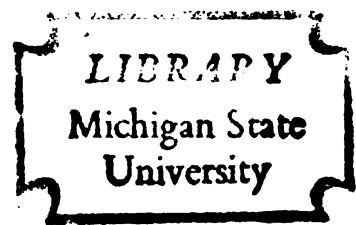


ORGANIZATIONAL STRATEGIES : SELECTED NEW  
COLLEGES AND UNIVERSITIES  
1965 TO 1969

Thesis for the Degree of Ph. D.  
MICHIGAN STATE UNIVERSITY.  
ERIC R. JENSEN  
1970



This is to certify that the

thesis entitled

Organizational Strategies: Selected New  
Colleges and Universities  
1965 to 1969

presented by

Eric Reinhard Jensen

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Education

A handwritten signature in cursive script, reading "Louis J. Owens", written over a horizontal line.

~~191-10-1871~~ 70 191-July 23-92

~~JUL 10 1973~~ R5 22 Aug 73

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153-June 15-92

## ABSTRACT

### ORGANIZATIONAL STRATEGIES: SELECTED NEW COLLEGES AND UNIVERSITIES 1965 to 1969

By

Eric R. Jensen

The purpose of this study is to reveal the strategies of organization that have been employed by new four-year institutions of higher learning.

The specific objectives of this study are to:

(1) determine what kinds of organizational strategies new colleges and universities have developed to facilitate the functions of philosophy, structural organization, facilities, funding, faculty, and curriculum; (2) determine what unique factors characterize a particular institution; (3) determine what long-range planning has been initiated; and (4) determine, after an evaluation of decisions made, a general thesis of strategy.

A review of the literature reveals that the academic community has concerned itself primarily with studies of individual and/or sub-unit activities of the educational process and not with studies of the institution as a formal organization. This study will contribute needed empirical



knowledge, in the form of case studies, to the future study of the college as a formal organization. As more and more evidence is made available it will be possible for future researchers to develop theories of organization and strategies of organization based on empirical evidence with measurable "givens" as a "base." Pragmatically, the study will provide information for future institutions that are in the developmental stage.

Six institutions were identified that would yield a variegated cross-section of economic and demographic environments and purposes. The chief administrative officer was interviewed. Seven categories were examined: (1) the study of need, (2) the goals and philosophy, (3) the funding, (4) the facilities, (5) the organizational structure, (6) the curriculum, and (7) the long-range planning. The structured interview was utilized, allowing in-depth observations and the enlargement of specific areas by the respondent. Data were accumulated from the taped interview, published documents from the institutions, and additional published material. Anonymity of each institution and respondent was preserved.

One institution failed, one institution was absorbed by a larger university, and three institutions seem likely to succeed. The three institutions that seem likely to succeed engaged in comprehensive studies of need, had determined realistic goals, had adequate facilities, had a sound fiscal plan, had a curriculum congruent with the goals and philosophy,

and had extensive long-range plans with provisions for continual reappraisal. The data revealed that the faculty were not involved in the planning of the educational facilities at any of the institutions. Except for one institution, the organizational structure originated from the office of the president or the academic dean. Except for one institution, there was a lack of a substantial financial base at all the institutions. No institution provided for continual evaluation of the curriculum.

The data from this study reveal that if a new institution of higher learning engages in a comprehensive study of need; develops realistic goals and a viable philosophy; has a substantial financial base and a sound fiscal plan; has adequate facilities; has a structure of governance that involves all those concerned individuals; has a curriculum that provides for continuity, sequence, congruence with goals and philosophy, and evaluation; has an operative long-range plan that provides for continual reappraisal; and engages consultants during all phases of development; the institution has the potential for success.

ORGANIZATIONAL STRATEGIES: SELECTED NEW  
COLLEGES AND UNIVERSITIES  
1965 to 1969

By

Eric R. Jensen

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

College of Education  
Department of Administration and Higher Education

1970

642773  
7-1-70

#### ACKNOWLEDGMENTS

The study could not have been undertaken without the interested and generous cooperation of the presidents of the institutions studied. They gave generously of their time, experience, and knowledge and they must go unnamed only to protect their anonymity. It is earnestly hoped that this study will, in some degree, add to the understanding of the enormous problems confronting their office.

For advice and scholarly assistance during the various phases of the study, I am especially grateful to the members of the Advisory Committee: Dr. Louis R. Romano, Chairman; Dr. James Heald; Dr. Donald Nickerson; and Dr. Jay W. Artis.

Mrs. Susan Cooley was generous with her time, and not only did the typing, but also made many helpful editorial comments.

Grateful thanks are due my wife, Abbe, who generously gave encouragement when it was needed, and a patient understanding.

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## INTRODUCTION

Historically, colleges and universities have grown in a haphazard manner. They have been launched for a variety of reasons, ranging from religious, technological, secretarial, liberal arts, scientific, etc. Schools within larger institutions have been born from varying pressures and needs. Goals and purposes have ranged from specific to vague and the means of implementation have given rise to numerous and varied practices.

During the founding of the early academies and colleges, clergymen took the helm. They wanted partly to keep the young within the folds of the church and also to train future ministers. The controversy that developed was between piety and learning, and one solution to the problem that met with approval from both the classicists and the devout was that education devoted to the growth of "character" could be emphasized as an agreeable virtue. (29)

Many institutions were founded upon commercial or publicity motives; however, there remains in America the underlying desire that higher education can lead to a "better" life - certainly more noteworthy or less demeaning. The goals of most institutions tend to be stated in ambiguous, diffuse terms, presumably because educational outcomes are highly indeterminate above a particular minimum standard. The



diffuseness and indeterminateness lends to educational institutions a wide range of alternative means to accomplish sometimes vague goals.

Mark Pattison stated that the highest aim for a man, or a university, was to attain a philosophical view of the universe, or of some department of the universe. A university was an association of individuals who were occupied in pursuing this aim.

In 1868, he recommended a reform of Oxford University in his "Suggestions on Academical Organization." His program included dissolving the colleges and corporations and transferring the separate corporation endowments to the university. Each college would be the headquarters of the faculties, with the senior professor as "ex officio" head. Any person could enroll who could afford the fees, and was then assigned to a tutor. At the end of the student's time, he could choose to be examined for a degree. The examinations would be subordinated to the curriculum, not the curriculum designed to comply with the examinations.

The University, as envisaged by Pattison, was to be a national institution that would preserve the tradition of useful knowledge. He believed that one of the measures of a nation's real wealth was the depth of its culture. "It is within the common interest of the whole community that such knowledge should exist, should be guarded, treasured, cultivated, disseminated and expounded." (40)

In 1930, Dr. David Stevens, who was then vice-president of the U.S. General Education Board, said that American college education had entered upon a renaissance. (25)

The modern college has now a clearer idea of its purposes than a generation ago and attention is being given to the problem of intellectual activity. Because youth craves competition, activity, emulation and rivalry for honor, we cannot blame them for turning from a less than stimulating intellectual life to athletics and other non-academic activities. (25)

Therefore, Harvard concentrated on developing two particular areas - living and curriculum. Deciding that small groups have social and educational advantage, small residential units were organized, called Houses, or Colleges.

The elective course system was abolished and students were required to major in a particular discipline. A "General Examination" was required to measure application of knowledge, and what, as a result of education, the student had "become." The examination was not to be a measurement only of facts, but an attempt to measure meaning. A tutorial program was instituted, based on the principle that if a student is carefully guided he will do the work himself, grasp meaning, and develop the technique of self-education.

At Carlton College, the first declaration of policy was made in 1909 by Dr. Donald J. Cowling. He stated that the essential responsibility of the college president was to determine, with the approval of the trustees, the basic educational policies, appoint a faculty that subscribed to these

policies, and assure the monetary base for an effective realization of these policies.

He proposed that the institution remain relatively small, strive for a student body that had the capacity to profit from a stimulating environment, not become or be attached to a graduate school, and have an emphasis on teaching rather than research. Instruction was to be cultural rather than technical, and the atmosphere was to be Christian without being sectarian. To the present day, this position has been refined, but has not been changed.

President Cowling's basic philosophy was that the individual is ultimately important. His identity and self-realization must be guarded; however, rampant and unbridled individualism is unthinkable.

Free men will fashion a well ordered society if they are taught to act and think in terms of the common good. The best instrument so far devised for the attainment of these goals is the unique American liberal arts college. (27)

In California, the constitution of 1849 provided for an institution of higher learning. The pioneers who moved westward were following in the tradition of development in America: Harvard College, founded in 1637 in Newtowne; Yale College, founded in 1701 with the donation of a bundle of books (sic) from each New Englander as an endowment; and Beloit College, founded in Wisconsin in 1846.

In 1853, there was an Academy in Oakland, which in 1855 became the College of California, and in 1868 became the nucleus of the University of California. It was during

these early years of development that a Mining and Agricultural College was established in San Francisco. It was stated at that time:

That, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, especially as miners, agriculturists, engineers, and mechanics, and further, to promote the development of the material resources of the state and the adjoining states, they have recently established the. . .Mining and Agricultural College. (13)

The curriculum was designed and it was then stated; "The plan would be expanded and varied as the needs might appear, so as to accomplish the objects in view." (13)

In 1883, at the Commencement Day address, it was stated very dramatically by Mr. Arthur Rodgers, a newly elected regent, that the "ocean is the highway to the vast riches of the Orient and this commerce can be controlled only by the wisest effort." Fourteen years later, he proposed a new College of Commerce at the board of regents meeting, saying that any delay would be "extremely damaging." A committee was appointed, made a favorable report to the board, and the new College of Commerce was opened on August 18, 1898.

Shortly thereafter, Professor Carl C. Plehn, dean of the new college remarked: "It is full time that the University courses be so broadened that a young man who intends to enter upon a business career may find a college training of the same practical value to him as the engineer, the physician or the lawyer." (13)

Later, on November 29, 1899, at a Chamber of Commerce meeting President Wheeler said:

It is up to you gentlemen of San Francisco, to meet your opportunity. The University undertakes to help you. It asks you to help it. . . .We are going to have there [sic] a school which shall prepare men to aid you in finding out what the world wants. . . . A school of commerce is simply a differentiation out of the plan of the University. (13)

The previous historical illustrations of reorganization, development, strategies, goals, and philosophies will serve as an introduction to the complex problem of American institutions of higher learning. Institutions have relied on the resources available to develop an institution that is of value within its own environment. The men who have guided these institutions had little previous experience or knowledge of how institutions met the needs of a society or of what strategies to employ for a given situation. The present study is an attempt to describe the organizational strategies used by six very different institutions that have responded to unique demands in differing environments with a variety of available resources.

## CHAPTER 1

### THE PROBLEM

#### Purpose

The purpose of this study is to describe the organizational strategies that have been employed by new colleges and universities.

While recognizing that each institution is a unique enterprise and subject to its own particular internal and external pressures, this study attempts to develop a model that describes the evolution of an educational enterprise.

There has been an astonishing growth of institutions of higher learning in the past years. Growth in the future will continue at least at a pace equal to these past few years, as vast sums of public and private monies will be subscribed to the new institutions. Expedience demands that empirical data be available to the planners of future institutions.

The subjects of this study were six institutions that admitted their initial classes since 1965. Varying periods of planning preceded the initial opening dates. Each institution has certain factors that are unique; however, there are factors that are common to all the institutions.

### Significance of the Problem

This study does not purport to indicate or suggest that a particular organizational strategy is better than another. The study is a pragmatic description, or case history, of what various institutions, having different configurations, have done to accomplish varying goals and purposes.

Future planners might be able to examine the particular factors presented and apply a varying quantity of them to a new situation, thereby providing more pertinent information to the decision-making process.

Both Halpin (24) and Likert (30) have considered the dynamics of the human organization in existing institutions. Their research indicates that it is possible to create an organizational climate that is conducive to a high level of synergy and a high degree of personnel satisfaction. With a model of organizational strategy combined with the above factors, many of the hazards of new enterprises might be avoided.

The study may indicate that goals and a philosophy are important guides to new colleges and universities. Unity and synergy could result from a common agreement among faculty, board, and administration. When all the participants of an emerging enterprise can agree on basic goals and a philosophy, many of the inevitable adversities might be surmounted.

The study may significantly denote the profound effects of sound fiscal planning - fiscal planning that not only provides for the studies of need, consultants, the facilities, equipment and land, and the salaries of staff; but also for the first years of the institution's life.

Another significant factor that may emerge from the data, is the importance of the study of need for comprehensive master planning. Perhaps it is the very diversity of the educational enterprise that makes it so necessary to provide as many planning devices as possible.

The study may also indicate the necessity for faculty and student involvement in the decision-making process. The faculty are the implementers of the goals and philosophy. Because of the fragile nature of the learning process, faculty must resolutely project the image of the growing institution. Students who are involved in the decision-making process have a sense of purpose and relevancy concerning their education. New colleges and universities can develop new ways and means of approaching the learning process through the close involvement of students and faculty.

#### Limitations of the Study

The method of investigation described in Chapter III was developed to enable the investigator as much latitude as possible during the short period of time available at each institution. Inherent in the interview method is the peril that the data collected are prejudiced by the appraisal of



certain events by the subjective interviewee. However, means were taken to assure accuracy by constructing a series of structured questions, examining documents, visiting the facilities, and reading objective reviews of various organizational features.

Perhaps the most serious limitation would be the few institutions from which data were obtained. However, two factors might mitigate this problem: there were no refusals by respondents contacted; and the institutions represent an extensive range of institutional types, economic conditions, and physical environment.

Another limitation was the decision to interview only the president of each institution. Interviewing the chief officer could provide the most competent and abundant data. However, interviewing other administrative officers, faculty, and students could have provided further interpretations of the organizational strategies employed.

### Plan of Presentation

Chapter II contains a review of the past literature that relates to this study.

Chapter III describes each institution, the questionnaire, and the method of accumulating the data for this descriptive study.

The data are presented in Chapter IV. The events that describe the evaluation of each institution are in

chronological order. They depict the step-by-step process from the time of inception to the present.

Chapter V compares and discusses the foregoing data. Chapter VI summarizes and discusses the future of new colleges and universities based upon the data contained in this study.

