, together with other selected members, been anticipating my interviewing you.   |
| Abstract           | 4. Would you like to have an abstract of the proposal for this research study?<br><br>(Give abstract)   |
| Question           | 5. Are there any questions you have about the study and the procedures we are following?  |
| No Evaluation      | 6. Please keep in mind that the study is descriptive and analytic, but not evaluative. It is not a critique of the organization, leadership style, and decision making procedures of the college.   |
| Decline to Respond | 7. Please remember that you are free to <u>decline to respond</u> at your convenience. You may discontinue the interview at any time you desire to do so.   |
| Confidentiality    | 8. All responses will be confidential. Please note that you are free to articulate sensitive issues whose items must be treated with strictest confidentiality.   |
| Time               | 9. I expect this interview to take about 45 minutes. Does that present any problem to you?  |
| Tape Recorder      | 10. Oftentimes, I do not use a tape recorder, but today I do need to use it for the importance of the information I am looking for.<br>a. Would you object to my using a tape recorder?<br>b. Eventually, I will destroy this tape after transferring important points of information to paper. |

## INTERVIEW QUESTIONNAIRE

### INSTRUCTIONS

Respondents are senior college administrators, deans, and directors. However, remember this: your participation in answering this questionnaire effectively is not only scientifically important, but also indispensable. Please give your responses (answers) which will show your honest judgment. If you are not sure, please make an estimate.

#### I. INTRODUCTORY DATA

- A. My college position or designation is: \_\_\_\_\_ and the name of my college is \_\_\_\_\_.
- B. What is the total college budget in millions of dollars per year  
10    20    30    40    50    60    70    over 70
- C. The college has campuses in \_\_\_\_\_ (1, 2, 3, 4, 5) locations
- D. The total enrollment for all campuses is \_\_\_\_\_
- E. The total number of students in transfer programs is \_\_\_\_\_
- F. The total number of undergraduate doing vocational programs is \_\_\_\_\_
- G. The total institutional instructional funds collected in millions of dollars are \_\_\_\_
- H. The total institutional maintenance (repair) funds allocated for buildings, etc, are \_\_\_\_\_ of dollars.
- I. The total funds used for institutional research are \_\_\_\_ thousands of dollars.
- J. How often do the administrative officers of your college meet, as an administrative decision making group to discuss the goals, objectives, and developments of the college?  
\_\_\_\_ Daily    \_\_\_\_ Weekly    \_\_\_\_ Monthly    \_\_\_\_ Quarterly    \_\_\_\_ Yearly  
\_\_\_\_ Only when needed
- K. What are the general responsibilities of your Board of Trustees (check as many as apply):  
\_\_\_\_ Planning    \_\_\_\_ Approving Courses    \_\_\_\_ Making Decisions    \_\_\_\_ Making Policy

\*Please note that planning may include budgeting, programming, controlling, directing, leading and evaluating).

L. In one year, how many hours do you estimate the Board of Planning agency of the college spends in planing? \_\_\_\_\_

II. FORMAL PLANNING IS APPLIED IN LIGHT OF ARTICULATED COLLEGE GOALS

A. Does your college use formal planning procedures? Yes\_\_\_\_ No\_\_\_\_

B. Give one example showing how your college uses the formal planning process (e.g., using goals and objectives).

C. Formalized planning is (please choose only one):

\_\_\_\_ an excellent way of planning

\_\_\_\_ a good way of planning

\_\_\_\_ a fair way of planning

\_\_\_\_ a poor way of planning

D. Formalizing planning is controlled by a specialized group, e.g.

\_\_\_\_\_

E. Who contributes to the setting of college goals and objectives (Please choose as many as apply). \_\_\_\_\_

F. Does your college use the idea of "Management by Objectives?"

Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

G. Has your college developed according to its goals and objectives?

Yes\_\_\_\_ No\_\_\_\_ Don't know\_\_\_\_

If you answer 'yes' or 'no' please explain:

III. ENVIRONMENTAL STUDIES

A. The economic, social, political, religious, and demographic trends are environmental conditions. Which influence the operations of the college? Does your college prepare studies to analyze the effect of these trends on it?