## CHAPTER II

### REVIEW OF THE LITERATURE

When Gross (22) reviewed the literature on education from 1945 to 1955, he remarked that a systematic study of the school as an organization had yet to be made. His statement is still true. The literature is, for the most part, of an empirical nature and is focused on particular sub-systems, processes, or activities, and not on a general conception of the school as an organization.

Because the present study is concerned with the sequential development of new institutions and conceives of the school as an organization, there is no available study that describes the organizational strategies of new colleges and universities. Therefore, the following review will concentrate on the literature that stresses the need for empirical data, and literature that discusses organizations as total entities.

Following is a list of the number of new institutions of higher learning that have been established in the United States since 1965:

1965	-	82	
1966	-	76	
1967	-	72	
1968	-	73	(42)

In the fall of 1963, the U.S. Office of Education (42) predicted that new facilities and institutions of higher learning would be needed for a total of 396,896 undergraduate students. It is within the realm of possibility that this estimate was low and that the number of students seeking higher education will actually increase. Today there are seven million students now enrolled in higher education, and an estimate is that by 1977 there will be 9.3 million students in the nation's colleges and universities.

An example of astonishing and unexpected growth is the opening of Wayne County Community College, Wayne County, Michigan. In 1969, it was announced that the school would open without a campus or buildings. Classes would be conducted in public school buildings after the normal school day. After only three months of operation the school had an enrollment of 8000 students.

The school in our present society has a formidable responsibility. Our society has asked the school to shoulder burdens that are almost unbelievable to contemplate. The school in the next decade will not only be the educator of the young, but will also be educating and re-educating adults in unprecedented numbers and for many and varied purposes.

The "knowledge explosion" is a reality, and the job market will change accordingly. Present occupations are changing; some are becoming obsolete while others are being created.

Our schools must respond to the changing society. There is no place for institutional apathy or complacency as our society rushes toward the end of the 20th century. New institutions are being created to serve the awakening needs of a society thrust into an era that can only be characterized by persistent change.

Present and future institutions can only survive if they are prepared and structured for long-range planning. Planning can best be defined in four steps which reflect an orderly process for change: (1) forecasting the future in terms of the present, which amounts to setting the goals for an institution; (2) ascertaining the needs of that future; (3) ascertaining the resources to fulfill those needs; and (4) making a systematic plan and program to get from the present to the future. (33)

The complexities and the need for long-range organizational planning are discussed by L. Richard Meeth. (34) His discussion is an attempt to shed light on the vital problem of institutional planning. He abhors the activity in institutions of higher education which continues by default and piecemeal from day to day. The areas that should be included in a long-range plan are: the college philosophy, structural organization, facilities, faculty, curriculum, finances, and students.

These are the seven components of higher education. They are inclusive and can be fitted together in varying amounts. Philosophy is the way of educating, structure is the form of educating, students are the

persons educated, faculty are the persons educating, curriculum is the educational program and materials, facilities are the place for educating, and finance is the support for education. (34)

The above educational program includes how it will be administered and also how it relates to the many external publics that can so often determine the shape and scope of educational programs.

Finally, and most importantly, a long-range plan makes a college a model of what it means to inculcate in its graduates: the ability to make planned, consciously understood choices in the best interests of all involved for the common good. If a college operates on its long-range plan, which it has hopefully achieved by consensus, it can make planned, consciously understood choices in the best interests of all involved for the common good, one of the paramount goals in most institutions of higher education. (34)

Graubard (18) conjectures and attempts to describe the institutions of higher learning of the future. There will be new kinds of universities in new kinds of urban environments called "university cities." Essentially, a university city will be an urban area that is of a significant size and economic importance, in which several institutions will exist. These institutions will cooperate and function as a collective influence that will be greater than any other corporate group.

Graubard conceives these cities of the year 2000 as developing from an increased awareness of many private and public institutions becoming aware of their interrelatedness and interdependence. This kind of cooperation will begin when "the museum director, the university president, the hospital administrator, the computer technician, the

laboratory scientist, and the organizer of a 'new industry' recognize their common interests." It will not be a matter of any one serving the other, but of each pursuing common objectives that could be broadly defined as educational.

If education, in the broadest sense, is to emerge as the major activity in a number of urban centers, this can be accomplished only by a dramatic reformulation of what is implicit in the idea of education in an advanced industrial society. Where an increasing number of men and women look upon work as a source of income, but also as a condition for personal fulfillment, where the line between leisure and work becomes increasingly indistinct, where definition of a cultural institution is considerably broadened so that it includes many bodies which would not be thought "cultural" today, where the lines between education, health, (physical and mental), and leisure are drawn in new ways - there are prospects for a new kind of university in a new kind of urban environment. (18)

New institutions of higher education are organizations created in the present for the future. Bennis (4) posits that we are presently participating in the end of bureaucracy, as we know it, and the rise of new social systems that are better suited to the 20th century demands of industrialization. His position is based on the evolutionary principle that every age develops an organizational form appropriate to its genius and that the pyramidal-hierarchical organization is not in accord with contemporary realities. He suggests a model of the organization of the future, based on the conditions of our modern industrialized world.

There are at least four relevant threats to the present bureaucracy. They are: (1) rapid and unexpected change, (2) growth in size, (3) complexity of modern technology where integration of activities and persons of very

diverse and highly specialized competencies is required, and (4) a human psychological issue. (36)

Rapid and unexpected change can be revealed by the following statistics:

Productivity per man hour doubles almost every 20 years, rather than every 40 years, which was true before World War II.

The federal government spent \$16 billion in 1965 for research and development and will spend \$35 billion in 1980.

The time lag between technical discovery and commercial use was 30 years before World War I, 16 years between the wars, and 9 years since World War II.

There were 30 cities in the world with populations of more than one million in 1946 and today there are 80. There were 40 people for every square mile of land surface in 1930, today there are 63, and by the year 2000 there are expected to be 142.

Not only have organizations grown larger, but they have become more complex and international. Many large corporations derive from 30 to 50 per cent of their sales from subsidiaries in foreign countries.

Today's activities require persons of very diverse and highly specialized competence. During the past decade the United States became the first nation in the world ever to employ more people in service occupations than in the production of tangible goods.

In education the increase in employment between 1950 and 1960 was greater than the total number employed in steel, copper and aluminium industries. In the field of health, the increase in employment between 1950 and 1960 was greater than the total number employed in automobile manufacturing in either year. In financial firms, the increase in



employment between 1950 and 1960 was greater than the total employment in mining in 1960. (15)

Difficult to assess numerically, but nevertheless important, is the fundamental change in the philosophy of managerial behavior.

A new concept of Man, based on an increased knowledge of his complex and shifting needs, which replaces the over-simplified, innocent push-button idea of man.

A new concept of power, based on collaboration and reason, which replaces the model of power based on coercion and threat.

A new concept of organizational values, based on humanistic-democratic ideals, which replaces the depersonalized mechanistic value system of bureaucracy. (4)

The real push for this change in management philosophy stems from powerful human needs, not only to humanize the organization, but to use the organization as a crucible for personal growth and development, and for self-realization.

Integration, distribution of power, collaboration, adaptation, and revitalization are the major human problems of the next 25 years. How organizations cope with and manage these tasks will undoubtedly determine the viability and growth of the enterprise. Without a planned methodology and explicit direction, the enterprise will not realize its potential.

Organizations of the future will be determined by the following conditions:

The environment will be characterized by a partnership between government and business, interdependence, turbulence and uncertainty, large scale enterprises, and complex multi-national enterprises.

The population will be more educated and will return for further education at intervals of two to

three years, will be more urban, more mobile, and survival will depend on the effective exploitation of brain power.

Work values will change as people are committed to a professional career and will require more involvement, participation, and autonomy. Norms and values will be cued by the immediate environment rather than past tradition.

Tasks of organizations will be more technical, complicated, and unprogrammed. No one person will be able to comprehend or control the projects and therefore specialists will collaborate to form organizational or project teams. More conflict and contradiction can be foreseen as professionals tend to identify with the goals of their profession rather than those of an immediate employer.

Organizational form will be adaptive, problem solving, temporary systems of diverse specialists, linked together by coordinating and task evaluating specialists in an organic flux. Organizational charts will consist of project groups rather than functional groups. These groups will evolve in response to a problem rather than to particular programmed role expectations.

Motivation in the organic-adaptive structure will be increased and be more effective as it enhances task satisfaction. There will be a harmony between the flexible organizational structure, meaningful and creative tasks and the educated individual. (4)

One of the most difficult and important challenges in organizational development will be the task of promoting conditions for effective collaboration, or building synergistic teams. Synergy, as defined by Bennis, is the collaboration of two or more units to effectively contribute more, and perform better as a result of a collaborative and supportive environment.

An alternative is to adopt a "zero synergy" strategy of organization. This technique means that highly talented personnel are hired and then permitted to engage in individual activities. Almost every university organization has developed this strategy of isolation. Until universities

concern themselves with this strategy of zero synergy the present complicated problems will continue to exist. Without trust, empathy, and a high level of synergy, the many divergent forces will continue to splinter the academic community.

Lippitt and Schmidt (31) examine what happens if we apply certain personality development theories to the creation, growth, maturation and decline of a business organization. They feel that this may help us to understand and to predict certain organizational crises and their outcomes.

For a long time, the law has dealt with the corporation as a person. More recently, behavioral scientists are also thinking in terms of the "personality" of an organization. John W. Gardner wrote:

Like people and plants, organizations have a life cycle. They have a green and supple youth, a time of flourishing strength, and a gnarled old age. . . . An organization may go from youth to old age in two or three decades, or it may last for centuries. (16)

It is the thesis of Lippitt and Schmidt that the true criteria for determining the stage of development of an organization can be found in the manner in which predictable organizational crises are met. From this point of view, an organization is an assemblage of people, procedures, and facilities - a sociotechnical system, that, during the development stages, experiences at least the six critical concerns or confrontations as depicted in the following Exhibit I.

# EXHIBIT I

<u>Development Stage</u>	<u>Critical Concern</u>	<u>Key Issues</u>	<u>Consequences If Concern Is Not Met</u>
<u>Birth</u>	1. To create a new organization	What to risk	Frustration and inaction.
	2. To survive as a viable system	What to sacrifice	Death of organization. Further subsidy by "faith" capital.
<u>Youth</u>	3. To gain stability	How to organize	Reactive, crisis-dominated organization. Opportunistic rather than self-directing attitudes and policies.
	4. To gain reputation and develop pride	How to review and evaluate	Difficulty in attracting good personnel and clients. Inappropriate, overly aggressive, and distorted image building.
<u>Maturity</u>	5. To achieve uniqueness and adaptability	Whether and how to change	Unnecessarily defensive or competitive attitudes; diffusion of energy. Loss of most creative personnel.
	6. To contribute to society	Whether and how to share	Possible lack of public respect and appreciation. Bankruptcy or profit loss.

The attention of most organizations fluctuates between these critical needs and issues, and perhaps other issues as well. Failures do not result from managers not knowing how to manage, but from not recognizing the significant crises that occur in the organizational life cycle.

John W. Gardner again succinctly states:

Most ailing organizations have developed a functional blindness to their own defects. They are not suffering because they cannot solve their problems, but because they cannot see their problems. (16)

Lippett and Schmidt extend this idea by stating that recognition of the problem is only the beginning. A common understanding of the problem solving need and all its implications must be recognized to understand better why certain ambitions and needs must be curtailed and others must be advanced and become paramount in importance.

Exhibit II is a model of correct and incorrect responses to critical issues and crises. (The order is not always consecutive.) See page 23.

Exhibit III shows some of the knowledge, skills, and attitudes management must develop in coping with critical need. The exhibit shows that certain management persons might be more effective at a particular developmental stage and also could prove to be ineffective at another stage. See page 24.

## EXHIBIT II

<u>Critical Issue</u>		Result if the issue is resolved. . .	
		<u>Correctly</u>	<u>Incorrectly</u>
<u>Creation</u>	New corporate system comes into being and begins operating.	Organization accepts realities, learns from experience, becomes viable.	Idea remains abstract. Company is undercapitalized and cannot adequately develop and expose product or service.
<u>Survival</u>	Organization develops efficiency and strength, but retains flexibility to change.	Organization fails to adjust to realities of its environment and either dies or remains marginal - demanding continuing sacrifice.	
<u>Stability</u>	Organization's reputation reinforces efforts to improve quality of goods and services.	Organization overextends itself and returns to survival stage, or establishes stabilizing patterns which block future flexibility.	
<u>Pride and Reputation</u>	Organization changes to take fuller advantage of its unique capability and provides growth opportunities for its personnel.	Organization places more effort on image-creation than on quality product, or it builds an image which misrepresents its true capability.	
<u>Uniqueness and Adaptability</u>	Organization gains public respect and appreciation for itself as an institution contributing to society.	Organization develops too narrow a specialty to ensure secure future, fails to discover its uniqueness and spreads its efforts into inappropriate areas, or develops a paternalistic stance which inhibits growth.	
<u>Contribution</u>		Organization may be accused of "public be damned" and similar attitudes.	

### EXHIBIT III

<u>Critical Concern</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Attitudes</u>
<u>To create a system</u>	Clearly perceived short-range objective in mind of top man.	Ability to transmit knowledge into action by self and into orders to others.	Belief in own ability, product, and market.
<u>To survive</u>	The short-range objectives that need to be communicated.	Communications know-how; ability to adjust to changing conditions.	Faith in future.
<u>To stabilize</u>	How top man can predict relevant factors and make long-range plans.	Ability to transmit planning knowledge into communicable objectives.	Trust in other members of the organization.
<u>To earn a good reputation</u>	Planning know-how and understanding of goals on part of whole executive team.	Facility of allowing others a voice in decision-making; involving others in decision-making and obtaining commitments from them, and communicating objectives to customers.	Interest in customers.
<u>To achieve uniqueness</u>	Understanding on part of policy team of how others should set own objectives, and of how to manage subunits of the organization.	Ability to teach others to plan; proficiency in integrating plans of subunits into objectives and resources of organization.	Self-confidence.
<u>To earn respect and appreciation</u>	General management understanding of the larger objectives of organization and of society.	Ability to apply own organization and resources to the problems of the larger community.	Sense of responsibility to society and mankind.

Exhibit IV brings into sharper focus the issue of managerial capabilities that are required at various times in an organization's life cycle. Specific issues are examined, together with the problems and needs for action that are precipitated. See page 26.