\_\_\_\_yes \_\_\_\_ no

B. If yes, how are these studies prepared (you may check more than one item):

\_\_\_\_ an internal (college) way of monitoring trends

\_\_\_\_ a college research task

\_\_\_\_ written minutes of newsletters

\_\_\_\_ other \_\_\_\_\_

- C. If no, how are administrators, professors, and staff kept informed about the trends? \_\_\_\_\_
- D. Check the word or words which mostly influence the attitudes of top college administrators (officials) to manage the college (you may check more than one item):
- |                              |   |
|------------------------------|---|
| _____ Politics               | _____ ethnicity                               |
| _____ students               | _____ faculty (staff)                         |
| _____ government             | _____ external agency                         |
| _____ political elite        | _____ superintendent of education             |
| _____ economic trends        | _____ academic goals and standards (academic) |
| _____ other (Please specify) |   |
- E. The persons(s) or office at my college who or which prepares environmental studies for analysis is (you may check more than one):
- \_\_\_\_\_ president
- \_\_\_\_\_ vice president
- \_\_\_\_\_ senior academic officer
- \_\_\_\_\_ office of student affairs
- \_\_\_\_\_ director of institutional research
- \_\_\_\_\_ public relations office
- \_\_\_\_\_ college planning and management office
- \_\_\_\_\_ registrar
- \_\_\_\_\_ other \_\_\_\_\_
- F. The sources of information used for analyzing studies of the environment are (check those which apply)
- \_\_\_\_\_ Teachers union or association
- \_\_\_\_\_ Occasionally directed college research
- \_\_\_\_\_ expertise of consultants
- \_\_\_\_\_ superintendent of education
- \_\_\_\_\_ local government studies
- \_\_\_\_\_ independent (external agencies)
- \_\_\_\_\_ professional groups
- \_\_\_\_\_ institutes of education (U. of M. or MSU, for example)
- \_\_\_\_\_ other \_\_\_\_\_
- G. Does the Program of Environmental Studies help your college develop more reliable and valid goals and objectives
- \_\_\_\_\_ yes      \_\_\_\_\_ no      \_\_\_\_\_ Don't know
- H. Which of the following trends are evaluated by a unit in your college?
- \_\_\_\_\_ economic      \_\_\_\_\_ social

\_\_\_\_\_ political

\_\_\_\_\_ cultural

- I. Does continuous evaluation of economic, social, political, and cultural influences on the college help it to reformulate short- and long- range plans? Please provide a short explanation.
- 

#### IV. COLLEGE GOALS

- A. Role of Master Plan in college planning affairs: Please rank-order them from 1-8. Please check those conditions, which influenced the creation of the college's Master plan.

Condition

\_\_\_\_\_ Overwhelming knowledge explosion after the 1960s

\_\_\_\_\_ Increasing costs and reduced budgets

\_\_\_\_\_ Size of campus enrollment

\_\_\_\_\_ External (government or agency) support organization

\_\_\_\_\_ Student interests in programmatic areas

\_\_\_\_\_ Articulated national planning

\_\_\_\_\_ Interdisciplinary nature of many courses

\_\_\_\_\_ Development of suitable manpower for Michigan and the USA

- B. Please rank order (from 1-4) for the major goals of the college as indicated in

B<sub>1</sub> – B<sub>3</sub>

B<sub>1</sub>    \_\_\_\_\_ teaching  
         \_\_\_\_\_ Community service  
         \_\_\_\_\_ Training Manpower

B<sub>2</sub>    \_\_\_\_\_ Politically inclined  
         \_\_\_\_\_ Culturally oriented  
         \_\_\_\_\_ Economically attuned  
         \_\_\_\_\_ Socially geared

B<sub>3</sub>    ☐ To maintain academic standards

☐ To produce the elite

☐ To liberate the poor

☐ Other \_\_\_\_\_

C.    C<sub>1</sub> does your college have a clear *criterion* for appointing personnel for specific administrative positions (please check one)

☐ yes

☐ no

C<sub>2</sub> If the answer is no, explain why you think so

C<sub>3</sub> Does your college have a clear criteria for appointing personnel for specific instructional positions?

☐ yes

☐ no

C<sub>4</sub> If the answer is no, explain why you think so.

C<sub>5</sub> If your answer for C<sub>1</sub> and C<sub>2</sub> are yes, indicate by checking the words below, which are related to appointing both administrative and instructions faculty.

☐ recruitment

☐ selection

☐ hired (employed)

☐ training, retraining, and faculty development

☐ promotion on Merit

☐ promotion on academic performance

☐ promotion on other grounds e.g. \_\_\_\_\_

☐ security, tenure (permanent employment)

☐ salary increases

☐ other \_\_\_\_\_

D.    Please write T for True and F for False for the following:

☐ Our college has specific (clear budget goals and objectives

☐ Our college tries to allocate funds by using a list of priorities

☐ Our college is familiar with such management techniques as PPBS, MBO, XBB, MIS, ID, EDUCOM, and uses them

☐ Our college makes faculty or staff size changes (adjustments)