In conclusion, there is a constant need to monitor, review, evaluate, and improve. All members of the organization can be prepared to confront and cope with decision making successfully if management's objectives and actions are clear to all. All components must have a common viewpoint and frame of reference. The key questions to be asked are:

What is the critical concern we face now?  
 How clearly do all the key personnel recognize this concern?  
 How can we resolve this crisis in a way that creates a sound base for our dealing with future crises? (31)

Alden Dunham (11), after making a study of the newer state colleges and regional universities, is convinced that these new institutions must seek greatness by searching for new directions in education. If these institutions continue to attempt to imitate the older institutions, they will fail and become mere copies of the more prestigious institutions with many of the defects found in the older institutions.

His major proposal is that there should be a better education provided for undergraduates. Unfortunately, there has been a decline in undergraduate education due mostly to the disinterest of younger faculty members.



## EXHIBIT IV

<u>Organization Needs</u>	<u>Key Decisions and Problems</u>	<u>Action Required</u>
<u>To create a new socio-technical system</u>	Marketability of product or service. Fiscal procedures and funding. Technical procedures. Political or legislative needs. Organizational leadership.	Assess risk alternative. Make firm decision. Move with speed and flexibility. Employ fluid strategy and tactics, using internal and external opinions. Provide for timely entrance of product or service into market.
<u>To survive</u>	Focus of operation. Accounting and recording procedures. Modes of competition. Recruiting and training procedures.	Meet competition. Hire high-quality personnel as cadre. Obtain financial backing at appropriate times. Introduce delegation. Implement basic policies with one eye on future.
<u>To stabilize</u>	Long-range planning. Proper responses to new competition. Technological matters. Internal reward systems for personnel. Basic public relations policies.	Take more aggressive action in marketplace. Use systematic plans and objective setting. Try to beat competition. Begin R&D as appropriate. Train personnel for future needs. Begin image building in and outside organization.
<u>To earn a good reputation</u>	Increasing the quality of goods and/or services. Top-notch leadership training. Evolution of public relations policies into the community service area.	Meet special customer and supplier requests. Update policies and philosophy. Concentrate on posture and image--internal and external. Assure sound financial foundation. Contribute to community needs.
<u>To achieve uniqueness</u>	Internal audit of resources and limitations. Policies to develop balance in operations.	Select and promote one special service or product, or range of services or products. Increase delegation. Provide for more effective communications including upward flow of ideas. Increase advertising and build corporate image. Consider optimal size.
<u>To earn respect and appreciation</u>	Long-range research and development. Determination of self-actualization program for corporate personnel. Scope of community and national service.	Make heavier commitment in community (e.g., scholarships). Commit executives to national programs and assignments. Utilize ideas of total work force. Increase contribution to basic R&D, as appropriate. Concentrate on long-range direction. Flatten internal organization, allowing more freedom for individual responsibility. Assess internal direction in relationship to total environment.

So long as the only source of respectable faculty is the leading graduate schools within major universities, state colleges will be automatically led toward these institutions as models. It is perfectly clear that the research-oriented Ph.D.'s from these graduate schools will do all they can to transform their employing institutions into what they have just left as students. (11)

Dunham's solution is a new kind of graduate program that would lead to a Doctor of Arts degree for college teachers. The program should include an in-depth concentration in a discipline, combined with an interdisciplinary and problem centered approach to general liberal education. A part of the program might consist of courses in cognition, learning theory, history of education, and an intern period. The program should be under the control of the liberal arts faculty and would differ considerably from the present Ed.D. program.

There will be reluctance on the part of many segments of the educational spectrum to acceptance of Dunham's proposals. However, he has provided impressive data from his survey of 279 state colleges and regional universities for his thesis.

The school as an organization is also beginning to attract the attention of behavioral scientists and ecologists. Specific studies are as yet unavailable; however, it seems that in the near future there will be an effort in this direction. Viewed in the context of the total environment, educational institutions are organizations that engage in an ebb and flow of materials and vital human energies

between themselves and the surrounding environmental system.

An institution can have an influential impact on the immediate area and possibly a decreasing, or in some cases an increasing, impact as the contiguous concentric areas expand from the nexus.

Presently, thinkers in many disciplines are examining the environment that man inhabits, in the expectation that ways and means can be found to balance the total system and provide a more wholesome environment for the nurture of plant, animal, and man. Ecologists approach this vexing problem from the position that human society is dependent upon the presence of a stable life-support environmental system.

Within the total environment there are subunits, or ecosystems, that represent the fundamental unit of nature and consist of biological communities. (8) An ecosystem is characterized by a balanced input and output of energy and chemicals; an array of plants and animals that represent generations of evolutionary selection; and a diversity that is essential for the development of self-regulatory mechanisms.

Life support systems are naturally designed to regulate their own structure and are usually stable and viable units that exist through a geological time. Any disruption of a portion of the system, either externally or

internally induced, will result in an imbalance of the total system.

The present issue is that man, though only one component of the system, has, by exploitation and pollution, disrupted the balance of the natural design of the system.

It is within the realm of possibility to consider the school as a social system - an environment that must be supportive of the component lives within that system. It is like other organizations that are subject to external and internal pressures, characterized by an input and output of energy (people who have needs and motivations), an array of personnel that represent an evolutionary selection, and a diversity of talents, ages, and abilities.

Like the exploitation and pollution of the natural environment, man is also capable of disrupting his own balance within the social system. The challenge that man is faced with is the necessity to control and manage his environment in such a manner as to maintain its integrity and the viability of the total life support system.

### Summary

By 1977, there will be 9.3 million students in the nation's colleges and universities. Since 1965, there have been 303 new institutions of higher learning established. Aside from contemplating these overwhelming numbers, educators are attempting to find new and better ways of educating

### CHAPTER III

#### DESIGN AND PROCEDURE OF THE STUDY

This investigation utilizes the case study approach to describe the organizational strategies of new colleges and universities. Each institution responds to the immediate environment and because of the unique pressures, both internal and external, will develop a particular character that is inimitable unto itself.

The organizational strategies of each institution will be presented in a chronological order, beginning with the time of the initial idea in the mind of a particular person or group of people, and will then proceed to the present (1969).

The description of each institution will be in a narrative style that attempts to capture the disparate style of each respondent.

It is the intention of the data collection procedure to accumulate data that will describe in chronological order the development of each institution; i.e., (1) study of need, (2) goals and philosophy, (3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) long-range planning.

An additional intention will be to determine the following objectives: (1) the essential quality of the organizational strategies; (2) the level of involvement (synergy) of the faculty, board, students, and the chief administrative officer; (3) the uniqueness of the institution; and (4) the quality of the long-range planning.

#### Description of the Sample

Six institutions were identified that yielded a variegated cross-section of environment, student population, and purposes. (See Table 1, page 33.)

"Protestant College" is located in the center of a large metropolitan area of 1,560,000. It serves a pre-dominately black student population, who live in the immediate inner-city area. There are no dormitories, and all of the students are commuters. Most students have part-time jobs. The one building is a renovated older structure. The institution's basic purpose is to provide an education that is of value on the job market and which will lead to a better socio-economic level.

"Catholic College" is located in a small city of 33,500. It serves a student population from varied backgrounds and a small percentage of commuting students. Resident halls are provided on-campus. Primarily, the institution is a liberal arts college providing the baccalaureate degree for graduate school.

TABLE 1.--Institution description.

Institution	Date of Initial Class	Location and Population of Nearest City	Initial Student Population	Present Student Population	Ultimate Projected Enrollment	Funding	Orientation	Degrees Offered
Protestant College	1962	*Inner-city metropolitan area 1,560,000	239	729	Unknown	Private Federal State	Protestant Coed	Assoc. B.A. B.S. (Med. Tech.)
Catholic College	1962	*Small city 33,500	120	242	1,100	Private Federal State	Catholic Coed	P.A.
Private College	1966	*Small town 12,000	303	525	Unknown	Private	Non-sectarian Coed	B.A.
Rural College	1966	*Village 942	105	50	Defunct	Private Federal	Non-sectarian Coed	P.A.
Intermediate U.	1968	*Between two cities A. 97,000 B. 76,000	1,400	1,400	25,000	Federal State	Non-sectarian Coed	B.A. B.S.
Tri U.	1964	*Between three cities A. 96,000 B. 51,000 C. 27,779	804	804	18,000	Private Federal State	Non-sectarian Coed	B.A. B.S.

\*1960 Census.

"Private College" is totally private, accepting no funds, in the beginning, from federal or state sources. The institution is located adjacent to a small town of 12,000. It serves a predominately resident student population who reside in a resident hall, an off-campus apartment complex, and in private dwellings. The institution is primarily a liberal arts institution providing undergraduate education in the traditional disciplines.

"Rural College" is located in an isolated area near a small village of 942. It is a totally residential institution serving a student population from varied backgrounds. The institution is a liberal arts institution searching for a means to provide a totally unique undergraduate education.

"Intermediate U." is located between two cities (one of 97,000 and the other of 76,000), that are predominately manufacturing centers. It will be a complete university complex with planning for the surrounding residential and business areas. The planning was done in cooperation with the two city governments. It is an autonomous state university; however, it shares the same board of regents with the other state universities and a state coordinating board of higher education. It serves largely a commuter student population; however, there are future plans for resident halls and married housing. At present the institution provides a baccalaureate degree, and future planning includes a graduate school. The institution specializes in a curriculum



that has been identified as valuable to the population of the immediate urban-technological area.

"Tri U." is located in the center of three cities (one 96,000, one 51,000, and one 27,779), that are predominately manufacturing centers. The institution began as a private liberal arts institution, but is now within the state system with an autonomous board of control. The student population are largely commuters. There is one resident hall and future plans call for a larger resident student population. The institution offers a baccalaureate degree with a curricula concentration that reflects the needs of an urban-technological area.

#### Description of the Data Collection Method

The structured interview was selected because it would allow direct communication with the respondent, the chief administrative officer. It was decided that this method would provide more in-depth information than a mailed questionnaire and would allow the respondent, who has been so closely involved with the development of the institution, to enlarge upon certain aspects of the organizational strategies.

The questionnaire (Appendix A) was designed in a sequential manner. It was therefore possible for the respondent to recall the very beginnings of the institution and progress to the present. The questionnaire had seven major divisions: (1) study of need, (2) goals and philosophy,

(3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) long-range planning. During the interview the respondent was encouraged to pursue a particular subject further than the question suggested. Prior to the administration of the interviews, the questionnaire was reviewed by three specialists in higher education who determined the appropriateness and effectiveness of the instrument.

An institution was identified to pre-test the questionnaire, and any necessary additions, adjustments, or deletions were made before venturing into the field. This pilot study interview indicated two important facts; i.e. that the interview could not be conducted at too rapid a pace because certain areas could not be adequately examined, and in addition to the interview, catalogs, newspaper articles, and other documents were necessary to complete the total profile.

The tape recorder was used for each interview to facilitate future objective analysis by the investigator and two other specialists. Each respondent was assured that the use of these tapes and the information recorded from them would be treated in a strictly confidential manner. In keeping with this consideration, many sensitive areas could be discussed in an atmosphere of trust that would never have been explored.

During the interview, cursory notes were also taken on a large (18" x 22") chart that indicated a time-continuum

sequence. This technique helped the respondent keep his thoughts in a chronological order. (Appendix B.)

### Reliability of the Technique

The reliability of the interviewer was examined in two ways. First, the pilot study was evaluated by the interviewer and two specialists in higher education. Second, various interviews were evaluated during the progress of the study to assure consistency of interviewing procedures.

After the interview, the materials on the tape were copied in a narrative style, employing much of the language of the respondent; the time continuum chart, the documents and publications of the institution, and newspaper articles were used as verifying guides.

### Summary

It was the intent of this investigation to describe the organizational strategies of six colleges and universities that have begun operations since 1962. They are all four-year institutions. One is Protestant, one is Catholic, two are private, and two are autonomous state institutions. They serve nearby populations that vary from a rural small town to an urban metropolitan area.

The interview technique was chosen to determine the nature of the present state of each institution, ascertain the attitude of the respondent, and examine the present facilities.

The description of each institution combines the personal interview, documents and publications of the institution, and other published materials.

## CHAPTER IV

### CHRONOLOGICAL DEVELOPMENT OF THE INSTITUTIONS

This study is an attempt to describe the organizational strategies of six new colleges and universities. The organizational strategies of each institution will be presented in chronological order, beginning with the time of the initial idea and progressing to the present.

The following categories will be described in a narrative style: (1) study of need, (2) goals and philosophy, (3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) present and long-range planning. The above categories do not always follow in a chronological order during the development of every institution.

In some cases the goals and philosophies are continually developing, and in one case the direction of the institution was effectively changed when a new philosophy was adopted.

Studies of need vary from a meager study to complete demographic and economic surveys.

The strategies of funding are multivaried. Some institutions have relied on private funding and tax exempt bonds, others have combined many resources, while there are

institutions that are wholly funded with state and federal monies.

The problems of facilities are continuous as the curriculum develops, the faculty grows, the student population increases, and the institution becomes increasingly a part of the environment.

The organization of the staff evolves and reflects differing strategies. The committee structure changes as the institution matures, and the involvement of faculty in the decision-making process becomes an important issue in some cases. Students have also expressed desires for involvement. In one case students are totally involved in institutional governance, and in another institution the students were partially instrumental in the ultimate demise of the institution.

In two cases the long-range planning includes plans for every aspect of the future growth of the institution. Sound long-range planning must of necessity include as many contingencies as possible to allow for flexibility. In other cases there has been no attempt at long-range planning and management becomes a matter of surviving from one crisis to another.

Herewith are presented the organizational strategies of the six institutions. The institutions represent diversified environments, student populations, and purposes.

"Protestant College" is located in the center of a large metropolitan area serving a commuting student body.

"Catholic College" is located in a small city of 33,500, serving both a resident and a commuting student body.

"Private College" is located near a town of 12,000, serving a predominately resident student body. "Rural College" is located in an isolated area near a small village and serves a totally resident student body. "Intermediate University" is between two cities that are primarily manufacturing centers and serves a commuting student body. "Tri University" is within a short commuting distance of three cities and serves both a resident and a commuting student body.

#### Protestant College

##### First and second years

A need was felt by parents and students in the community, especially those parents of athletes, for a four-year Protestant college that would accept the marginal student or the high school drop-out. The opportunities for the high school drop-out are extremely limited. Those students with only a high school education also have limited opportunities and need additional training.

A "Committee of 100" was formed of concerned parents who examined the educational needs of the city. The committee's findings indicated that compared to cities of comparable size, the city was woefully in need of institutions of higher learning.

The respondent indicated that he felt there was a grave need for such an institution to be where the people were. Schools ought to go into the city rather than migrate outward. People, who by circumstances or desire live in the inner-city, need a neighborhood school that is near home and part-time jobs.

The "Committee of 100" located a religious institution that was about to cease operations, and were able to acquire the charter for the new institution. The stated purpose of the institution was to provide the young people of the inner-city with an exposure and an opportunity to succeed in higher education.

### Third and fourth years

The superintendent of the elementary and secondary parochial schools was asked to begin working on the new project on a part-time basis. He began developing the goals and the philosophy of an inner-city school. Foremost in his mind was a belief in students and their potential.

You must hold a student's hand long enough, until he actually tries something by himself and then is convinced that he can do it alone - the self-fulfilling prophecy.

If the church is going to be relevant in a time of social change in the city, it must place a teaching, learning, and research instrument into the inner city. It is here, at the cross-roads of social change that it can bring the heritage of biblical knowledge to bear on the present problems. Before God, all of us are equal.



The Negro must be given an opportunity to improve his training in a friendly environment and the same opportunity must be given the white student who feels that he doesn't "count."

Quote - The president of Protestant College.

The respondent felt that it is better to rebuild older buildings than to destroy those buildings and then build new ones. He felt that in this kind of environment the teacher and student would have an opportunity to work together and share in the solving of common problems.

The president and the board were of the opinion that if the institution were first to prove itself as a successful educational institution, financial resources would become available. Unfortunately, there were many people who admired the effort and the work being done in the institution but did not desire to support the venture with the financial resources that were desperately needed.

Most of the students would be from the surrounding inner-city area. They would be students who were very familiar with the problems of trying to accomplish goals under many adverse circumstances. Not only would many of them have to be convinced that they could succeed, but also the environment of the inner-city would not be conducive to the "academic life."

It was therefore decided that these students would need all the support that the institution could possibly give them. One means of providing this atmosphere and empathy was to have an international faculty that represented

many and varied cultures. These individuals could relate with the students, for they would have encountered many similar problems that their students had. These faculty members could understand the problems and frustrations of not knowing the language very well, and some of them would have met discrimination. The respondent felt that because these people had succeeded they would be an ideal model for the young people in the inner-city.

The by-laws and the organizational chart were written by the president. These documents clearly stated that the board was to be only a policy-making body and that the president, as the sole representative of the board, was to be the chief administrator.

The following factors were considered by the respondent as important requirements for the faculty: (1) a desire to teach, (2) a compassion and empathy for all people, (3) the M.A. degree (or in progress), and (4) an ability to "get kids excited." The publishing record of a potential faculty member was considered an important asset.

The organization was to be a hybrid department-division structure. For example: the English Department and the Medical Assistant Department would be considered equal to the Social Science Division (political science, sociology, and psychology). The Humanities Division included history, art, and music; and the Science Division included all of the sciences and mathematics. The Division heads and the heads

of the English and the Medical Assistant Departments formed the Educational Policies Committee. These faculty members were to be oriented to the institutional goals and were charged with the implementation of these goals and the philosophy. The institutional specialization would be providing marketable jobs for young people and, just as important, developing a good self concept.

#### Fifth year

In February, the new institution acquired the previous college charter and was authorized to offer the following degrees: Associate, B.A., and B.S. (Medical Assistant). Federal work-study grants, tuition grants, and local Urban League scholarships were now available to qualified students.

The superintendent continued as the part-time president. In keeping with the philosophy, the new faculty represented many origins; i.e., American whites and blacks, Indians, Africans, and Yugoslavians. The librarian was also hired and began a collection of basic reference books and a circulating collection for each discipline. Other books needed by students could be obtained from the surrounding universities and the public library upon presentation of an I.D. card.

Classes were held in the parochial high schools during the evenings. The board and the president continued the search for a building in the inner-city. There were offers

from many sources to locate in a suburban area; however, the president continued to insist that the institution should be located where the students lived.

#### Sixth and seventh years

The Synod accepted partial financial responsibility for the institution. The respondent stated that this decision was made with some reluctance, for the national church organization did not want to accept any more financial burdens.

The faculty committee structure was designed by the president. The plan was to include four vice-presidents, who would be in charge of academic affairs, business affairs, development, and student affairs.

#### Eighth year

A building was located that would accommodate the needs of the new institution. The property included a night club and a parking lot, and was purchased for \$400,000. The institution borrowed \$475,000 from a local bank, and \$75,000 was used for the renovation. Federal funds were also used; however, the institution did not receive these funds until a year and a half later.

In October, the facility was opened to 239 students.

#### Ninth year

An "Enrichment Participation Program" was introduced to broaden the perspectives of the student body. Specialists

from various civic, professional, and vocational fields were engaged to discuss various job opportunities available to college graduates.

The business manager and the head of the Science Division were hired. The latter was from India and was an example of a person who "had to fend for himself in an alien environment." The political science teacher was appointed the academic dean. The appointment of the president was made official by action of the board.

By this time, enrollment had reached 900 full-time students. Unfortunately, the institution came to the attention of the large state universities. The student body was literally "raided" by recruiting officers, who were able to offer extremely attractive subsidies. The new institution could not afford to equal these offers and therefore lost approximately 200 students.

The institution attempted to interest the city in providing some financial aid, explaining that the institution was providing a needed function in the life of the inner-city. However, efforts in this direction proved fruitless and it was necessary to borrow \$75,000 privately and \$50,000 from the state district of the church.

The administration was forced to make the difficult decision to raise tuition. As a result of this announcement, there was a student protest demonstration. The demonstration lasted but 20 minutes and was conspicuous by the sudden

appearance of the president, who grasped a placard and marched with the students.

The highest cost/student classes were the sciences and the remedial English classes. Most of the students came to the institution with severe language handicaps and therefore these English classes were extremely small. These classes could accommodate the individual needs of every student and were considered the most important program in the institution.

The institution again approached the community for financial support. It was explained that students were being sought by major universities and were now enrolled in graduate programs where they had been very successful. It was also a conspicuous fact that the institution was providing a much needed service in the inner-city area and only a quarter of the student body were now of the particular Protestant faith of the religious institution. The request was again refused.

A tentative beginning is being made toward faculty governance and a handbook is in the process of being written. The institution has had difficulty recruiting and retaining faculty. The respondent expressed the opinion that teachers prefer the protection of a larger institution.

The state district of the church decided to sever its financial relationship with the institution. After much negotiation the board decided to merge with a larger

university that has several branch institutions in the inner section of various cities throughout the United States. The institution will preserve its academic autonomy; however, the financial burdens will be assumed by the parent university.

### Catholic College

#### First year

There was no study of need, other than a desire within the religious order for a two-year college that would train future priests. No master plan was proposed, nor was there assistance from consultants.

The religious order had previously invested a large sum of money in a hotel and health spa on 80 acres of land. It was therefore an easy matter to transfer the property to the order. Funding for the new institution initially came from the religious order and a \$1,500,000 bond issue. In addition, an endowment fund was generated from that portion of each priest's salary that was donated to the institution. This fund amounted to approximately \$185,000 per year.

It was apparent in the minds of a few of the faculty that the European system of training priests was not appropriate in this country. The traditional training included four years of high school, two years of college, two years of seminary, and four years of graduate school. Nevertheless, the institution opened with this plan providing the

first two years of college. There were three majors: philosophy, theology, and English.

#### Second and third years

In July, the charter was granted and in September the first classes were enrolled. The school functioned as a two-year preparatory school for priests for the next two years.

#### Fourth and fifth years

The faculty was perturbed about the existing philosophy and began to rewrite the philosophy with the view in mind that lay students would eventually be accepted.

The hotel building, which was being used as the main building, was augmented by the construction of a dormitory, a classroom building, and a field house. Federal funds were not used to finance these buildings. Due to a lack of planning, the field house proved to be completely inadequate.

The librarian was hired and he proceeded to revise and organize the large room with "a pile of books." A faculty committee was formed to aid him in this task.

After much debate, the seminary organization was changed to a college type of faculty committee structure. Because each year demanded different problems to be solved, the committee structure changed each year. This caused some



problems with the North Central Association. (The respondent did not enlarge on this subject.)

A board of regents was organized and a college counsel was formed. The faculty and student representatives were elected, with students having a 15 per cent vote. The administration acted in an ex-officio capacity.

The first handbook was written and published and the organization chart was revised to reflect more accurately a collegiate organization. The organization chart has been revised each year to cope better with the year's objectives.

#### Sixth and seventh years

In September, the first lay students were admitted. Federal funds (work grants, scholarships, loans, and Economic Opportunity Grants) became available for qualified students.

The faculty continued the development of a new philosophy which was now based on the theory of "self-actualization." This philosophy of education was founded on the psychological and educational theories of Maslow, Allport, and Hanlon. Numerous workshops were planned for the faculty and consultants were engaged.

The history professor was appointed academic dean. A group of students petitioned the faculty for a French major and it was approved.

Eighth year

The religious order became perturbed about the rising costs, the increased secularization, and the philosophical divergence. They proposed that the institution be closed. The college counsel continued to work on the new philosophy and early in the year were able to translate it into a new curriculum. Numerous consultants were engaged to assist in the development of a collegiate organization, the new philosophy, and the new curriculum.

A dean of students and heads of several departments were appointed. The original president left and the psychologist and counselor, who had been with the institution only two months, was appointed president.

In December, the religious order decided to separate from the college. The institution continued to operate with the new philosophy, the new curriculum, and new leadership.

Ninth year

In May, the institution became an independent non-profit corporation with an enrollment of 262 students. Theology courses and religious services for students were not to be compulsory. The land was leased from the religious order and the institution was now officially non-sectarian. There were but 80 seminarians enrolled and the seminary program was to be phased out.

A master plan was designed by a private consultant firm that was chosen by the president; the firm had a

reputation for the construction of excellent educational facilities. The philosophy of the institution will be utilized to develop a "Philosophy of Physical Environment."

In September, \$300,000 in bonds were issued, a private fund raising corporation was engaged, and a search for significant private funds was begun.

It now became apparent and important that faculty members had to be appointed to implement the new philosophy and the new curriculum. In the past, the hiring of personnel had been predominately a "hit or miss" affair. A faculty welfare committee is in the process of writing procedures for the appointment of future faculty members. In the interim, the president is using the following criteria for the selection of new faculty members: the doctorate degree, where he has been, how long he has been in the field, the personal interview, recommendations, and an agreement with the philosophy and methods of education at the institution. Most of the present faculty are new, and there are no faculty members remaining that began with the original organization.

The tuition provides 50 per cent of the operating budget, with an estimated cost/student of \$4000. There has been no determination of cost/department; however, there is a cost/faculty member and those non-productive faculty members will be phased out.

The faculty handbook has been revised and new by-laws for the board and the administration have been written.

Because the library was progressing very well under the able leadership of the librarian, and faculty members were needed on other committees, it was decided to eliminate the library committee. The organization chart was revised because it was evident that the administration was not serving the best interests of the philosophy or the curriculum. At present, a committee is working on the task of developing a philosophy of student life.

#### The future

The private consultant firm, in cooperation with the institution, has projected an institution with five resident student "villages" of 200 students each, and a total enrollment of 1100 students. The future of the institution will be in the liberal arts, serving that population desiring a broad, general education. There will be an emphasis on community service, the humanities, and the social services.

A private college is not private, but a public trust administered in the public interest.

Quote - The president of Catholic College.

The unique factor that characterizes the institution is the philosophy of self-actualization - not socialization. The purpose of the administration is to provide an environment that will free students to direct themselves.

The curriculum is very structured the first two years, and gradually frees the student so that by the fourth year he is almost capable of directing and designing his own distinct curriculum. The first year curriculum, entitled Man in Himself, poses the question, "Who am I?" The second year curriculum, entitled Man in Society, poses the question, "Who is Everybody Else?" The third and fourth year curriculum, entitled Man in His Profession, confronts the student with the problem, "Now that I know me and everybody else - what am I going to do about it?"

Knowledge is integrated by means of the interdisciplinary studies, and the curriculum attempts to provide integration of subject matter and in-depth experiences. The pivotal factor in the institution is the student. The institution is student-centered - not discipline-centered.

The long-range plan is to develop the five resident villages. The important issue will be to preserve the proper atmosphere and environment that are so important for the personal interaction necessary for the implementation of the new philosophy.

### Private College

#### First year

The initial impetus for starting the college was provided by a local businessman who was president of the local chamber of commerce. It was generally thought that a

college would be a "good business for the community and is a clean type of business." The institution would replace the oil business that was leaving town. Originally, it was thought that a girls' school would be best; however, this idea was abandoned in favor of a coeducational undergraduate institution. It was evident that the basic consideration for the beginning of the institution was an economic one.

#### Second year

A few men decided that the institution would be based on business principles. There was some difficulty convincing the "power structure" of the town to support the idea of a college. However, to men who had little or no idea about how a college should be organized, the idea of an institution based on business principles was appealing. Therefore, the president of Parsons College was engaged as the principle consultant. He "spoke the language" that these businessmen could understand. No study of need was made.

The site was determined by a board member who owned the land and the land was then purchased from him. The business manager was hired from Parsons College and the first president, who was also affiliated with Parsons College, was appointed. The master plan, goals and objectives, and the catalog were copied from Parsons College.

Third year

In June, the charter was granted. The initial funds of \$750,000 were subscribed by the executive committee of the board and a few other interested persons. The president of the chamber of commerce was elected chairman of the 32 member board of trustees. The first president resigned and the second president, who had originally come to the institution as an outside consultant, was appointed.

New goals and purposes were developed by the new president, and included the importance of teaching, a bilingual concept (Spanish and English), a free enterprise philosophy, and a complete severing of all relations with Parsons College. Consultants from the North Central Association were asked for advice, and the recruitment of faculty began.