☐ Our college eliminates some academic courses and departments

☐ Other, please list \_\_\_\_\_

E.    Write T or F against each statement as follows:

☐ 1. Our department has clear course goals and objectives

☐ 2. Our faculty applies and uses course priorities

☐ 3. Our faculty consolidates courses

- \_\_\_\_\_ 4. Our faculty eliminated courses
- \_\_\_\_\_ 5. Our faculty reorganizes courses
- \_\_\_\_\_ 6. Our faculty has a limited number of courses and objectives
- \_\_\_\_\_ 7. Our faculty has a specific criteria for measuring and maintaining course quality.
- \_\_\_\_\_ 8. These goals and objective (have changed) over the last 10-15 years.
- \_\_\_\_\_ 9. Please describe the criteria for maintaining course quality
- \_\_\_\_\_ 10. Please describe the criteria for measuring course quality
- \_\_\_\_\_ 11. The main reason(s) for elimination, consolidation, reorganization or creation of new courses (Please explain)
- \_\_\_\_\_ 12. The techniques (approaches, etc) that are used to monitor the attainment of goals and objectives in out college are:

## V. DECISION MAKING AS A PLANNING PROCESS

Please check the best answer for each of the numbers 1-7

1. Internal problems and issues are identified by:
  - a. analysis
  - b. consultation
  - c. individual reaction
2. Crucial facts and relationships are determined by:
  - a. analysis
  - b. experience
  - c. action effects
3. Participants are selected for decision making (planning) on the basis of their
  - a. expertise
  - b. statesmanship
  - c. position
  - d. other e.g., \_\_\_\_\_
4. The locus of consultation is (please check)
  - a. narrow
  - b. wide

5. The degree to which analytical information is used is:
- a. high
  - b. medium
  - c. low
6. How are priorities developed for decision making?
- a. goal ranking
  - b. top administrators
  - c. negotiation
  - d. with faculty input
  - e. other \_\_\_\_\_
7. The most typical decision making style is (please check all which apply):
- a. organized anarchy (accident)
  - b. compromise
  - c. reasoning
  - d. consensus
  - e. conflict resolution (public debate)
  - f. bureaucratic orders, commands, and requests
8. Has the decision making process of the central administration changed in the last three years (please check one)?
- \_\_\_\_\_ yes      \_\_\_\_\_ no      \_\_\_\_\_ don't know

## CONCLUSIONS

1. What procedure is instituted when goals and objectives of the college are not being realized?
- \_\_\_\_\_
2. In general, how well are the college goals realized (please circle one)?
- Very well  
Well  
Not very well  
Poorly  
Very poorly

## METHODS OF INSTRUCTION

Please put a check in front of used instructional techniques in your college (university).



- a. lecture
- b. lecture-discussion
- c. seminar
- d. learning contracts
- e. question methods
- f. independent study
- g. discussion
- h. tutorials
- i. advising
- j. group-discussion
- k. use of TV, cassette, radio, overhead projectors
- l. use of computer
- m. role-playing
- n. case study
- o. brain storming
- p. current event or research
- q. handouts
- r. guided inquiry

**APPENDIX F**

**HUMAN SUBJECTS DOCUMENT**

# Michigan State University

1612 C Spartan Village  
East Lansing, MI 48823  
December 16, 1986

TO: The President's Cabinet Members  
Grand Rapids, Lake Michigan, Jackson and  
Montcalm Community Colleges

Ref: Protection of Human Subjects for Research

Dear Sir/Madam:

As you already have known through your President, Vice President, and/or my direct communication with all of you in your cabinet session, I have decided to include you in my sample for data collection on comparative perceptions of administrative leaders (planners) of colleges in college (Institution) planning. The major reason for including you in this important study is because many people in your community and college can count on you as a planner and college leader (president, vice president, dean or director). In addition, I also value your leadership expertise, experience, and wisdom which I would like to know by seeking your support, responses, and cooperation.

The attached document is my interview-questionnaire designed to keep your identity anonymous to ensure your maximum protection against all potential physical, psychological, social, legal, and economic risks or harm. Further still, a letter will be used to symbolize the designation of your college position (rank) when analyzing the data. As you can see, these procedures will enable me to handle the information more confidentially to the extent that your security will be 100% guaranteed.

Evidently, this research is a descriptive and an analytic project. The main purpose for carrying it out is not only to assess the strengths and weaknesses of the rational and other management models in higher education, but it is also to make an attempt to explain how, when, and why strategic planning is an imperative management philosophy of our times and to decide not to use it is to commit academic and institutional suicide. Living in a world of scarce resources, diverse needs, and an uncertain future requires that institutional planners manage their academic environments more and more strategically. A planning model which places emphasis on strategic or effective institutional management will be consistent with the purposes of this inquiry. After completing the study, I will furnish your college president with a copy for your interests.

When giving your responses, you have the freedom to participate or not to participate. In addition, you may choose to discontinue giving your responses at your convenience. Such a personal choice is without recrimination. If you feel that it is

reasonable to participate in this worthy project, please sign both letters. Keep a copy for your records and give me the other copy.

Finally may I let you know that for purposes of effectively satisfying the requirements of the study's design, I sincerely seek your permission and support for taping our interview.

Thank you very much.

Sincerely yours,

Meshack Sagini

Ph.D. Candidate for College and University Administration

Signature of respondent \_\_\_\_\_

Designation \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX G**

### **PLANNING MODELS: THE CHALLENGES OF STRATEGIC IMPERATIVES IN HIGHER EDUCATION**

This chapter was published after the dissertation was received by MSU in 1987.

Planning Models: The challenge of Strategic Imperatives in Higher Education,  
Meshack M. Sagini, Lansing Community College, Michigan.

Published in *Community/Junior College*, 15:71-85, 1991

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## **APPENDIX G**

### **PLANNING MODELS: THE CHALLENGES OF STRATEGIC IMPERATIVES IN HIGHER EDUCATION**

A sample of 42 top administrators and middle-level planners in four community colleges was identified and selected on the basis of informed opinion. They were selected from a population of 60 administrators. These planners were administrators who were surveyed, interviewed, and selectively tape recorded for data collection on rational and strategic decision making. The data were analyzed with the use of ethnographic and nonparametric procedures. With the use of satisfactory evidentiary warrant, it was concluded that two rural colleges (A and C) used different planning models as compared to those used by urban institutions, namely B and D. A and C used the consensus model, while B and D applied the autocracy and rational models, respectively.

#### **THE PROBLEM**

This research sought to establish whether or not planning (management) models existed in four different Michigan community colleges as perceived by college planners. Whether the colleges' planning models existed or not was not only scientifically an unverified fact, but this unverified fact needed to be investigated, documented, and verified on the basis of rational and strategic planning theories. The investigation articulated new multi-decision-making approaches to college

governance, management, and leadership. The decision making approaches (planning models) that the research investigated included rational, bureaucratic, consensus, political, organized anarchy, and compromise.

While the intention of the researcher was to make an exploratory attempt in delving into management technicalities of his major field of study (higher education), the specific purpose of his research was to find out if administrative structures, principle characteristics of planning participants, planning parameters, planning procedures, planning products, and strategic planning were effectively developed, implemented, and evaluated consistent with formally established institutional missions, and whether the missions were ratified and operationalized with the use of rationality, compromise, and other cybernetic models (Birnbuam, 1989).

The investigated colleges are among the 29 public two-year institutions in the state of Michigan. The author conducted scheduled and unstructured interviews. Through interviewing processes of members of the “Administrative Councils” in college A , “President’s Cabinet” in colleges A, B, and D, as well as the “Administrative Committee” in college C, data were collected by conducting on-site interviews and selectively tape recording some of them.. The survey instrument was designed to obtain basic data from the respondents. The data were also collected by examining available institutional planning documents, and by interviewing the planners about institutional demographics, formalized planning, strategic planning and decision making, and the degree of effectiveness of the institutions’ planning systems. As it was designed, the author examined and assessed the relationship

between planning by the officials of the four colleges and their execution of their plans.

## **RESULTS**

With the use of descriptive statistics, substantive analysis, and interpretive commentary, striking and conclusive observations were made and learned. In relation to institutional demographics, the trustees of college B spent only 10 hours a year to plan for their college. This time was viewed to be insufficient for stimulating synergistic interaction between the Board of Trustees and other governance representatives of the college community. Generally, the board of each college ratified the mission and allocated the amount of resource expenditures. The amount each college spent depended on how it addressed its distinctive mission and the structural and numerical size of each institution.

Strategically, whenever planners of the four colleges used the planning models to monitor the impact of environmental trends on colleges, they became more sensitive to economic rather than to political, social, cultural, and technical influences. This indicated that people were more perceptually receptive and sensitive to economic trends because these trends greatly influenced their lives more than other trends.

Specific individuals in institutional units were assigned the responsibility of preparing studies for environmental scanning, analysis, and articulation. These studies concerned external and internal environments of colleges. Although each college used different sources for information on environmental analysis, once



analyzed, the data at hand enabled planners to be more informed on institutionally related management concerns. Based on factual evidence that was analytically extrapolated from the usage of the multi-decision making models, all planners were essentially long-range, rather than strategic, planners. In essence, long-range planning is modified duplication of past planning traditions and practices and their institutionalized craving for cosmetic improvements aimed at maintaining the status quo. Contrary to this view, strategic planning denotatively connotes visionary, scientific, philosophical and adaptive participatory management that results in synergistic change. Because all planners were long-range, rather than strategic planners, the effectiveness with which they articulated their management and institutional concerns reflected that they were excellent as opposed to exceptional planners. Institutional processes employed for data collection and environmental monitoring included assessments conducted by selected faculty members, local government studies, studies of professional consultants, and summaries given through presidential briefings. Whenever the environment had been relatively analyzed, it became easier for planners to make more informed institutional decisions.