The following criteria were used for evaluating new faculty members: creativity, proven teaching ability, an ability and a desire to work alone, a belief in the free enterprise philosophy, successful teaching experience at the secondary level (the first class would be only freshmen), a desire to be challenged by the prospect of building something new, and a desire and anticipation to grow with a new institution.

Fourth year

The first architect, who had designed the original master plan, was fired and a new architect was hired. The

original unitized building plan was kept, which was a general hexagon design for all buildings. All future buildings were to be built on "change orders" that were based on the original drawings.

The first building was built to accommodate classrooms, faculty offices, administration offices, and the library. The second building was the student activity center and cafeteria. An apartment complex was purchased a short distance off-campus, that would provide student housing and could later be used as married student apartments.

In June, the librarian was hired and charged with the responsibility of collecting a basic reference collection. The circulating collection and the reference collection began when each faculty member submitted a reference list and a circulating list for each subject.

During the months of August and September, the full faculty met. Each faculty member submitted a philosophy of education, a theory of learning, and an "ideal" curriculum for his particular discipline. These documents were then duplicated for his colleagues and he then defended his position in an open forum discussion. The discipline organization was based on departments within divisions. There was but one division head appointed, that of the Science Division.

The faculty committee structure originated with the president, and was to be fundamentally a "committee of one."



When a particular problem was solved, then the "committee" was dissolved and another problem was undertaken.

Many of the "sacred cows" of higher education were discussed during these early faculty meetings; i.e., Why have five days of classes every week?, Why are there grades?, and Why is there a 50 minute hour? The decisions of the faculty were: to eliminate classes on Wednesdays and allow time for all the extra-curricular classes and meetings; to adopt a pass, fail, and honor grading system; and to develop a modular time system to allow maximum class flexibility. The North Central Association guideline of 150 minutes per week per three credit course was used as a base. In retrospect, it was found that freshmen were not able to regulate their time wisely on "Wonderful Wednesday" and should have had more guidance.

Scholarships and work grants from private sources were allocated on the basis of need and worth. Eighty-five per cent of the operating budget was provided by tuition; however, if there had been a larger enrollment it would have been possible for tuition to provide 100 per cent of the budget. The institution became eligible for federal funds, but consistent with the free enterprise philosophy, these funds were refused. There was no endowment fund and restricted funds were not solicited, with the exception of a faculty chair in the economics department.

It was the philosophy of the president that all the faculty members would compete on an equal basis in the beginning, and the "best would win." Students would gravitate to those "best" subjects and a strong department would develop as a result of expertise.

The administrative group was kept to a minimum, due to the high cost. An auditor was hired on a part-time basis as the consultant for the fiscal planning. A tutor from the English department was appointed dean of students.

In October, the charter class was enrolled, totaling 303 students. In December, a new catalog was published that more accurately reflected the goals and purposes of the institution.

#### Fifth year

The academic dean was hired, who was also head of the language department, and seven new faculty members were hired.

The bilingual program was approved and therefore one of the initial goals of the new institution was accomplished. A cooperative student exchange program in Mexico, with the University of the Americas, was also approved. This program allowed students to attend classes in Mexico without a loss of credit.

The program "Man and His Elements," a unique physical education program, was proposed and adopted by the faculty.

This survival program was designed to condition the mind and the body toward self-confidence, self-reliance, and self-knowledge. The nearby mountains and desert provided the necessary laboratory, where students had to exist for two days without food and be capable of foraging for themselves.

The faculty committee structure was designed and initiated by the new academic dean. The organization chart was designed, reflecting the divisional and departmental structure. However, with the exception of an acting head of the Fine Arts Division, no divisional heads were appointed. A \$2.6 million tax-exempt bond issue was consummated, which was the first of its kind ever written for educational purposes. It became a model for future issues in other parts of the country.

Correspondent status was granted by the North Central Association, with the long-range objective of acquiring full candidacy in three years. The student government was formed, and a student handbook was written and published.

#### Sixth year

The board of trustees became involved in the fiscal and educational planning of the institution. Certain board members felt that they owned and operated the institution, and by-passed the president with the acquiescence of certain faculty members. In February, the president resigned and the board of trustees appointed the head of the Science

Division, acting president. In June, five faculty members resigned.

In July, the third president was appointed. A private fund raising firm was engaged to solicit funds from the community and were also to recruit students. The effort was moderately successful. The administrative group was enlarged by hiring a business manager, registrar, and secretarial staff.

#### Seventh year

No faculty handbook has as yet been published. A new catalog has been published that now states a new philosophy based on the concept of the "Renaissance Man." Application has been made for state and federal funds. The academic dean will resign after the end of this year.

Status with the North Central Association is in jeopardy on the following issues: there is lack of sound fiscal planning, the library is inadequate, the board is too large, the faculty committees should redesign their roles, the catalog description of the bicultural campus is dishonest, there is no team teaching as described in the catalog, there is no evidence of exemption tests being administered, there are too many courses and majors offered for the size of the faculty, and the semester in Mexico is of questionable value.

In retrospect, it was noted by the respondent that the most critical factor for a successful educational enterprise is the board of trustees. There should be total agreement between the board, administration, and faculty upon the goals and purposes of the institution. A year of planning and a comprehensive master plan are necessary. Finally, \$3 to \$5 million are needed initially.

### Rural College

#### First year

A need was felt by a few concerned men for an institution of higher learning that would be dedicated to "quality and high human purpose." The goal was to search for a means to train young people to become the citizens of the future.

Education has two roles to play. One is the imparting of knowledge, the training of the intellect, the sharpening of the mind. The other is the building in men's lives of an adequate framework of purpose and moral responsibility within which to store knowledge and the honed mind are put to use [sic].

College Catalog - statement by the president.

The president was hired to implement and further develop the philosophy. He had had no previous experience as an educational administrator or as a teacher.

We accept both roles as comprising the only adequate strategy for education in today's world. We believe the pursuit of that strategy to be the new frontier for education in the final third of our century. [The institution] aims at the same time in all its activities to generate the quality of living that is necessary for those who would grapple with the issues of the modern world.

College Catalog - statement by the president.

Second year

An organization deeded a \$6 million complex of 32 acres and 18 buildings to the new institution. In July, the institution was granted a charter. The architect was hired, and designed a master plan. The plan was phased in multiples of four years each, and in September the first phase of the plan was begun with the construction of the library.

Consultants were engaged, and throughout each phase of the development of the institution they were used for brief consultations.

In November, the first administrative officers were appointed. They were the dean of students, the business manager, and the director of admissions and registrar. Six faculty members were also hired at this time. The following criteria were used for hiring personnel: unquestionable academic qualifications, a whole-hearted interest in the training of minds and developing a constructive contribution to the society, a desire to teach and proven experience as a teacher, and excitement about the goals of the institution. The publishing record was only viewed as an indication that the person was "interested and alive."

The initial funds were contributed by 15 to 20 individuals who were interested in the philosophy of the institution. Two particular sources contributed the funds for the arts and science building. Ninety-five per cent of all funds accepted were for general purposes.

The curriculum was divided into three major subject areas: (1) philosophy, political science, economics, and public affairs; (2) English, communications, and languages; and (3) natural science (only biology).

Biology is the science of the future and the theatre is an important means of communicating ideas.

Quote - The president of Rural College.

### Third year

In September, the charter class of 105 students was enrolled. Federal funds were available for scholarships and work-grants. Sixty per cent of the student body received some form of financial aid. In keeping with the philosophy of the institution, each student was required to work four hours per week for the institution. Correspondence status was granted by the North Central Association.

The arts and science building was constructed. This building housed classrooms, faculty offices, a lecture-recital hall, and a natural science demonstration hall. No federal funds were used for this facility.

In November, the dean of faculty was appointed, who organized the faculty committee structure. The faculty met as a "committee of the whole" and were concerned with the problem, "How can we work toward the goals of the institution?" There was a trend in their thinking toward broadly defined areas of knowledge that was not to be cross-disciplinary, but a search for something new. All meetings were

concerned with the pervasive question - How? How to move students along the path, and how to design an educational plan.

#### Fourth year

The application for federal funds to construct an athletic center was approved.

In September, the "Extended Residence Program" was inaugurated. The program aimed to balance academic theory and knowledge with personal experience in various cities and countries. Lectures of selected on-campus courses were delivered to the students on tape, seminars held, and tests administered "on location." The program was a further means of implementing the institution's desire to train students in responsibility and leadership, and to deal with the major forces operating in today's and tomorrow's world.

#### Fifth year

In May, candidacy status was granted by the North Central Association. In September, there were 300 students enrolled.

The president felt that there was a danger that the institution was becoming "just another liberal arts college." Faculty meetings began to be concerned about the problem of "not doing enough for the students," and after much discussion, the decision was made to affiliate with the "Up with People" program. The program seemed to supply the qualities



that the institution was seeking; i.e., knowledge of the societies' problems, a commitment to deal constructively with them, and the use of the best of individual talents.

Some of the students and two of the 32 faculty members were strongly opposed to the decision. The two faculty members attempted to influence more students and apparently were successful, for in January 45 students left the institution. Some of them felt that they had paid for a campus education, not the opportunity to tour the country as a performing group.

#### Sixth year

The contributions from the many private sources throughout the country sharply decreased. In March, the board made the following decisions: curtail all programs, stop any expansion projects, do not admit a freshman class, reduce the faculty to 15 members, and, considering the needs of the 50 seniors, provide for their graduation. In September, the institution opened with only the senior class. In October, the institution was offered for sale for \$7.5 million.

In retrospect, the respondent noted that it is necessary to raise, for operating costs alone, approximately \$1 million per year for the first 10 years. Charges for room and board would equal income and would therefore drop out of the equation. It is also assumed that 60 per cent of

the student body would receive some degree of financial aid.

Finally, to sustain an institution through the first 5 to 10 years of operation, \$20 million is needed. Five million dollars should be available in cash beyond capital construction on the first day of classes.

The respondent stated that this institution began operations with inadequate financial support. He also explicitly stated that the decision to begin operations was entirely that of the board of trustees.

#### Intermediate University

##### First year through the fourth year

A state-wide study of higher education was initiated by the governor. The study was prompted by the limited expansion abilities of the existing institutions.

##### Fifth year

The state site selection committee made a complete demographic and economic study of probable sites throughout the state. After the study was submitted, the board of regents decided to locate the new institution between two cities in the southeastern section of the state.

Within each city there exists a two-year community college. The community colleges are owned by the cities and will be returned to them six years after the above study was

made. They will then be used for vocational education. The new institution will immediately inherit the faculty and students from these institutions.

#### Sixth year

In July, the new institution was officially established by legislative action. No charter was necessary because the institution was part of the state system. Six hundred ninety acres were purchased adjacent to a state park. The county government provided \$2.1 million for the purchase. In addition, three tracts totaling 340 acres were donated as permanent preserves for scientific, educational, and esthetic purposes.

The chancellor was appointed, and in October he began developing the goals and philosophy of the institution. He consulted with leaders in the area to determine the particular educational needs that would be of value to the communities. The general mission of the institution would reflect the same missions as the parent state university; i.e., teaching, service, and research. However, the institution must develop a special inter-urban mission based on the manufacturing tradition of the area. The area is in a period of transition, with the attendant environmental and social problems. It was decided to unite the institutional goals and philosophy with these important considerations.

The master plan was developed in cooperation with the administrative officers and the state engineers. The land was analyzed carefully so that the campus would be closely related to the surrounding area, especially the adjoining state park. It was important that the buildings blend with the land, the adjacent park, and the contiguous urban areas. Plans were also submitted for the development of business and residential areas that surrounded the campus. The long-range facility planning was for an ultimate student population of 25,000. It was decided to engage an architect from outside the state, who had extensive experience in the field of educational construction and also had a "psychic feel" for this institution. This decision was met with considerable political opposition. The master plan is considered a direction, not a prescription.

#### Seventh year

The curriculum is designed specifically to provide students with a grasp of the human and technological resources demanded in an urban, industrial society. There are two principal units: the College of Science and Society, including the divisions of science, humanistic studies, social science, and education; and the School of Modern Industry, including the divisions of engineering science, management science, and labor economics. Various experts from the parent state university assisted in the organization of the curriculum.

There are some unique features of the curriculum. The Divisional Seminars are designed to facilitate discovery and learning in an area other than the student's major. There are inter-disciplinary majors in science, social science, engineering, business management, and labor economics. American language, not English, is taught by faculty from various divisions and deals with language as related to topics and problems of contemporary interest. Physical education is not required and is taught on the basis of the "Olympic" approach. The Division of Education provides the training necessary for teacher certification, while maintaining a strong concentration in an academic discipline.

Advance placement can be gained on the basis of the C.E.E.B. Advanced Placement test, or on examination in the individual department. Every student is counseled to design a program that is based on his individual needs. Each student is self-paced; he alone can determine the course and speed of this phenomenon called the "learning process."

In November, there was the ground breaking ceremony for the first phase of a \$6.7 million building program. This phase includes the underground utility installation; roads and walkways; temporary heating plant; laboratory-classroom building; and the multi-purpose, or "Surge" building that will house the library, faculty, and the administrative offices. The idea for the "Surge" facility came from the California system. It is designed for maximum flexibility

and will be used for unexpected programs until permanent facilities are available. The facility will be used throughout the developing years of the institution.

Specifically, federal funds were not used for this first construction phase. The state receives a formula amount of federal funds and the state board allocates these funds to the various state institutions.

The personnel from the community colleges were inherited and became members of the new institution. There were no funds available to hire new staff and the existing staff was, for the most part, of "questionable value." In addition, there was the problem of a multiplicity of approvals necessary for any new appointments, that was required by the state Coordinating Council of Higher Education.

In February, the librarian was hired. A Modulux temporary building was rented to house the growing collection from the two community colleges and other sources. The basic guide used was the American Library Association compilation. Fifty thousand volumes were to be the basic collection, with a future goal of 300,000 volumes.

#### Eighth year

In July, the chancellor gained final administrative control of the operating budget and also the two community colleges. There was a debt of \$194,000 that was owed the state by the two colleges, and this was inherited by the

new institution. The planning and organizational budget was under the control of the chancellor from the beginning of his appointment.