In reference to college goals, all planners in various divisions and departments integrated prioritized objectives in the context of institutional funds, programs, personnel and mission. With the exception of college B, colleges A, C, and D had developed according to their state goals and objectives. The reasons which made college B not to develop accordingly were based on planners' perceptual differences in the application of one major planning model.

Although senior community college faculties were tenured, senior administrators were not. Each college had unwritten criteria for appointing personnel into instructional and administrative positions. Faculty and staff changes and reorganization of courses and programs were made on the basis of changes in enrollments, student interest, program quality, and market demand. Infrequently, academic courses and departments were discontinued whenever funding and enrollment opportunities dwindled. These cuts in funding, programs, departments, and faculty were manifestations of retrenchment whose causes were largely attributed to inflation, stagflation, and mismanagement. In period of economic recession, the influence of these characteristics of retrenchment become increasingly more highly pronounced because there is less economic growth, less circular flow, less investment and exchange, and therefore, less funding.

In all the four colleges, teaching, economic viability, and academic standards were the most highly cherished institutional goals. Planners who formulated goals and participated in decision making were selected for their expertise rather than position or statesmanship. The locus of consultation was wide as opposed to narrow. In general, planners in colleges A and C were more democratic in their decision making than planners in colleges B and D. As described in this paper, several explanations have been advanced to explain this phenomenon. In conclusion, and on the basis of evidence, the best planning model of the colleges was consensual rationality (consensus-rational). This analytically conceptualized model enabled college planners to operationally rationalize the validity and authenticity of their governance, management, and leadership styles.

In a strategic and rational environment, policy is a product of strategic forces in which the planning models act as “shock absorbers”. Strategic force is the process through which external and internal factors of the institution are integrated to produce strategic responses. Because all types of decisions are made with the use of models, and because such decisions are made in complex rather than simple, demanding rather than relaxed, difficult rather than easy, and sometimes hostile rather than humane, environments, these decision making models were used interchangeably to enhance stable institutional adaptability to problems of change and internal governance.

In this study, the author used procedural values to investigate the processes and structure of internal governance. The criteria which were used for investigation included such terms as participating, administrative efficiency, expertise, rationality, formality, planning model, effectiveness, mission, goals, roles (positions or ranks) and others. Such terms formed a logical and substantive criteria of structure which was applied to study the problem(s) of institutional design as viewed from a strategic viewpoint.

Substantively, the criteria of data collection and analysis were used to assess the functions of planners (college administrators), norms and values of institutions (e.g., standards, planning models, goals, objectives, and missions), and institutional procedures which included planning techniques. The utilization of institutional (planning) functions and norms were used as values which included planning techniques. The utilization of institutional (planning) functions and norms were used as values which reflected institutional culture whose maintenance was regulated by

those who played various planning roles in light of prescribed institutional rules defined as rights and obligations. The planning processes were affected through normatively established institutional governance structures. The structures used a variety of planning models to make institutional decisions. The consensus and rational models were more commonly used than the organized anarchy, compromise, conflict resolution, and bureaucratic models. The fact that all these models were administratively used reflected not only the degree of freedom with which planners expressed themselves, but that these expressions were reflections of institutional willingness to accommodate flexibility in decision making mechanisms.

Although the consensus and rational models were more dominantly being used than others, the decision making styles of the four colleges were amenable to eclectic consensual rationality. These institutional governance structures that utilized a variety rather than a uniformity of decision making models were viewed as a form of educational architecture.

The institutional existence and utilization of a variety, rather than a uniformity of governance structure(s) and planning model(s), did not only show the presence of class struggle (conflict of interests) latent in hierarchical institutional settings, which used the models to resolve conflict and make decisions, but that conflict of interest was reminiscent of situations which arose from institutional desire for career and professional paths, technological advances, social class, the ideology of individual self-determination (autonomy), and the status of the community colleges themselves. Because the conflict of interests were, indirectly or directly, impacted on by strategic

forces, what happened daily in these institutions, and perhaps in many other higher education institutions, mirrored, in miniature, the wider workings of the cultural social fabric.

In relation to students, and even as Clark (1976) had also observed in practice, a democratic society rationally uses planning models to limit and block culturally instilled goals and the approaches needed to “reflect the resentment and modify the disappointment of those whom opportunity is denied” (page 15) to subject them to bad jobs. Viewed from this perspective, the major function of the community college then was to cool the aspirations of students and temper their frustrations through gradual accumulation of evidence based on tests, course grades, teacher recommendations, and the advice of counselors. Cumulative evidence from these sources convinced students to make decisions that influenced them to get two-year vocational and terminal degrees instead of making decisions on transfer to four-year educational institutions. As scholarly evidence has shown, fewer students from each of the four colleges transferred to four-year institutions. By inference, this evidence showed that society limits and blocks culturally instilled goals of the majority of students whose social mobility is considered *is po facto*, undesirable.

Each of the four institutions was viewed as a formal and politically organized social structure or subsystem. The structure involved an element of clearly defined patterns of activity in which a series of actions were functionally related to the purposes of each institution. There was a series of integrated offices (positions), characterized by a hierarchy of statuses which had obligations and privileges. The obligations and privileges (rights) were defined by limited and specific rules.

Positions were awarded on the basis of proven competence and responsibility. Each planner in each office had authority which was a form of power used for directing, organizing, planning, coordinating, and controlling specific institutional functions. The authority was derived from acknowledged status in performing the functions. In other words, authoritative power used for integrating these management and leadership functions did not rest in the person, it rested in the office. Planning actions occurred within the framework of pre-existing institutional rules, regulations, norms, and values whose cognitive, social, and cultural biases were ratified through the use of the six decision making models. The planning actions were related to the purposes (mission, goals, and objectives) of each institution. The purposes (parameters) were defined, implemented, and subjected to periodic evaluations.

The structure of each institution rested on the formalized bureaucratic organizational theory rather than on the human relations and strategic management theories. Within that kind of bureaucratic order, management (planning) activities were instituted scientifically. Responsibility for designing and formulating institutional goals and objectives, determining the scope of worker's job description, place of work, and job specification, evaluating performance, distributing rewards and penalties, and hiring and dismissing rested with the chief planning officers within the central administration.

## **CONFLICT RESOLUTION AND AUTOCRACY: THE CONSENSUAL DILEMMA**

On the basis of each governance structure in the four colleges, the control system was a set of processes and techniques designed to increase the probability that people would behave in ways that led to the achievement of institutional goals. The intent of the control system was not to control people's behavior per se, but to influence them to act and make decisions that were consistent with institutional goals. The factors that influence the effective application of institutional goals was size and structure of each college, technology, environment, and dominant structure coalitions. With respect to the colleges, and in reference to evidence, college planners indicated that their dominant decision making model was consensus for A, B and C (see Table 1). Ironically, these observations of the colleges were not consistent with the testimony of the chief planning officials in colleges A and B. The chief planning official in college A very brilliantly used the political model to orchestrate the decision making mechanisms in his institution whose decision making structure was based on four power groups, the inner cabinet, the President's cabinet, the vice president's council, and the administrative council. College A's senior planning officer influenced the structural design of these power groups and used the political model to influence the strongest coalitions to support his policies (institutional policies) and make, implement, and evaluate decisions.

The reasons which appeared to account for his success in using the political model (conflict resolution) were largely based on his thorough understanding of the American political process, the lot of the community college, and the gamut of the strategic environment. In addition, this chief planning officer's ability to remain

open, rather than closed, enabled the power groups and resultant coalitions to perceive institutional reality, as interpreted by the chief planning official, to be open, free, democratic, and therefore, beneficial and acceptable to them.

The inner cabinet was made of the president and some loyal and trusted members of the cabinet. The vice president's council was made up of four vice presidents only; the cabinet was made up of the president, vice presidents, three deans and four directors; and the administrative council, which was composed of 35 people, was made of the cabinet and divisional chairpersons. It was evidently clear that most decisions made at the higher levels of administrative authority were not known or were not certain to those in lower echelons of the administrative structure. What this implied was that planners at the lower ranks were not seriously involved in participatory (strategic) decision making forums of the college's power groups.

Unlike college A, college B's senior planning official used the autocratic decision making model. The structure of internal governance (power groups) in college B was composed of the inner cabinet (made up of the president, three women, and one man who was invited occasionally); cabinet (made up of seven people, including the president, two vice presidents, and four directors); expanded cabinet (made up of cabinet and four deans who were only invited to attend cabinet meetings occasionally); and, finally, the annual off-campus retreat in which all planners and faculty met informally for the articulation of long-range goals and policy decisions of the college.

The senior planning official in college B succeeded in making decisions for the college by utilizing the several coalitions of interests reminiscent in the internal



institutional governance structures (power groups). Ironically, although 41.2% of the respondents (largest percentage, Table 1) indicated that the planning model for college B was consensus, the chief planning officer believed that it was autocratic (Mulder, personal interview, 3-16-87). Autocracy is a “government in which one person possesses unlimited power” (Webster’s New Collegiate Dictionary, 1979, page 75). This autocratic decision making model, as it was perceived, may have been used to eliminate faculty and deans from the decision making process of the college. If the issue of elimination was true, then college B’s management strategy was less participatory, less healthy for institutional operations, and unhealthy for strategic planning purposes.