In October, the master plan was approved by the board of regents and in December the master plan was approved by the Coordinating Council for Higher Education. The building program was proceeding on schedule.

The biennial request for \$40.5 million was approved by the regents. However, it was still subject to approval by the Coordinating Council for Higher Education, the legislature's finance committee, the governor-elect, and the next year's legislature.

The request included the following: a library-learning center (\$7,690,000), a residence hall (\$7,378,000 self-amortizing), a student union (\$5,400,000 self-amortizing), a classroom building (\$4,005,000), a communication arts building (\$3,686,000), unit one of a physical education building (\$2,794,000), unit two of the general purpose building (\$12,722,000), a heating plant (\$2,451,000), utilities and site development (\$2,300,000), and equipment.

During this year, the chancellor pioneered for the decentralization of faculty tenure decisions, which was finally approved by the board of regents. The assistant chancellor (business) was appointed.

The recruitment of personnel was begun. The chancellor was interested not only in recruitment, but also in

retention of faculty. A problem exists of persuading new faculty to come to the institution because the old faculty cannot accept faculty that is better than themselves. The quality of new personnel is based on the following factors: possessing intelligence, dedication to the practice of the profession, and a "strong personality;" and being "tough." They must be well trained, contributors to the profession, effective teachers, and must advance the institution's interests and also individual professional interests. Individuals cannot be accepted who use the institution for private aggrandizement without making an equivalent contribution to the institution.

#### Ninth year

The faculty committee and the departmental structure were inherited from the state and the two community colleges. Changes must be made; however, any change is regarded by the old faculty as a threat to their security. These faculty members have ignored the fundamental needs of the geographic and economic area.

In September, the new institution, at its new campus, enrolled the first class of 1400 students. There was a 34 per cent increase in the enrollment at the two community campuses. The tuition is significantly lower than the other state institutions. All federal and state student financial aids are available to students.



A financial crisis evolved as the new legislature met to consider the biennial request for the \$40.5 million. The committees and the Coordinating Council for Higher Education had to be convinced of the worth of the fledgling institution. Added to the state reluctance was the fact that the new U.S. President was considering cut-backs for state building programs. Ultimately, \$20.6 million was approved for the second building phase.

The institutional specialization will relate to the campus mission; i.e., engineering and management. However, if a faculty which is particularly excellent in other disciplines can be recruited, then this factor will also define a specialization.

Presently, a crisis has developed concerning the decision by one of the city governments to purchase immediately the campus in its city. If this decision becomes a fact, the originally conceived time schedule for separation must be rearranged and drastic new financial measures be taken.

#### Tri University

##### First year through third year

The study of need was begun and would continue unabated for the next 10 years. A group of civic leaders felt a need for a four-year institution of higher learning

in the tri-county and tri-city area. The state legislature, however, suggested that a two-year community college should be established first, courses added, and then an appeal made to the state for recognition and support of a four-year institution.

#### Fourth year

In October, a citizen "Committee of 300" was formed and proceeded to develop a report that clearly indicated the urgent need for a four-year institution, and expressed the desire for an education that would be of the highest quality.

#### Fifth year

A referendum was presented to the electorate and the results indicated that only a two-year institution should be established. There was continued effort by the board of trustees to gain support from the state legislature and the state board of education for a four-year institution. The resistant position maintained that two-year community colleges should remain autonomous from a four-year institution.

#### Sixth year

A newly formed independent study group was organized and came to the board with the recommendation that a four-year institution was feasible.

Seventh year

At the request of the governor, a citizen "Blue Ribbon" committee was formed to examine the specific educational needs of the tri-county area. The results, based on the demographic and economic resources, again indicated the need for a four-year institution.

Eighth and ninth years

In December, the final report of a college association study was submitted. It was a study of future college registration in the area. The study indicated that there was a sufficient population of college-age students in the area for many years to come.

Tenth year

In December, a legislative study committee also reported that there was sufficient population support for a four-year institution.

Eleventh year

A charter was granted for a private four-year liberal arts institution. The state stipulated that the new institution must be entirely independent of the already existing two-year institution, but agreed that it could function within the facilities of the two-year institution until new facilities were designed, financed, and constructed. The charter included graduate level programs in chemistry and

related fields. The initial funds of \$100,000 were pledged by the communities.

#### Twelfth year

In August, the institution published a projection report for the citizens of the three cities.

In September, the first class of transfer students was enrolled and the institution became eligible for funds from the Higher Education Facilities Act and federal aid for student work-grants, fellowships, and scholarships. Representatives from the North Central Association made their first visit. The faculty was recruited from the area's professions and industry, and served on a part-time basis.

#### Thirteenth year

In March, another citizen's committee submitted an additional projection report. In May, the board of directors launched a successful fund drive for \$5 million. In June, a successful effort was made to establish a public institution by official legislative act. However, the stipulation was made that there must be area support.

A small, full-time faculty was hired and in September the first freshman class was enrolled. The major degrees, B.A. and B.S., were determined by the state board of education.

A new board of control was appointed by the governor, and in November the assets from the pledges and the fund drive were turned over to the new board.

The site was determined by legislative and state board decision. Requirements were that it be equidistant between the three cities and not contiguous to the two-year institution. Land parcels were purchased gradually and acquisition of more parcels is continuing at the present time. The architect was selected upon the suggestion of the building division of the state. The master plan was begun with the purchase of the first parcel of land.

The board determined a curriculum based on a strong four-year liberal arts principle before a student could begin study. The board also designed the faculty committee structure. Sixteen departments were formed.

#### Fourteenth year

In April, a "guidance and assistance" statement was communicated to the institution from the state board of education. In May, accreditation was granted by the state council of college accreditation. In June, state financial support was voted by the state legislature for the new institution.

Also in June, a monograph entitled "Design for a College" was published by the board of control and the president. The monograph states the goals and objectives of the

institution and the projections and sequence of the curriculum. The 10-year projection reflects the needs, resources, and requirements of the tri-county, tri-city area. The institution seeks an identity drawn from the character, traditions, and needs of the area which justified the establishment of the institution. The goals are: the maintenance of a free society, quality, the search for truth, service, and cooperation between public and private enterprise.

A two-year lower division has been organized as preparatory to the upper division. A series of four foundation courses is required: humanities, social studies, natural science, and English. All courses are inter-departmental and inter-disciplinary. The upper division of study is organized as follows: liberal arts, engineering and applied science, health science, and fine arts. Two disciplinary areas are on a 10-semester basis - business administration and teacher education. Consultants assisted on all aspects of the curriculum organization.

A Board of Fellows was formed to advise and communicate the communities' concerns to the board of control. This group also is in charge of all fund raising.

Long-range plans include many unique proposals. One is the establishment of a special purpose private college on institution land. The idea is similar to the cluster of colleges that is typical of institutions in Canada and England. The proposal is consistent with the goals and

philosophy that states the position of cooperation between the public and the private interests.

The teacher education program was adopted and continuing adult education is offered at both the four-year and the two-year institutions. Cooperation exists between the institutions so that courses will not be duplicated.

The recruitment of personnel was extended. The first qualifications were teaching ability and an agreement with the goals and purposes of the institution. Personnel must have academic standing. Fifty per cent of the faculty have doctorates and were recruited from within the state. There are few older faculty members; however, the younger members are very promising. No rank of professor is granted without the doctorate degree. The librarian, business manager, the dean of faculty, and two faculty members came with the president from the two-year institution.

The board published a policy manual.

#### Fifteenth year

The master plan was approved by the state building division. One million dollars became available from the Higher Education Facilities Act. The organization chart was developed by the president. North Central Association consultants were called upon for advisement on the next visitation.

Sixteenth year

A temporary classroom building was constructed for 200 students and a little theatre building was constructed. In March, the institution applied for candidate status from the North Central Association. The faculty committee structure was reorganized so that there are eight standing committees with student representation. The engineering program was adopted.

A committee on research was formed from the Board of Fellows. The purpose of the group was to lend support to faculty and student research projects. The projects begun were water pollution, cancer (cell division), urban problems, and industrial housing.

Seventeenth year

By August, the academic building, the dining hall and student center, and one dormitory were built. For the first two years all walls in academic buildings will be flexible because the use of each building will change as each stage of development is reached.

The Rights and Responsibility Committee (students and faculty) proposed a new constitution. Both students and faculty desired more participation in the institution's governance.

In November, the president published a Federalist Paper in response to the above proposal. His conclusions were that the designs for a new type of governance were



incomplete. Although the obstacles to building a community of common counsel and understanding are formidable, the goal of experimentation and change deserves the communities' effort.

Although state appropriations are available for instructional and administrative facilities, funds are not available for dormitories, parking lots, landscaping, student union, research, scholarships, or enrichment. In response to these needs, an auxiliary women's group was formed to help provide these needed extra funds. They operate a gift shop in the academic building and sponsor various projects. Their efforts have been very successful and funds have been raised for much needed landscaping.

The library receives only \$1000 per year from the state for book purchases. Books can be borrowed from neighboring institutions with a student I.D. card.

The business administration and the health science programs were adopted. Gifts and wills donated to the institution now total \$1.3 million. An endowment fund was established. Fund raising is a continuing effort that is sponsored by the Board of Fellows.

It has been proposed by the president that the institution publish a journal that would give the faculty the opportunity and incentive to do research and publish. Student research projects are encouraged at all grade levels, and are supported by the local industry.

The organization chart is in the process of being revised. The new faculty members are absorbing the older faculty. The present problem is to determine how certain professional education can begin in the freshman year.

The presidential style can be characterized by the following statements: "Do not change goals - only modify" and "There must be strong moral values."

The institution will specialize in the following areas: education, biology, chemistry, business, and veterinary medicine.

Continuous problems exist in the relations with the state board of education, especially in the industrial and economic areas, which are of salient value in the community. The communities' reaction is that economic stability is based, in part, on the ability of the institution to serve the area.

In retrospect, the respondent made the following comment: "The desirable method of launching an institution of higher learning would be to affiliate with a major established university right from the beginning."

## CHAPTER V

### COMPARISON OF THE ORGANIZATIONAL STRATEGIES

The organizational strategies of the six institutions were examined on the basis of seven categories: (1) study of need, (2) the goals and philosophy, (3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) long-range planning. Within each category the organizational strategies are described and discussed. From the descriptions it will be possible to compare how the institutions were alike and how each institution was different.

#### The Study of Need

The study of need includes those activities that various people engaged in during the early planning stages of the institution. The study of need examines and assesses the economic and demographic resources of the surrounding area and results in a master plan related to the findings. The study of need questions the environment to determine whether or not there is adequate support for an institution of higher education. Included in the study of need are various groups that are considered important by the institution. Among these can be board members, citizen committees, administrative group members, professional consultants, state

planning boards, legislative committees, or private consulting firms.

The study of need at Protestant College was conducted by a citizen group that was primarily concerned with students of marginal academic achievement, who were not acceptable to established colleges and universities. Limited use was made of professional consultants. The institution did not develop a master plan that would provide a careful plan for future development.

The study of need at Catholic College was done within the religious order without professional consultation. However, two years ago a master plan and projection study were prepared by a professional architect and consulting firm that specializes in educational facilities.

No study of need was conducted at Private College, except for the desire of a few businessmen to introduce an enterprise that would benefit the economic structure of the town. No master plan was formulated, and consultants were engaged only for brief visitations.

At Rural College the study of need was extremely limited; however, a master building plan was formulated by an architect and a consultant. The president, who had had no previous experience as an educational administrator or teacher, was hired to implement the board's philosophy.

The study of need at Intermediate University, conducted by the state site selection committee, was a comprehensive demographic and economic survey. Consultants

were engaged from the parent state university and a master plan was developed.

Various citizen groups and a state legislative committee conducted the study of need at Tri University. The study extended over a period of 10 years and examined every demographic and economic aspect of the tri-city, tri-county area. The master plan was designed in cooperation with the state educational planning board.

In the foregoing data, two institutions engaged in a comprehensive program of assessment - Intermediate University and Tri University. The studies involved all aspects of the economic and demographic environment, and projected a plan for the future. Of particular interest is the fact that these two state institutions made strenuous efforts to involve the community in planning.

Catholic College, after a period of organizational fluctuation, saw the need for a study and engaged a consulting firm, and with total faculty involvement, developed a master plan.

Both Private College and Rural College ignored a large segment of the surrounding population and depended for success on a totally residential student population. Neither institution developed a master plan.

Protestant College had the services of a citizen committee, but a limited amount of professional consultant help. No master plan was developed.

### The Goals and Philosophy

Distinct and coherent goals and philosophy make up the intellectual framework that governs the institution. They include the uniqueness of the institution and the institutional specialization, the congruence with the curriculum, and the degrees offered. The development of the goals and the philosophy concerns the involvement of the faculty, the board, and the administration.

The goals and the philosophy at Protestant College were extremely unique and resulted in an institution serving a population in dire need of higher education. The institution specialized in degree programs that were congruent with the stated goals; and the curriculum reflected the stated philosophy.

In the beginning, Catholic College was but a carbon copy of any other seminary preparing young men for the priesthood. As a result of intensive faculty concern and involvement, the goals and the philosophy were changed to that of "self actualization" - creating an environment for self learning. This unique approach to undergraduate education is a result of the careful study of all the aspects of the institution's academic life.

The goals and philosophy of Private College reflected the ideas of the president, some of the faculty, and a few of the board members. The faculty were extensively involved in the development of a curriculum that reflected the free-enterprise philosophy; however, the goals and philosophy have

changed and now reflect primarily the views of the academic dean. The specialization of the institution was left to the faculty, who were to develop in a competitive manner, the particular academic disciplines.

At Rural College the goals and philosophy were formulated by the board and were based on the desire to train the citizen of the future. The institution specialized in the preparation of leaders of the future society. The faculty were not involved in the formulation of the goals and philosophy; however, they were deeply committed to the education of young people and the expressed goals of the institution. The curriculum reflected the goals and the philosophy.

The goals and philosophy at Intermediate University were developed by the chancellor and were related to the needs of the surrounding area. There was no faculty involvement in this task nor in the determination of the curriculum. The institution will specialize in programs relating to the urban-technological area.

At Tri University the goals and philosophy were developed by the president and the board to reflect the needs of the area. The present degrees offered and the curriculum are congruent with the goals and philosophy and reflect the board's desire for an education of the highest quality. The institution seeks an identity drawn from the needs, traditions, and character of the surrounding community.