For both college A and B, as has been mentioned earlier, large percentages of the responses from planners showed that the consensus, as a planning model, was more dominantly used than other models. However, evidence based on close scrutiny of the chief institutional planners in the two colleges argue to the contrary. College A’s chief planner used the political model (conflict resolution) while his college B counterpart was an autocrat. Paradoxically, other senior and middle level planners in Colleges A and B were not able to determine the nature of models their colleges used in their governance structures. The chief planning officials of institution A and B were so acute in political acumen that they designed governance structures that worked for their own interests and concerns to the detriment of the majority of fellow planning officials. They also were able to do so because their authoritative power sanctioned the loyalty and support of their followers who, hopefully, may have found it difficult to question the malaise of administrative inefficiency. The ability of senior

administrators to design decision making mechanisms that mean one thing yet are perceived to be different by different people is a form of administrative irony. While the essence of the political model employs conflict resolution to keep the senior planning official in power indefinitely, the essence of autocracy is insecurity. The power base of the former is in the ability to brilliantly control planning participants through the process of dominant coalitions (within the governance structures), that of the latter is in the ability to systematically eliminate the influence, regardless of its creativity and foresight, of the person and coalitions viewed as detrimental to the dominance of the regime. The major goal of the college of the former chief planner was to teach students that of the latter was to serve the community.

Lall and Lall (1979) have argued that autocratic leadership is poor human relations. The leader uses reward to motivate subordinates. Members of the organization do not have the opportunity to participate and exchange ideas. Expertise and all potential are subdued. Workers are manipulated to accomplish the goals of the leader.

The two authors continue to say that autocracy is a defense mechanism that arises with feelings of insecurity, inferiority, and incompetence, uncertainty and indecision. The authors summarized Kimball Wiles and John Lovell and said that a group which is led by an autocratic leader is characterized by

Intense competition, lack of acceptance of all members, buck passing, avoidance of responsibility, unwillingness to cooperate, aggression among members and toward persons outside the group, irritability, and a decrease in work when the supervisor is absent. A group with a benevolent autocrat for an official leader loses initiative, shows regression to childlike dependence, becomes increasingly submissive, does not continue individual development, cannot accept added responsibility easily (page 96).

In reference to autocratic leadership in community college governance structures, the leader's insecurity and arrogance is viewed with "Suspicion, disdain, and tolerance by collegiate and university power groups".

Contrary to autocratic behavior, the behaviors nurtured by the consensual and democratic leader develop power within the group for participating in planning, goal setting, and group opinion or decision making. Because the power base for the democratic and consensual leader as viewed in colleges A and C (see Table 1) is broader than that of the insecure autocrat, democratic leadership enhances worker morale, motivation, productivity, and goal achievement (Lall and Lall 1979). Overall, the utilization of consensual leadership style for internal governance and management enabled colleges A, C and D to achieve their goals while college B, for obvious reasons, did not and could not use its planning model to strengthen the board's involvement in dynamic decision making mechanisms.

## **RATIONALITY AND CONSENSUS**

Rationality, as a philosophy of life, cannot be limited to mere argumentative reasoning, but by extension, it can be viewed as a value-laden process of intellectual, autonomy, and existentialist philosophy governed by moral conceptions of a cosmopolitan, industrial, bureaucratic, and democratic order. Characteristic of western culture, whether rationality is formal or

substantive, value-oriented or purposive, rational action is ethically based on principles of conviction and responsibility.

In other words, to act or plan rationally does not necessarily underrate rationally and philosophically oriented economic, political, ethical, erotic, or aesthetic ideas although, all of the ideas emanate from and are about human nature; these ideas are empirical and normative.

The use of rationality (reason) per se should not be restricted to its anthropological sense. Rationality's utility should be extended to include its moral, logical, and scientific perspectives. When rationality is integratively carried on in such philosophically interpretive and practical ways, it becomes a form of education which can be used to preserve the institutional humanity, independence, dignity and integrity of organizations.

Within the community college setting of the four colleges, responses, observations, and interpretations of rational planning approaches were reminiscent of the decision making activities of the wider rational and democratic social fabric in the west and other societies. In other words, rationality's use is not confined to the planning leadership in the four institutions alone, it is a cultural and philosophical statement deeply embedded in people's lives, values, and norms, and organizational beliefs.

Rationality is reflective critical thinking. Consistent reflective and critical thought does not only empower the rational thinker, but such thinking and reflective power liberates the thinker. If the thinker expresses themselves critically and powerfully, critical thinking or rationality may be interpreted as a

form of revolutionary thought. Rational, critical, and revolutionary thought is a form of elite cultural imperialism. Since community colleges are not elitist institutions, their leaders (planners) could not afford to encourage the utilization of critical and reflective rational thought commonly used in universities with which, such scholars as Chaffee (1983), the proponent of rationality, are familiar. The less emphasis placed on the use of rationality in community colleges is, therefore, justifiable.