The faculty were not involved in the development of the goals and philosophy.

The goals and philosophy of each institution are unique and reflect a desire to improve the education of young people. Catholic College and Private College involved the faculty in the development of the goals and the philosophy. At Rural College, certain basic philosophical premises were formulated by the board and the president, and the faculty were charged with their implementation. Catholic College, after an extensive reorganization with the involvement of the faculty, dedicated its resources to the philosophy of self-actualization.

#### Funding

Funding includes those initial funds accumulated by the institution, the plans for providing future funds, endowment funds, student aid, means of financing the building program, and costs of the teaching program.

The initial funding of Protestant College was limited to a private loan which was primarily for the purchase and removal of one building. Federal and state scholarship and work grant aid was available to all qualified students. Expected future funds were not forthcoming. Primarily private funds were used, with the later addition of federal funds.

Original funding at Catholic College was from a bond issue, private donors, and the money generated by the return

of salaries paid the priest teachers. After the reorganization of the institution, a second bond issue has apparently been eagerly subscribed. Federal and state scholarships and work grants are available. The present goal is to seek funds actively from private donors.

At Private College initial funding resulted from board member donors. The unique free enterprise philosophy precluded accepting any federal or state funds, except for G.I. bill student aid. A tax-exempt bond was issued; however, the future financial perspective is uncertain.

The initial funding at Rural College was from private sources and as the institution progressed, federal funds became available for building and student aid. Most of the original funding was spent during the first phase of the building program. Future funding has been sharply curtailed.

At Intermediate University initial funds came from the county which purchased the land for the institution. Continuous funding is the result of board and legislative action which disperses both federal allocations and state funds to all the state institutions.

Initial funding at Tri University came from private sources that subscribed funds to the original private institution. The state has now allocated funds, and federal grants have been used. The community will continue to support the institution in cooperation with the state allocations.

No institution had substantial funding to acquire the land, construct buildings, and hire faculty for a complete institution at the outset. However, both Intermediate University and Tri University were adequately funded; Intermediate University from the county and the state, and Tri University from private sources and later from the state. Both Catholic College and Private College had funds from private sources and bond issues. All the institutions, with the exception of Private College, were recipients of federal building grants and student aid funds. Catholic College used the donated salaries of the teaching priests for an endowment fund.

The future financial perspective at Private College is uncertain, and at Rural College all future funds have been curtailed. The financial futures of both Intermediate University and Tri University are dependent on state appropriations, private funds, and federal funds; however, growth seems constant and support is assured. Specific costs have not been determined, except at Catholic College, where cost per student is known. No institution has attempted to determine cost on a departmental basis.

Because of insufficient funds, Rural College is terminating at the end of this academic year, and Protestant College will be absorbed by a larger university and become an autonomous branch college.

Facilities

Offices, classrooms, libraries, laboratories, auditoriums, resident halls, field houses, and land are the living and learning environment of an institution. Buildings are the physical expression of the institution's philosophy and reflect the master sequence plan.

At Protestant College there was no plan for the future expansion beyond the one building. The building was adequate for a limited enrollment. The faculty were not involved in the design of the facilities.

The present facilities at Catholic College are adequate; however, plans are being prepared for expansion. The master plan is being adhered to and the faculty are vigorously translating the new philosophy into a physical environment plan.

The facilities at Private College are adequate in some areas, especially in the sciences; however, there is only a very small library and the local library is inadequate for undergraduate education. The faculty were insignificantly involved in the planning of the facilities and there was no master building plan.

At Rural College the facilities were deeded to the institution from a former organization and in some cases were more than adequate. Although the first phase of the master plan was completed without faculty involvement, it was the intention of the administration to involve the faculty during the future phases.

At present the facilities at Intermediate University are adequate and more buildings are being constructed in keeping with the master plan. There was little faculty involvement in the development of the master plan or in the design of the facilities.

Facilities are adequate at Tri University for the present enrollment, and the building program is continuing according to the master plan. The faculty has not been involved in the design of present or future facilities.

At Intermediate University, Tri University, and Catholic College there are adequate facilities for the present programs and there are master plans that indicate the future building sequence. Rural College had an abundance of space; a large library and a classroom-laboratory building. Living quarters for students were more than adequate. Private College and Protestant College have limited facilities at present and Protestant College does not have space for expansion. Neither Private College nor Protestant College had a master plan. Despite the expenditure of millions of dollars, the data showed that the faculty of these institutions were not involved in the planning of the facilities.

#### Organization of the Staff

Organization of the staff includes the selection of faculty, the appointment of administrative officers, faculty governance, and the decision-making process.

At Protestant College the governance of the faculty was predominately dictated by the president. The president selected personnel on the basis of a concern for the teaching process and agreement with the philosophy of the institution. Initial policy was decided at the top, with a few decisions at all levels; however, some checking was done before action was initiated. There has been a large turnover of faculty.

At the outset, the faculty governance at Catholic College was typical of the hierarchy of any other religious order. When the philosophy and the direction of the institution was extensively modified, faculty governance changed accordingly. Both students and faculty worked closely together, accomplishing the necessary tasks of the institution. A faculty committee was engaged in writing guidelines that will be used for hiring future faculty members. There was a broad policy from the top, and specific decisions were made at all levels.

Governance of the faculty at Private College originally was on an ad hoc committee basis; however, when the academic dean was hired he systematically organized a committee structure. Selection of personnel involved both the faculty and the administration. Except for the authoritative committee organization, decision-making was specific at all levels, with a broad policy from the top.

Governance of the faculty at Rural College was determined by the appointed academic dean. The faculty met

as a committee of the whole. Selection of personnel was the prerogative of the president. Some decisions were made at lower levels and were checked before action was taken. However, policy was issued from the top.

At Intermediate University the governance of faculty is limited to departmental committees remaining from the original community colleges. Selection of personnel rests primarily in the office of the chancellor. Some decisions are made at lower levels, but they are checked before action is taken. Broad policy is determined by the chancellor.

The governance of the faculty and the departmental structure at Tri University were determined by the president and the board of control. Selection of personnel is based on academic ability, degrees held, and agreement with the goals and philosophy. Some decisions are made at lower levels, but are checked before action is taken. Policy is initiated from the administration. At present (1969) there is a desire by students and faculty for participation in the governance of the institution. The administration is not completely closed to the proposal.

In the early planning stages of the new institutions of higher learning, the president of each institution selected the personnel. At all institutions, teaching ability was an important factor while research competency was a secondary or an unimportant issue. Catholic College is the only institution that has a faculty committee working on guidelines to be used for hiring future faculty members.

With the exception of Catholic College, governance of the faculty originated with the president or the academic dean. After the reorganization at Catholic College, both faculty and students worked closely together in the various committees.

The character of the decision-making process at Protestant College, Rural College, Intermediate University, and Tri University was that some decisions were made at all levels, administrative approval was necessary before action was initiated, and broad policy issued from the chief administrative officer. At Private College and Catholic College, specific decisions were made at all levels, and a broad policy was issued from the chief administrative officer.

#### Curriculum

Curriculum includes those disciplines that the institution chooses to offer, the organization of subject matter, the unique aspects of the teaching or learning techniques, and the congruency with the goals and philosophy. Of vital importance to the determination of the curriculum are the involvement of the faculty and at times the engagement of consultants.

The curriculum at Protestant College was consistent with the goals and philosophy and had some unique aspects: i.e., the small English classes and the medical assistant degree. The faculty were not involved with the development



of the curriculum and at specific times professional consultants were hired for a short period of time.

At Catholic College the curriculum reflected the goals and philosophy and had a unique implementation that was a result of a high degree of faculty involvement. Consultants, workshops, and conferences were used as a means to formulate the curriculum.

At Private College the curriculum was designed solely by the faculty, and in most disciplines was congruent with the goals and philosophy of the institution. No consultants were engaged for curriculum assistance.

The curriculum at Rural College was congruent with the goals and philosophy of the institution and was divided into three main areas. The faculty, with consultants, were extensively involved in all aspects of the curriculum.

The curriculum at Intermediate University was unique and was congruent with the goals and philosophy of the institution. The curriculum was designed primarily by the chancellor, with the aid of consultants from the parent university. The present faculty were not involved in the original planning.

At Tri University the curriculum, originally designed by the board and in the process of being modified, was congruent with the goals and philosophy. The curriculum endeavored to meet the needs of the three communities. Consultant services were used during the development of the curriculum.

Every institution has designed a curriculum that reflects the goals and philosophy. With the exception of Private College, all the institutions engaged consultants to assist in the development of the curriculum. All institutions, except Private College and Rural College, adapted the curriculum to the needs of the surrounding environment and population. Tri University and Intermediate University have chosen certain disciplines as priorities during the beginning years, and have plans for the addition of other disciplines in sequence, as funds and facilities become available.

The faculty were extensively involved in the development of the curriculum at Private College, Rural College, and Catholic College.

#### Long-Range Planning

Long-range planning includes future funding, the building sequence, faculty recruitment, the evolving curriculum, use of consultants, the institutional specialization, and the congruency with the goals and philosophy.

There was little evidence of long-range planning in any area at Protestant College. The primary concern of the administration has been to acquire adequate funding. The one important educational commitment is to the education of disadvantaged youth, and in this respect the institution has proven most capable.

A conscientious endeavor was made at Catholic College that related all aspects of the educational process to the long-range planning of the institution. The faculty and administration limited their intentions to a primary liberal arts undergraduate education.

Long-range planning at Private College was evident in a few disciplines; however, for the most part, the institution was without a long-range plan. Funding is uncertain, conspicuous faculty members have resigned, and the institution has yet to decide on its particular specialization.

At Rural College there was insufficient long-range planning in most aspects of the institution, except for the building program. Instead of renovating the existing facilities, new facilities were built. Some of the long-range planning efforts were thwarted when a student-faculty coalition withdrew from the institution. Many programs were discontinued as funding was suspended. It was the board's decision to launch the enterprise with inadequate funds.

The long-range planning at Intermediate University is complete and was achieved in progressive phases. The master plan provides for all aspects of the growth of the institution, with plans for revision at any interval. At present (1969), financial adjustments are being made to accommodate the reluctance of the legislature to appropriate sufficient funds for the second building phase. In addition, the crisis concerning one of the community college campuses will necessitate new financial plans.

The long-range planning is complete at Tri University and the 10-year projection reflects the needs and resources of the tri-city, tri-county area. The plan includes all academic areas and is complete in every detail. In addition, there are proposals which are unique to a new institution; i.e., a journal published by the institution, land donated to a private college for a specialized purpose, and an exchange program with a foreign "sister" institution. The institution will specialize in the following areas: education, biology, chemistry, business, and veterinary medicine.

Long-range planning at Catholic College, Tri University, and Intermediate University was complete and in progressive phases, and the projections reflected the needs and resources of the respective surrounding environments. These three institutions have defined institutional specialization, a building sequence, land acquisition, future financial needs, faculty needs, and the planning is congruent with the goals and philosophy.

There was little evidence at Rural College, Protestant College, or Private College of any long-range planning. Funding was uncertain, conspicuous faculty members resigned, and at Rural College and Private College there was disagreement between the board and the president. Rural College had only a phased building program.

Summary

The organizational strategies of the six institutions were examined on the basis of seven categories:

(1) study of need, (2) the goals and philosophy, (3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) long-range planning.

Two institutions engaged in comprehensive studies of need that included all aspects of the economic and demographic environment and resulted in a comprehensive master plan. The projection study at Tri University was by discipline, and included a description, recommended facilities, proposed faculty, and an estimated student enrollment. Four institutions had extremely limited studies of need and no master plans have been developed.

Except for Catholic College, the goals and philosophy were the result of board or presidential action, without the aid of consultants.

There was sound fiscal planning at two universities. Catholic College is beginning a plan for future funding. The other institutions have uncertain financial futures.

Three institutions have adequate facilities for the present programs. Two institutions have limited facilities, and at Protestant College there is no available space for expansion. Neither faculty nor department heads were involved in the design of facilities at any of the institutions.

At all the institutions, faculty recruitment is based on teaching ability with research competence of secondary

importance. Catholic College is the only institution where a faculty committee is developing guidelines for hiring future faculty. With the exception of Catholic College, faculty governance originated with the president or the academic dean.

All the institutions have a curriculum that is congruent with the goals and philosophy. With the exception of Private College, consultants were engaged to assist in the development of the curriculum. Three institutions chose certain disciplines as priorities during the beginning years.

Three institutions engaged in a long-range plan that was complete and reflected the needs and resources of the surrounding environment.

In the following chapter an attempt will be made to draw some conclusions from the data presented in this chapter.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, REFLECTIONS, AND IMPLICATIONS FOR FURTHER STUDY

The purpose of this study is to describe the organizational strategies that have been employed by new colleges and universities. The study is a pragmatic description, or case history, of what various institutions, having different configurations, have done to accomplish varying goals and purposes. Each institution responds to the immediate environment, and because of the unique internal and external pressures, will develop a particular character that is inimitable unto itself.

The organizational development of each institution was presented in a chronological order, beginning with the time of the initial idea in the mind of a particular person or group of people, and then proceeded to the present (1969).

It was the intention of the data collection procedure to accumulate data that would describe the development of each institution within seven categories; i.e., (1) study of need, (2) goals and philosophy, (3) funding, (4) facilities, (5) organization of staff, (6) curriculum, and (7) long-range planning.

The sources of the data were the tape recordings of the interviews, available publications and documents of the institution, and other published sources.

Six institutions were identified that yielded a variegated cross-section of environment, student populations, and purposes.

#### Summary of Institution Descriptions

"Protestant College" is situated in the heart of a city of 1,560,000 (1960 census) and is surrounded by a predominately lower socio-economic black population. The initial student body was 239 students and presently (1969) is 700. The institution will be merged with a larger university and will become an autonomous branch college. The institution is coeducational, offering the Associate, B.A., and B.S. (medical assistant) degrees.

"Catholic College" is located on 80 acres of land that was previously a hotel and health spa. The institution is surrounded by a small city of 33,500 (1960 census). The initial enrollment was 120 students, presently there are 262 (1969), and the ultimate projected enrollment is to be 1100 students in five "villages." The institution offers only the B.A. degree, with few majors, to a predominately Catholic student population. Originally, the institution was for men; however, the past year a coeducational policy has been adopted by the faculty and the administration.



"Private College" is a non-sectarian, coeducational institution located adjacent to a small agricultural town of 12,000 population (1960 census). The institution began with a student enrollment of 303 and presently has grown to 525 students. The projected enrollment is for a student body of 1500. The B.A. degree is offered, with numerous major disciplines.

"Rural College" is located in an isolated part of the country near a small village of 942 (1960 census). The institution is non-sectarian and coeducational, offering the B.A. degree in a few well-defined major disciplines. The original student body of 105 has decreased to 50 senior class students. The institution will cease functioning at the end of this academic year (1969).

"Intermediate University" is an outgrowth of two community colleges located in two cities - one of 97,000 population, and the other of 76,000 population (1960 census). The present site is located between these two cities on 690 acres of land. The institution is an autonomous state institution providing undergraduate B.A. and B.S. degrees for a student body related to the urban-technological environment. The original (and present) student body of 1400 students is estimated to grow to 25,000 students in 10 years, with complete undergraduate and graduate programs.

"Tri University" is situated on a site approximately equidistant from three cities - one of 96,000 population,

one of 51,000 population, and the other of 27,779 population (1960 census). The student body of 804 students is partially residential and is estimated to grow to 18,000 students. The institution is an autonomous state institution supported by private funds, federal grants, and state allocations. The coeducational institution offers the B.A. and B.S. degrees, with future plans for a graduate school.

### Summary of Organizational Strategies

Intermediate University and Tri University engaged in comprehensive studies of need that included all aspects of the economic and demographic environment. Intermediate University, Tri University, and Catholic College developed master plans.

Intermediate University, Tri University, and Catholic College developed goals and philosophies related to contemporary research and theory, and the needs of the surrounding environment. Except for Catholic College, the goals and philosophies were all the result of board or presidential action, without the aid of faculty involvement or consultants.

There was sound fiscal planning at Tri University and Intermediate University. Catholic College began a plan for future funding.

Intermediate University, Tri University, and Catholic College have adequate facilities for the present programs and have master building plans. The faculty were

not involved in the design of facilities at any of the six institutions.

With the exception of Catholic College, the organization of the staff originated with the president or the academic dean. Catholic College is the only institution where a faculty committee is in the process of developing guidelines for the hiring of future faculty members.

All the institutions have a curriculum congruent with the goals and philosophies. Private College and Rural College did not adapt curriculum to meet the needs and resources of the surrounding environments. Intermediate University, Tri University, and Catholic College chose certain disciplines as priorities during the beginning years.

Long-range planning at Catholic College, Intermediate University, and Tri University is complete and includes total projections in all areas, while no long-range plans were developed at Catholic College, Private College, Protestant College, or Rural College.

#### Conclusions and Reflections

Each institution sought to utilize the human and economic resources available in the most propitious manner possible. As each institution progressed, decisions had to be made as the problems of growth, adaptation, and change arose. In some cases, these decisions were based on inadequate facts, due to the lack of an adequate study of need or a long-range plan.

Rural College curtailed programs and after providing for the graduation of the senior class, will terminate as an institution. Protestant College could not continue as an autonomous institution, and will be absorbed by a larger university. Private College has serious accreditation problems and the financial future is questionable. The future of Catholic College is promising, now that the new philosophy and the new curriculum have been implemented. Both Intermediate University and Tri University have promising futures based upon substantial studies of need, long-range planning, and sufficient financial resources.

The only institutions that engaged in extensive studies of need were Intermediate University and Tri University. The study of need at Tri University extended over a period of 10 years, which seems an inordinate length of time.

An essential aspect of a strategy is determining realistically the availability of resources. Before taking action, it is necessary to know what is possible, what is needed, and what is impossible. The study of need requires the contribution of key personnel who will ultimately be responsible for the utilization of the resources. Competent department heads can survey possible resources and confidently assess the capabilities of the resources relevant to institutional objectives. Consultants can offer experience, comparison with other plans that have been effective, and objective evaluation.

The only institutions that related goals and philosophies to the needs of the surrounding environment were Tri University and Intermediate University. In an attempt to deal constructively with students of our contemporary society, Catholic College used the self-actualization philosophy of education to implement the educational program. Because the philosophy required an environment that is supportive of the student, there was intensive faculty involvement in the planning stage.

A philosophy is a system of thought. An institutional philosophy is based on some orderly, logical statement of objectives and principles that govern the life of the institution.

The predetermined goals of an institution concern not only the institution, but the public interest and trust. The goals define the activities of the general or the specific segments of the organization. Educational goals, as stated by S.I. Hayakawa (26), are: (1) to learn to understand, appreciate, and take care of the natural world we live in; (2) to understand, appreciate, and learn to live with fellow inhabitants of our planet; (3) to know the significance and the meaning of the esthetic experience; (4) to be capable of earning a living; and (5) to learn a critical and intellectual method of rational thinking.

The goals and philosophy of an educational institution should embody an integrated policy. The board, administration, faculty, and students share a common

environment that should be directed toward a consistent pattern of objectives. Each individual, department, and division of the institution should reinforce one another and interrelate in a persevering sequence of institutional endeavor.

There was sound fiscal planning at Tri University and Intermediate University. Since the implementation of the new philosophy and the new curriculum at Catholic College, the institution is confident that adequate funding will be forthcoming. The board's decision to open Rural College before there was adequate financial support certainly contributed to its extinction. Using large sums of money to build the library and the classroom-laboratory building, instead of renovating the existing buildings, would have conserved some of the funds at Rural College. With an enrollment of only 300 students, the building program could have progressed more slowly, allowing the institution to develop a more substantial financial base. Moving from a meager financial base prohibited Protestant College from being able to borrow any significant amount of money. In addition, there was no evidence at Protestant College that the "Committee of 100" that initiated the college had conducted any fund drive. A financially committed community would have been an asset to the institution when adverse circumstances forced it to become a part of a larger university. Private College had committed funds from private

sources, but incorrectly estimated the number of students who would be enrolled in a new college. By refusing all federal and state financial aid, the resources at Private College were extremely limited. If the principle of free enterprise is sound, Private College should have attracted adequate funds to build a model institution.

The need for a substantial financial base that will continue over a period of approximately 10 years is indicated. As the student body and a reasonably sized faculty increase and the curriculum develops, it is necessary to raise additional funds, based on a percentage of operating costs. A contingency fund of approximately 10 per cent must be maintained for the first five years, and thereafter this figure could be reduced to 5 per cent of the operating cost. The first five years are the most crucial. It is during this period that accreditation is acquired, a library is accumulated, equipment is procured, faculty is recruited, buildings are constructed, and a reliable reputation is attained. Three respondents pointed out that rather than begin a new institution on an independent basis, it would have been more advantageous to have support from a parental institution during the beginning years.

Despite the expenditure of millions of dollars, the data revealed that the faculty were not involved in the planning of the educational facilities at any of the institutions. There was a total ignorance of the competencies

and the peculiar and intimate knowledge that faculty have of the use of educational facilities. The data indicated that boards of trustees and presidents made the major facility decisions.

Clearly, no one group can plan for the functions and needs of a total institution. Logically, a committee of faculty, board, and administration representatives, provided with competent consultants, could responsibly coordinate resources and develop a plan that would reflect the unique aspirations of the institution.

Catholic College was the only institution that involved administration, faculty, and students in governance. Governance in all of the other institutions originated with the president or the academic dean.

The art of designing and maintaining an effective organizational governance requires a clear identification of the organization's objectives, a structure that is suitable to the attainment of those objectives, and total involvement of those concerned individuals.

Faculty satisfaction in the organization can exist when members' attitudes are strongly favorable and stimulate behavior toward implementing organizational goals, when the members view each other with mutual trust and confidence, when members are highly satisfied with achievement and membership in the organization, when members can communicate



in all directions, when members can participate in the decision-making process, when each member can establish high goals by means of group participation, and when each member has a concern for high performance standards.

Every institution attempted to interrelate the curriculum and provide for continuity, sequence, and congruency with goals and the philosophy, throughout the four-year undergraduate program. Catholic College provided the means for students to develop individual programs during the last two years of their education. No institution provided for curriculum evaluation.

Every institution should engage in a program of comprehensive examination of the curriculum. The curriculum is related to the goals, philosophy, facilities, funding, faculty, and the specialization of the institution. Curriculum objectives must be defined and expressed in behavioral terms and in keeping with learning theory. Institutions must seek means of improving the curriculum by conducting studies of students, society, educational philosophy, educational psychology, the educational experiences, the organization of instruction, and evaluation of the learning experience.

The long-range planning at Tri University, Intermediate University, and Catholic College was comprehensive. Protestant College, Private College, and Rural College did not engage in any long-range planning.

Every enterprise needs a central plan that defines its general purpose. Long-range planning involved deliberately attempting to forecast the future, based on the evolving economic and human resources. As the internal and external influences change, frequent reappraisal of the master strategy is required. Additional data, new personnel, a changing environment, and feedback will affect decisions in the growing institution.

Finally, long-range planning involves accumulating data from many sources - faculty, administration, board members, and citizens. An educational institution is intimately interwoven into the fabric of the society. Ultimately, the place that an institution occupies within the society is dependent on the value that the society places on the institution.

In summary, a successful institution engages in the following activities: (1) a comprehensive study of need; (2) a definition of goals and philosophy; (3) acquiring a substantial financial base and a sound fiscal plan; (4) acquiring adequate facilities; (5) designing a structure of organizational governance that involves all those concerned individuals; (6) developing a curriculum that provides for continuity, sequence, congruency with goals and the philosophy, and evaluation; and (7) drafting an operative long-range plan that provides for continual reappraisal.

### Implications

The foregoing data reveal the organizational strategies employed by six new institutions of higher learning.

It is evident that successful new colleges and universities have engaged in extensive economic and demographic surveys that yielded significant data. The data accumulated made it possible for the institutions to predict a supportive environment, and to develop realistic goals, a viable philosophy, and valid long-range plans.

Present theories of management, organization, and group dynamics are relevant to the administration of new colleges and universities. There is substantial evidence that systematic planning and research are necessary. Consultants who are specialists in organizational theory and administration are of incalculable value during each phase of the emerging new college or university.

The role of leadership in new colleges and universities is at best laborious and complex. Administrative capacities are severely tested when it is necessary to encourage cooperative involvement, stimulate commitment, provide security for personnel, and avoid faculty opportunism and self aggrandizement during the critical formative years. The data indicate that the leadership role can be facilitated when: (1) a comprehensive study of need has been conducted, (2) the institutional goals and philosophy are defined, (3) faculty are committed and involved in institutional

purposes, (4) sound fiscal planning exists, and (5) a long-range plan has been developed.

Institutions of higher learning cannot be segregated enclaves within a community. Our society values the services of colleges and universities as a means toward realizing the "good life." The data imply that community involvement is essential to the eventual success of a new institution.

Boards of trustees, as representatives of community interests, need pragmatic data upon which to base decisions of policy. It is vitally important that board members have internalized the goals and philosophy of the institution.

The recruitment and retention of effective faculty members are, in part, dependent on their involvement, as professional educators, in the educational process. The many aspects of an institution's activities are determined by the competence, motivation, and general effectiveness of its human organization. Therefore, it is imperative that all staff members, (or if the total staff has not been hired in the initial stages, then representatives, i.e., departmental chairmen), should be included in the planning of all aspects of the new organization.

#### Implications for Further Study

Further research of institutions of higher learning, as organizations, is needed. Replication of this study, using other components of the organization, i.e., the dean,

faculty members, students, or board members, as respondents would yield valuable information.

Sophistication and refinement of instruments used for the measurement of the various elements of the study of need and long-range planning are needed. Such instruments would enable the researcher to obtain data of greater significance.

Further studies should be of a longitudinal nature, thereby providing more data from which the researcher could determine more clearly those organizational strategies which would help to ascertain the success or failure of an institution of higher learning.

Finally, the study of the college or university as a complex organism within a particular environment is of value to the ecologist. Specifically, how does a community change as a result of a new college or university in its environs? Is the intellectual climate of the community enhanced? Does cultural life of the community significantly change as a result of the diverse activities of the institution?

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## APPENDICES

## APPENDIX A

## STRUCTURED INTERVIEW QUESTIONNAIRE

- 1.0 How was the study of need conducted?
  - 1.1 How was the master plan developed?
  - 1.2 Were consultants used? How?
- 2.0 How were the goals and the philosophy developed?
  - 2.1 How were degrees determined? What degrees are offered?
  - 2.2 What is the institutional specialization?
  - 2.3 What are the unique aspects of the institution?
  - 2.4 What was, or is, the faculty involvement?
  - 2.5 What role did the board play?
  - 2.6 How are the goals and the philosophy related to the curriculum?
- 3.0 Where did the initial funds come from?
  - 3.1 Where will future funds come from?
- 4.0 Facilities. When was the land purchased?
  - How was the site determined?
  - How was the architect hired?
  - When and how was the sequence plan developed?
  - What has been the order of building?
  - 4.1 What has been the role of the faculty?
  - 4.2 How was the master plan developed?

- 5.0 How was the governance of the institution determined?
  - 5.1 What are the characteristics you look for in a potential faculty member?
  - 5.2 What is the character of the decision-making process?
- 6.0 Is the curriculum congruent with the goals and the philosophy?
  - 6.1 What are the unique aspects?
  - 6.2 What has been the faculty involvement?
  - 6.3 What has been the board involvement?
  - 6.4 When were consultants called upon?
- 7.0 What long-range planning has been initiated?
  - 7.1 Related to goals and philosophy?
  - 7.2 Related to funding?
  - 7.3 Related to facilities?
  - 7.4 Related to the organization of the staff?
  - 7.5 Related to the curriculum?
  - 7.6 When and how were consultants used?
  - 7.7 Relation of long-range planning to institutional specialization?

## APPENDIX B

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FIRST YEAR

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SECOND YEAR

---

THIRD YEAR

---

FOURTH YEAR

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FIFTH YEAR

---

SIXTH YEAR

---

SEVENTH YEAR

---

EIGHTH YEAR

---

NINTH YEAR





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