Although 37.5% of the planners in College D formed the largest group which (see Table 1) used the rational model, 68.75% of the planners in the same college indicated that they used other models (bureaucratic = 18.75%; compromise = 12.5%; consensus = 25%; conflict resolution (debate) =12.5%). What this meant was that the majority of planners in College D used different models other than the rational model. Then, since the rational model was not, in totality, the most popular, it was unlikely to be the most suitable planning model in College D. Therefore, it is evidently clear that five, rather than one model were individually and collectively perceived to be used to make management decisions in College D.

Again, in the context of Table 1, the majority of planners in Colleges A, B, and C indicated that they planned consensually. Percentage-wise, College A had 10% of responses for organized anarchy, 20% for compromise, 10% for rational, 45% for consensus, 10% for conflict resolution and 5% for the bureaucratic model. Consensus was dominantly used in College A. But it was not the only employed decision making model. Other models, though less

frequently used, were anyway. Together, their total percentage was 55%. Individually, they were less dominant. Collectively, the models were eclectically useful in their contributions to decision making in the college. The same argument could be applicable to Colleges B and C in which consensus was thought or perceived to be the dominant decision making model.

Consensus was collective opinion of the planners in Colleges A, B and C. The planners in each college formed a planning system. Each member within the planning system (group) participated in the discussions related to suggestions, arguments, issues, values, policies, procedures, and resources of planning the community colleges. The discussions were ratified by a vote, or a collective yes, or a general common feeling of accord. The purpose of such collective agreement was to affect given purposes, goals, or objectives. In this case, the consensus was not only collective responsibility, but it was also purposive in nature. Collective and purposive responsibility in decision making was participatory management and collective wisdom. Such collective and consensual wisdom was not the monopoly of the four community colleges alone, but it is inherent, procedural, and democratic human behavior that makes it possible for human beings to solve crucial administrative and management problems in organizational and institutional settings. In other words, within the context of the four colleges, the utilization of consensus was a miniature reflection of what happens in the wider political and socioeconomic fabric.

Both the rational and consensus models were perceived to be the best decision making models in the four community colleges; however, the two

models are not the only ones used in the diverse, pluralistic, and class-conscious capitalistic environment. Of the six models, consensus was perceived to be predominately used in colleges A, B and C and second best in college D; the rational model was the best in college D only and the second best in colleges B and C.

In conclusion, both rational and consensus models were perceived to be more dominantly used than the other decision making models in the four colleges. The former was predominantly used in college D, and the latter is colleges A, B, and C. In spite of their (models) obvious implications for research, teaching, and planning, three central themes emerged from the analysis of these institutionally oriented models. First, evidence indicated that the colleges used all the six planning models selectively rather than collectively, institutionally, or departmentally. They used the models frequently to articulate long-range traditional planning techniques in the absence of strategic planning imperatives. Second, because of the complexity, unpredictability, and uncertainty of the strategic environment, two rural institutions ( A and C) used different planning models as compared to those used by urban institutions (B and D). Finally, all planners, as individuals, preferred using all the six planning models to using just one or two. Hence, for the purpose of effectively addressing their missions, management, and leadership styles for adaptability and changes, the use of eclectic consensual rationality was more strongly articulated than the use of single decision making models. Though lacking synergistic and strategic

significance, the analytic utilization of eclectic consensual rationality (cybernetic paradigms) was not without reliable and scientific canons of validity.



Table 1 - The most typical decision making model (responses)

Planner(s)	President		Vice President			Dean					Others <sup>a</sup>						Totals							Percentages						
	CR	CO	CN	R	CN	CM	R	CN	CO	B	O	CM	R	CN	CO	B	O	CM	R	CN	CO	B		O	CM	R	CN	CO	B	
College																														
A		1	1	1	4	1		2			2	2	1	3	1	1	2	4	2	9	2	1	20	10	20	10	45	10	5	100
B		1			2		1	2		2		3	2	3		1	0	3	3	7	1	3	17		17.6	17.6	41.2	5.9	17.6	100
C	1				1	1	1	3					3	2			0	1	4	7	0	0	12		8.3	33.3	58.3		100	
D				1		1	3	2	1	2		1	2	2	1	1	0	2	6	4	2	3	16		12.5	37.5	25	12.5	18.75	100
Total by Rank	1	2	1	2	7	3	5	9	1	4	2	6	8	10	2	3	2	10	15	27	5	7	63							
% of Rank																								3.1	15.4	23.1	41.5	7.7	10.8	100

NOTE: Other<sup>a</sup> means Registrar, Director or Comptroller

- O - Organized Anarchy
- CM - Compromise
- R - Rational (reasoning)
- CN - Consensus (collegial)
- CO - Conflict Resolution
- B - Bureaucratic

Percentages were approximated due to rounding.

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